RIS HS

AD ASTRA RUAMRUDEE

HIGH SCHOOL PROGRAM OF STUDIES 2026–2027

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VISION *RIS Ruamrudee International School will be known globally as a hallmark of international education, nurturing intellectual development, moral character, and physical well-being, while fostering compassion through action and shaping the lives of tomorrow's leaders.*

MISSION *RIS 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.*

HS PROGRAM OF STUDIES 2026-2027

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GENERAL INFORMATION

This Program of Studies is a very important resource for planning your high school course of study as well as preparing for university entrance. It includes all the information you need to plan your four-year high school career at RIS.

VISION

Ruamrudee International School will be known globally as a hallmark of international education, nurturing intellectual development, moral character, and physical well-being, while fostering compassion through action and shaping the lives of tomorrow's leaders.

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.

GRADUATION REQUIREMENTS & CREDITS

To qualify for an RIS diploma, students must earn 36 credits, complete their final year of high school at RIS, and fulfill the following minimum requirements:

SUBJECT:	**MINIMUM REQUIRED CREDITS:**
English	5.0 (at least one English class per semester)
Mathematics	4.0
Social Science	3.0
Science	3.0
Health and Wellness	1.0
Religion or Values	2.0
Performing and/or Visual Arts	2.0 *
Physical Education	2.0 *
Modern Language *or* Thai	2.0

Every Thai citizen must take at least one Thai class per semester per year

The remaining 12 credits are considered "elective credits" and can be taken in any subject area.

* If the student's schedule will not accommodate Physical Education or Performing/Visual Arts, a maximum of one credit may be met through alternative activities, speak to your counselor to learn more about this option and to determine if you qualify.

THAI LANGUAGE AND CULTURE REQUIREMENTS

In compliance with regulations determined by the Thai Ministry of Education, RIS adheres to the following policies:

- All Thai RIS students must take a Thai class every semester.
- All non-Thai students Grades 9-12 are required to take 2 years of Thai before graduation unless they have previously completed 1 year of Thai Culture or Language study before the end of Grade 8. In addition to the acquisition of Thai literacy, Thai students will study aspects of Thai history and culture within their Thai language class.

TYPICAL COURSES BY GRADE LEVEL

Electives (Additional Courses) can be taken every year. It is critical that course selections are intentional and will help students to meet all graduation requirements listed on page 2.

Grade 9 (10 credits)	Grade 10 (10 credits)
• English 9 (1.5 credits) • Mathematics 9 (1.5 crits) • World History & Geography I (1.0 credit) • Intro to Chemistry & Physics (1.0 credit) • Thai (1.0 credit) • Health and Wellness 9 (0.5 credit) • Physical Education (1 credit) • Values or Religion (0.5 credit) **Additional Courses** • Performing Arts • Visual Arts • Technology • Modern language • Culinary Art	• English 10 (1.5 credits) • Mathematics 10 (1.5 credits) • World History & Geography II (1.0 credit) • Biology (1.0 credit) • Thai (1.0 credit) • Health and Wellness 10 (0.5 credit) • Values or Religion (0.5 credit) **Additional Courses** • Performing Arts • Visual Arts • Technology • Modern language • Culinary Art • Physical Education

In grade 10 students will have the option of enrolling in the International Baccalaureate Diploma Program for grades 11 and 12, see pages 9 - 11 for more information.

Students who do not enroll in the Diploma Programme can enroll in either International Baccalaureate courses, Advanced Placement courses, and/or RIS general courses. Students should be cognizant of their graduation requirements as well as university requirements when building their schedules for grades 11 and 12.

Credit allocation will vary per course. Please see the course description section for the specific credit allocation.

Grade 11	Grade 12
• English (1.0 -1.5 credit) • Mathematics (0.5-1.5 credit) • Social Sciences (0.5-1.5 credit) • Science (0.5-1.5 credit) • Thai (1.0-1.5 credit) • Values, Religion or Theory of Knowledge (0.5 - 1.0 credit) **Additional Courses** • Performing Arts • Visual Arts • Technology • Modern language • Culinary Art • Physical Education	• English (1.0 -1.5 credit) • Mathematics (0.5-1.5 credit) • Social Sciences (0.5-1.5 credit) • Science (0.5-1.5 credit) • Thai (1.0-1.5 credit) • Values, Religion or Theory of Knowledge (0.5 - 1.0 credit) **Additional Courses** • Performing Arts • Visual Arts • Technology • Modern language • Culinary Art • Physical Education

STUDY BLOCKS AND SCHEDULING

The purpose of study blocks is to provide students time during the day to complete assignments and study for exams. The rigor of students' academic schedules determine the number of study blocks a student will have.

- Grade 11 and 12 students are entitled to two (2) Study Blocks per semester or a total of four (4) blocks for the academic year.
- Grade 11 students who are full IB Diploma Candidates are entitled to three (3) Study Blocks per semester or a total of six (6) blocks for the academic year.
- Grade 12 students with three (3) or more AP and/or IB HL courses in their timetable are entitled up to four (4) Study Blocks per semester or a total of eight (8) blocks for the academic year.

GUIDELINES FOR RIS LANGUAGE PLACEMENT

Students are encouraged to prepare for their future and maximize their overall experience at RIS by participating in the Modern Language program. It is to a student's advantage to begin studying a Modern Language in middle school and to continue that language in grades 9 and 10. This provides the best foundation for studying a language at an advanced level in grades 11 and 12, guidelines for IB Languages can be found here.

NEW MODERN LANGUAGE LEARNER

Students with less than 2 years of instruction in a Modern Language are considered *New Language Learners* and may take language courses at level 1, 2, or IB *Ab Initio.*

What is IB Ab Initio?

The IBO specifies that students who have had "little or no" instruction in or experience with a language are eligible to take the IB *Ab Initio* course in that language. *Ab Initio* means "from the beginning."

- Students who have had limited experience or no instruction in the target language are eligible to take Year 1 IB Language *Ab Initio* course, however students who begin the *Ab Initio* course in grade 9 are **not eligible** to sit the exam and therefore will not earn the credit weighting for the class.

GRADE 11 PLACEMENT IN AN ADVANCED LANGUAGE COURSE (HL, SL, OR AP)

- Students who have taken two years of the same language (Spanish, Japanese, or Mandarin) at high school are eligible for an IB SL language course in grade 11, based on successful performance (attaining an 'A' or 'B') and teacher recommendation.
- If a student's grade is 'B+' or higher at the end of Level 3 (Level 4 is preferred) 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.
- If a student has not previously taken a modern language in the RIS High School, a language placement exam may be given to determine the most appropriate level for the student.

CREDIT ALLOCATION

Credit is given 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.

- 0.25 credit is given for the successful completion of a course that meets one out of four days or after school one day a week for a full block over one semester.
- 0.5 credit is given for the successful completion of a course that meets every other day for a full block over one semester.
- 0.75 credit is given for the successful completion of a course that meets 3 out of 4 days or 4 out of 4 days for a full block over one semester.

GRADE-LEVEL PLACEMENT FOR TRANSFER STUDENTS

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 High School Counselors.

- Transfer credit is given for courses taken at an accredited 9–12 high school; specific determination will be made by the High School Counselors in consultation with the Administration based on the student's transcript.
- Students transferring to RIS in the first or third quarters may be eligible for the entire semester's credit.

POST-SECONDARY PLANNING

The High School Counselors work with students in each grade level to educate and assist with students' journey to higher education including their planning and the application process. Admissions requirements vary *greatly* by country and university. Students and parents are encouraged to check specific requirements for the universities they are most interested in.

COMMON *MINIMUM* ADMISSIONS REQUIREMENTS:

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

* *Extended study in the same language is a common requirement. Highly qualified applicants to selective universities in the United States and other countries will usually have taken three to four years of a language other than English.*

PREPARATION FOR STUDYING OUTSIDE OF THAILAND

The High School Counselors work with students and families to guide them in their university applications. Seniors are advised to apply for admission to up to ten (10) "best fit" colleges and universities. "Best fit" colleges and universities are those that are targeted because they meet the personal requirements of the student *and* offer the academic programs the student is interested in. Students should select colleges within a balanced, realistic, and appropriate range of selectivity. Factors determining success in university applications vary widely by country, college, and academic program but often include:

- A record of achievement in all high school courses.
  - A choice of challenging courses and the grades earned in these courses is usually the most important factor for consideration.

- Participation in extracurricular activities and/or community service (if applicable)
  - The *quality* of the student's participation is more important than the number of activities. There are no right or wrong activities in university admissions as colleges are looking to bring in a diverse student body.
- Positive, detailed letters of recommendation from teachers who know the student well and can attest to the impact the student has made in their classroom.
- Standardized (SAT, ACT, SAT Subject Tests) and/or External (AP, IB) exam scores.
  - Some colleges and universities (primarily in the United States) are Test-Optional for the SAT/ACT. Students should not necessarily assume this will be the policy in the future. For colleges outside of the United States, particularly the UK and Australia, external exam scores are a *very* important factor in college admission.
- Personal essays (if applicable)
  - Many universities ask for a personal essay; highly competitive colleges or academic programs may also choose to interview applicants. Personal essays and interviews can distinguish a student from other equally qualified applicants.

For more information on universities outside of Thailand, students should see the counselors in the High School 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

The current admission system for higher education institutions in Thailand is called the Thai University Central Admission System (TCAS). Under this system, high school students are given four rounds in which to compete for university seats. Students can choose to apply during each round.

- The first round is a portfolio method in which students' records are considered by universities as the main entrance criteria with no written exam.
- The second round is a quota method for gifted students or students whose domicile is in the area according to the criteria of university. For their selection process, the universities will consider their own admission requirements to admit students
- The third round is called the "admission" round in which students sit for central exams organized by the National Institute of Educational Testing Service. The tests include Thai General Aptitude Test (TGAT), Thai Professional Aptitude Test (TPAT) and Applied Knowledge Level (A-Level). Candidates are allowed to choose ten department options.
- The last round is called "direct admission" which allows universities to use their own criteria to admit students.

The Association of the Council of University Presidents of Thailand sets the application process, including the application requirements and the timeline for each round of applications. Students need to register to take the TGAT (Thai General Aptitude Test), TPAT (Thai Professional and Academic Aptitude Test) and A-Level (Applied Knowledge Level) in grade 12 and must submit their scores as specified in each application round.

For information on the TGAT, TPAT and A-Level, students must pay close attention to any announcements and updates from Thai University Central Admission System on its website: https://www.mytcas.com/ The application period for TCAS is from December–June.

FOR PRIVATE UNIVERSITIES WITH THAI PROGRAMS

The admissions system of private Thai Universities (with Thai programs) is Direct Admission. Each university sets its own application process, including the application requirements and timeline. 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. General requirements may include:

- International Standardized Test scores, e.g., SAT, ACT, TOEFL iBT, IELTS
    - SAT ≥ 1200 (Reading & Writing + Math)
        - Note: Students are strongly recommended to take the SAT in March, May, or June of Grade 11.
- English Proficiency Test scores: TOEFL iBT ≥ 79 or IELTS ≥ 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 consideration, such as:
    - GPAX (grade 10–11 or 12)
    - Entrance exam
    - Personal portfolio
    - Teacher recommendations
    - Interview
- Additional scores, such as TBAT and CU-AAT, AKAT, MCAT, or UCAT, must be submitted to medical and dental schools in Thai universities. Applicants should consult the Thai College Counselor about the scores required by each medical or dental school and the minimum criteria.

These courses are recommended in high school when preparing for the following majors at university:

Major	Supporting Courses
Science (see next page for Medical/Dental or Engineering)	AP or IB English, AP or IB Biology, AP or IB Chemistry, AP or IB Physics, IB Math or AP Calculus
Business Administration (BBA) and Economics	AP or IB English, IB Math or AP Calculus, IB Business Management, AP/IB Economics or AP/IB History
Architecture	Art Courses or IB Art, IB Math, Physics, AP/IB English

If you are planning to study medical/dental or engineering in Thailand, there are specific courses you must take and scores you must earn. The university requirements listed on page 8 are as of

November, 2024 and are subject to change by Thai universities. Please check with your counselor to confirm any university requirements.

For IB, you will submit projected scores in Year 2, however, for AP, SAT and/or ACT, actual scores must be submitted so these must be completed before the application period.

Medical/Dental Entrance Requirements for Ramathibodi Hospital, Siriraj Hospital, SWU+Nottingham, and PSCM

IB		AP	
Biology HL	6+	Biology	4+
Chemistry HL	6+	Chemistry	4+
Math (any level)	HL- 5+ ; SL- 6+	Calculus (AB or BC)	4+

Engineering Entrance Requirements

IB		AP		Testing	
Chemistry HL	6+	Chemistry	4+	SAT Math	650+
Math HL (AI or AA)	6+	Calculus (AB or BC)	4+	ACT Science	26+
Physics HL	6+	Physics 1	4+		

Please review this document for information about course selection and prerequisite requirements you need to be aware of to support your application for these programs in Thailand.

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

AP AND IB PATHWAYS

ADVANCED PLACEMENT (AP) COURSES

AP courses prepare students to take the external AP examination administered by the US-based College Board. Sufficiently high AP scores may earn a student advanced standing or university credit at many US 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. Students in grade 9 may not take AP courses. Students in grade 10 may take up to two AP courses. 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.

AP Course Selections 2026–2027

AP Biology	AP Computer Science Principles	AP Physics 1
AP Business and Personal Finance	AP English Literature & Composition	AP Physics 2
AP Calculus AB	AP Human Geography	AP Psychology
AP Calculus BC	AP Japanese Language & Culture	AP Spanish Language & Culture
AP Chemistry	AP Macroeconomics	AP Statistics
AP Chinese Language & Culture	AP Microeconomics	AP World History
AP Computer Science Advanced	AP Music Theory Online	

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

ADMISSION TO AP COURSES

AP courses require a 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, an understanding and acceptance of the increased demands and good grades across the majority of subject areas
- A high level of achievement in prerequisite courses as stated in this *Program of Studies* or those related to the selected AP course
- 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 October and is non-refundable.* Any student who does not sit an AP exam, for any reason, will be required to sit internal exams at RIS and will lose the AP designation and

GPA weighting on their transcript. These external exams comprise past AP exams, and the results are 30% of the student's final RIS grade.

- Requests to withdraw from any AP course will be considered and determined by the Assistant Principal in consultation with the AP Coordinator and the High School Counseling Office.

To ensure a guaranteed, rigorous, and comprehensive AP academic experience, RIS offers a Combination-Block Scheduling System for Advanced Placement (AP) courses. This system ensures that specific AP courses are consistently offered in specific blocks and combinations each academic year, providing a predictable framework for students' planning.

INTERNATIONAL BACCALAUREATE (IB) PROGRAMME

THE IB MISSION

"The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect….These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right." (https://www.ibo.org/about-the-ib/mission/)

For information on the International Baccalaureate Mission, including the Learner Profile, explore the IB website at www.ibo.org and contact Ms. Nicole Sabet, the IB Coordinator.

THE IB DIPLOMA

The IB Diploma is a two-year pre-university program of studies culminating in an internationally recognized diploma, providing students with access to universities around the world. The IB Diploma Programme (DP) allows students the freedom to pursue their own interests 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). Among the selection of courses, students must pursue studies in language and literature, individuals and societies (social studies), natural sciences, and mathematics. Studies in language acquisition and arts are also encouraged, but not always required.

Assessment includes IB external exams, IB internal assessments, and work completed by the student at home and at school for RIS credit.

IB Course Candidates

The IB Programme also allows for 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 PROGRAMME OR IB COURSES

The International Baccalaureate (IB) Programme 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 anticipation of high scores in the IB Diploma Programme 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. Both the IBDP and individual IB courses are a two-year commitment and students are expected to complete both years. 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, an understanding and acceptance of the increased demands and good grades across the majority of subject areas
- A high level of achievement in prerequisite courses as stated in this *Program of Studies* or those related to the selected IB HL course
- 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 September of Year 2 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 and will lose the IB designation and GPA weighting on their transcript. Internal exams comprise past IB exams, and the results are 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., four subjects at the Higher Level or three Sciences rather than two) *must* obtain written approval from the IB Coordinator and High School Assistant Principal. Approval for an irregular program will be granted rarely and 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 IB program.

IB Course Selections 2026–2027

Group 1	Studies in Language and Literature (Language A)	English A Language & Literature SL & HL English A Literature SL & HL English A Literature & Performance SL Thai A Language and Literature SL & HL *School Supported Self Taught (SSST) Language A Literature SL [for languages other than English and Thai] on a case by case basis- please reach out to the DP Coordinator for more information
Group 2	Language Acquisition (Language B and Ab Initio)	English B HL Japanese B SL & HL, Ab Initio SL Mandarin B SL & HL, Ab Initio SL Spanish B SL & HL, Ab Initio SL *French Ab Initio SL is available online through Pamoja at an additional cost. Please speak with the DP coordinator for more information
Group 3	Individuals and Societies	Business Management SL & HL Economics SL & HL

		Global Politics SL & HL History SL & HL Psychology SL & HL
Group 4	Experimental Sciences	Biology SL & HL Chemistry SL & HL Computer Science SL & HL Environmental Systems & Societies SL & HL Physics SL & HL
Group 5	Mathematics	Mathematics Analysis and Approaches SL & HL Mathematics Applications & Interpretation SL & HL
Group 6	Arts and Electives	Music SL & HL Theatre SL & HL Visual Arts SL & HL

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

CORE REQUIREMENTS OF THE IB DIPLOMA PROGRAMME:

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, Activity, Service (CAS)**
   In fulfilling the CAS requirements, students pursue experiences that involve a creative product, a healthy lifestyle, and serving the community. The intent is to ensure active involvement in the community and to develop 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 knowledge, claims, and judgments made in math, natural and social sciences, logic, ethics, and arts. Students develop critical-thinking skills and a conceptual understanding of learning how to learn. It is a graded class that receives the same weights as the IB SL scale.

   (Note: Theory of Knowledge with the CAS requirement counts as an RIS Values credit.)
4. **IB Core Class**

   IB Core offers pastoral care for Diploma students through lessons that both teach for student well being and provide time for the Diploma Core: Extended Essay, CAS and TOK.. Theory of knowledge is supported through exploration of knowledge concepts. Additional time is dedicated to Creativity, Activity, and Service (CAS) lessons, portfolio building, and reflection on CAS experiences. Finally, to support students in their Extended Essay requirement, students will be instructed on the research process, provided with a timeline of EE deadlines, and be given independent opportunities to produce written research in a subject of their choice. *This class is pass/fail, meets 1 out of 4 days and is required for IB Diploma students.* IB Core earns 0.25 TECH/ELEC credit per semester.

GRADES, GPA & GRADUATING WITH HONORS

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:

Letter Grade	Regular Grade Point	Weighted Grade Point IB SL*	Weighted Grade Point, AP and IB HL*
A	4.00	4.25	4.50
A-	3.67	3.92	4.17
B+	3.33	3.58	3.83
B	3.00	3.25	3.50
B-	2.67	2.92	3.17
C+	2.33	2.58	2.83
C	2.00	2.25	2.50
C-	1.67	1.92	2.17
D+	1.33	1.33	1.33
D	1.00	1.00	1.00
D-	0.67	0.67	0.67
F	0.00	0.00	0.00

* IB Higher Level and AP courses are weighted by adding 0.5, IB Standard Level adds 0.25.

LETTER GRADE DESCRIPTORS

- **A =** a thorough understanding of knowledge and skills, with the ability to apply them accurately in complex situations
- **B =** a strong understanding of knowledge and skills, with the ability to apply them accurately in a variety of situations
- **C =** a sound understanding of knowledge and skills, with the ability to apply them accurately in predictable situations
- **D =** an adequate understanding of knowledge and skills, with a limited ability to apply them in routine situations
- **F =** a limited understanding of knowledge and skills, and unable to apply them

ADDITIONAL DETAILS FOR GRADES

- Students' Grade Point Average (GPA) will be stated on their semester report cards and transcripts.
- **Honor Roll:** Students in grades 9 and 10 who earn a GPA of 3.9 or higher will be on the honor roll for that year. Students in grades 11 and 12 who earn a GPA of 4.0 or higher will also be on the honor roll.
- **Additional Grade Weighting:** Students enrolled in IB Higher Level and AP courses will receive an additional 0.5 weighted grade point on their GPA for grades 'C-' and above in recognition of the challenging nature of these courses, particularly in the assessment of students' work.

PASS/FAIL COURSES

Classes that are designated as "Pass/Fail" are *not* included in a student's Grade Point Average (GPA) calculation. All online courses are considered Pass/Fail and will not impact GPA. Pass/Fail courses are often worth some credit towards graduation, e.g., 0.5 or 0.25 credits. A course will be noted as "Pass/Fail" in both the course description in this Program of Studies as well as in the specific course syllabus.

HONORS DIPLOMA

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

- Must have a cumulative GPA of 3.50 or higher
- Must attend RIS for three out of four years of high school
- Must have at least a 3.50 GPA or higher for BOTH semesters for three out of four years in high school.

COURSE REQUESTS

Registration for courses is a responsibility shared by the school, the students, and the parents. A significant amount of time and effort goes into building the master schedule each year based on students' requests. Once the master schedule has been built, students must submit requests based on the existing schedule.

It is 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 November and February. For many courses placement is based on prerequisites and recommendations - these are found in this document, the Program of Studies. Recommendations

for IB Higher Level and AP courses are made by current teachers in consultation with the IB or AP course teacher. Final decisions will be made by the Administration in consultation with the Counseling Office and Department Heads, as appropriate.

The following people and websites can also assist in your planning:

1. For information on Advanced Placement courses, explore the AP website at apcentral.collegeboard.com and contact the AP Coordinator, Ms. Pavla Poch.
2. For information on the International Baccalaureate Program, explore the IB website at www.ibo.org and contact Ms. Nicole Sabet, the IB Coordinator.
3. For university/college, course, and career planning, contact your assigned High School Counselor.
4. For advice on Thai universities, contact the Thai College Counselor, Dr. Tawan Waengsothorn.

IMPORTANT REMINDERS:

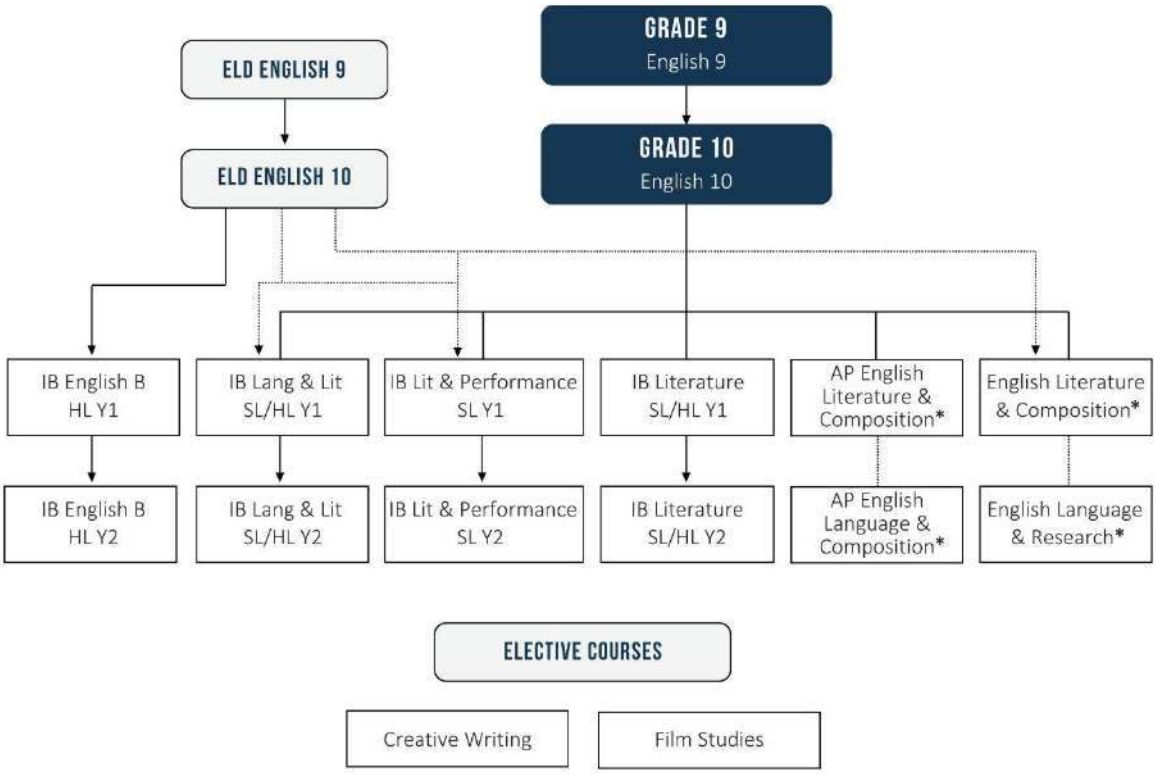
- As you make your course selections, look closely at alternatives in case the courses you want are not offered.
- A course may be canceled if too few students sign up for it or if the interested students are not able to fit the course into their schedule.
- The high school master schedule is created each spring. Once the master schedule has been created, the ability to change courses is severely limited.
- Some courses are offered on alternating years, these will be noted in the program of studies. Please check to see what year the course you are interested in is offered and make sure you take the course when it is available as it will not be guaranteed every year.
- Students in grade 11 who are taking 4 AP classes are not recommended to take an IB Year 1 course as they will miss instruction for AP exams. Should students choose to take 4 APs and an IB Year 1 in grade 11, they will not be eligible for study leave for their IB Year 1 course and will need to attend that class during the study leave period unless it overlaps with an exam.

COURSE DESCRIPTIONS BY DEPARTMENT

ENGLISH

English Course Offerings for 2026-27

Four years (8 semesters) of English are required for graduation, with a minimum of five (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.



* These course are offered on alternating years

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 Core

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. 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 3 out of 4 days***
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 courses. Students will read, watch, and analyze a variety of texts and genres. These include novels, poetry, modern plays, graphic novels, and short stories. Students will respond to texts through a combination of class discussion and written analysis. By the end of English 10, students will be confident and competent writers of literary analysis on theme, character development, and literary techniques. Students will develop these skills through the production of essays, oral presentations, and performances. Students will also expand their English vocabulary within the context of the course literature, and grammar skills will be taught and reviewed through targeted digital lessons. This course introduces students to the IB concepts in an effort to prepare them to be successful in IB English courses.

English Language and Research *(offered on alternating years with English Literature and Composition)*

Duration; ***1 year, class meets every other day***
Credits: ***1***
Prerequisite: Students must have a passing mark in their previous English course (English 10 or ELD English 10 with ELD teacher recommendation or IB Year 1 English or AP English).
Will run in 2027-28

English Language and Research focuses on helping students develop critical English and research abilities that will translate well to the university level. The course explores non-literary texts while empowering students to conduct research on topics that are interesting and relevant to them. The course will focus on the research process, ensuring academic integrity and promoting the development of syntactical, grammatical and vocabulary skills.

English Literature and Composition *(offered on alternating years with English Language and Research)*

Duration; ***1 year, class meets every other day***
Credits: ***1***
Prerequisite: Students must have a passing mark in their previous English course (English 10 or English Language and Research or ELD English 10 with ELD teacher recommendation or IB Year 1 English or AP English).
Recommended MAP reading score > 220
Will run in 2026-27

The course includes the 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. Literary analysis makes up the bulk of student writing for the course.

English Electives

Creative Writing (Grades 10–12)

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

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 writing a range of literary 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 Studies (Grades 10–12)

Duration: ***1 semester, class meets every other day***
Credit: ***0.5 per semester***

The Film Studies course is designed to provide students with a historical background in cinematography; the tools to critique a film for both aesthetics and message; the fundamentals to develop skills in composition, lighting, sound, color, and movement to communicate point of view and message; and the opportunity to explore their own creativity by writing and producing an original short film.

IB English Courses

IB Language 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 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 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 Language A: English Language & Literature SL

Duration: ***2 years, class meets every other day***
Credits: ***1.0 per year***
Prerequisite: ***Students must have passed English 10 or ELD English 10 with ELD teacher recommendation***

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 Language A: English Language & Literature HL

Duration: ***2 years, class meets 3 out of 4 days***
Credits: ***1.5 per year***
Prerequisite: ***Students must have at least a B in Grade 10***

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

IB Language A: English Literature SL

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 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 9 literary texts over the two years.

IB Language A: English Literature HL

Duration: ***2 years, class meets 3 out of 4 days***
Credits: ***1.5 per year***
Prerequisite: ***Students must have at least a B in Grade 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 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 Language A: English Literature & Performance SL

Duration: ***2 years, class meets 2 out of 4***
Credits: ***1.0 per year***
Prerequisite: ***Students must have a passing grade in English 10 or ELD English 10 with ELD teacher recommendation.***

This is an interdisciplinary course combining a close analysis of literary texts with the development and creation of theatrical performances for a live audience. IB Literature & Performance fosters a deep understanding of works of literature and drama by merging narratives with symbolic and aesthetic elements from a variety of theatre traditions. Students will study a mixture of literary texts, including but not limited to plays, novels, and poetry. Coursework includes written and oral literary analysis, culminating in the creation of an original live performance based on a studied

work of literature. Importantly, the course is an opportunity to develop intellect, imagination, and creativity through reading, discussion, and performance.
The course is currently only offered at the Standard Level and is ideally suited for students who enjoy acting and drama and are interested in taking two IB courses from group three or four. No prior theatre experience is required.

IB English B HL

Duration: ***2 years, class meets every day***
Credit: ***1.5***
Prerequisite: ***Recommendation by ELD teacher and/or HS counselor***

IB English B Higher Level is a language acquisition course for students with several years of experience of learning in English. While studying the language, students will explore five themes: identities, experiences, human ingenuity, social organization, and sharing the planet. At the HL level, students will extend the range and complexity of the language they use and understand in order to communicate. There is also a literature component.

AP English Courses

AP English Language and Composition *(offered on alternating years with AP Literature and Composition)*

Duration: ***1 year, class meets every day***
Credits: ***1.5 per year***
Prerequisite: ***Admission is based on Grade 10 marks, the English teacher's recommendation, and an 'A' or 'B' in English 10 / IB English SL Y1 / IB English HL Y1***
Will run in 2027-28

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 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 on alternating years with AP Language and Composition)*

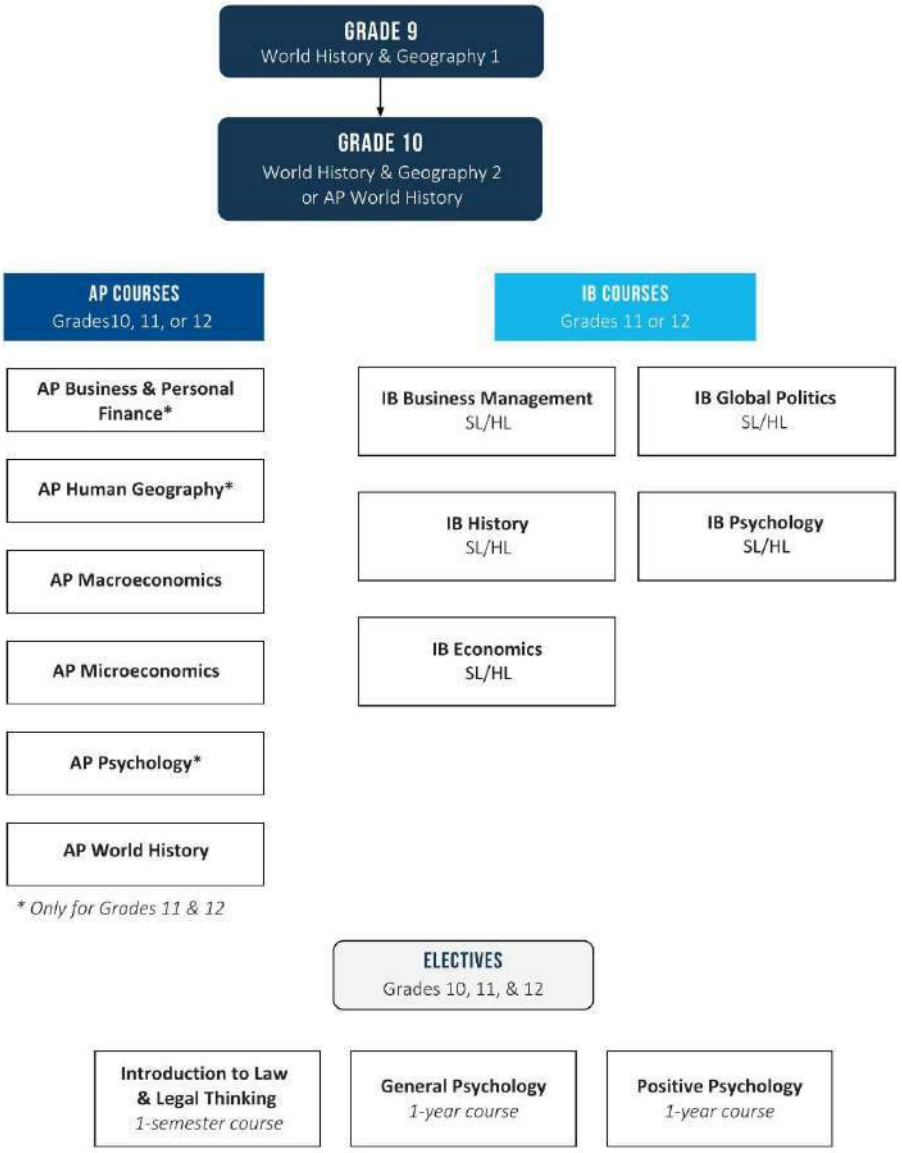
Prerequisite: ***Admission is based on Grade 10 marks, the English teacher's recommendation, and an 'A' or 'B' in English 10 / IB English SL Y1 / IB English HL Y1***
Will run in 2026-27

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.

SOCIAL SCIENCES

Social Sciences Course Offerings for 2026-27

Students enrolled in grades 9 and 10 must take 1.0 credit in Social Science each year. Grade 10 students *may* take AP World History instead of World History & Geography II to fulfill the grade 10 requirement. A total of three (3.0) credits in Social Science is required for graduation.



Why Study the Social Sciences?

The Social Sciences Department focuses on developing socially responsible global citizens through the study of history, psychology, geography, 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 Core

Social Science 9—World History & Geography I

Duration: ***1 year, class meets 2 out of 4***
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 organization, political systems and state-building, human-environment interaction, economic systems, and cultural change. These themes will be addressed across four chronological units: Humans and Civilization, Classical Empires, 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 2 out of 4***
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 research-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 Electives – Grades 10, 11 & 12

Introduction to Law and Legal Thinking (Grades 10-12)

Duration: ***1 semester, class meets 2 out of 4***
Credit: ***0.5***

This course introduces students to the foundational principles of law and the art of legal reasoning through an engaging, analytical approach. Drawing from topics typically studied in the first year of law school—such as torts, property, contracts, and criminal law—the course also incorporates Thai and international legal cases to provide a comparative, global perspective. Students will learn to analyze legal issues, construct persuasive arguments, and support their claims with evidence drawn from case law and real-world examples. Emphasizing analysis, rhetoric, and the art of argumentation, this course builds critical thinking, reasoning, and communication skills essential for success in both academic and professional settings.

Positive Psychology (Grades 10 - 12)

Duration: ***1 year, class meets 1 out of 4 days***
Credit: ***0.5***

Students will critically examine historical and cultural ideas about happiness and success, analyze and conduct research, and take a practical approach to applying main concepts from class to their own life experiences. This course will examine empirical, science-based insights about behaviors

and attitudes related to the optimal functioning of individuals and groups. Along the way, students will learn about key research methods and findings from Positive Psychology, a fast growing discipline of psychology which emphasizes what we do right rather than what we do wrong. By evaluating and applying this aspect of psychological science, students will ultimately be cultivating tools for positive change.

Psychology (Grades 10-12)

Duration: ***1 year, class meets 2 out of 4***
Credit: ***1.0***

Psychology is a social science that seeks to understand how we think, feel, and behave. Students will study a range of topics including biological bases of behavior, learning, memory, intelligence, social psychology, personality, health psychology, disorders, and treatments. The course provides opportunities for students to share and discuss their ideas in relation to the topics we will learn in class. Students' understanding and application of knowledge will be assessed through both tests and projects. Psychology is not a prerequisite for IB or AP Psychology, and all students who are interested in human thought and behavior are welcome.

IB Social Science Courses

IB Business Management SL

Duration: ***2 years, class meets 2 out of 4***
Credit: ***1.0 per year***
Recommended MAP reading score > 220

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 (Internal Assessment). There will be two (2) externally assessed exam papers for this course.

IB Business Management HL

Duration: ***2 years, class meets 3 out of 4 days***
Credit: ***1.5 per year***
Recommended MAP reading score > 220

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 (Internal Assessment). There will be three (3) externally assessed exam papers for this course.

IB History SL

Duration: ***2 years, class meets 2 out of 4 days***
Credit: ***1.0 per year***

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 and Italian expansion in the 1930s to Japanese expansion in Asia. The prescribed topics are *Causes and Effects of 20th Century Wars* and *The Cold War*. An additional requirement is that students complete a historical investigation on a topic of their choice.

IB History HL

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

Credit: ***1.5 per year***

The IB History Higher Level course is an in-depth study of aspects of European history in addition to the prescribed subjects, topics, and historical investigation of the Standard Level course. Within European history, students will study: *Imperial Russia, Europe and the First World War* and *European Foreign Policy in the Interwar Years*.

IB Economics SL

Duration: ***2 years, class meets 2 out of 4 days***
Credit: ***1.0 per year***
Recommended MAP reading score > 220

This course covers the basic economic foundations in four major areas: microeconomics, macroeconomics, and global 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. Students will write three commentaries for a portfolio of current events for their Internal Assessment. There will be two (2) externally assessed exam papers for this course.

IB Economics HL

Duration: ***2 years, class meets 3 out of 4 days***
Credit: ***1.5 per year***
Recommended MAP reading score > 220

This course covers the principles found in Standard Level but includes additional topics as well as additional detail and depth for certain principles. Students will write three commentaries for a portfolio of current events for their Internal Assessment. There will be three (3) externally assessed exam papers for this course.

IB Global Politics SL & HL

Duration: ***2 years, class meets 2 out of 4 days; HL meets 3 out of 4 days***
SL Credit: ***1.0 per year***
HL Credit ***1.5 per year***

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.

IB Psychology SL

Duration: ***2 years, class meets 2 out of 4 days***
Credit: ***1.0 per year***
Recommended MAP reading score > 220

Psychology is the scientific study of human behavior and mental processes. Students will explore the biological, cognitive and sociocultural approaches to understanding human behavior through the contexts of Learning and Cognition, Human Development, Human Relationships and Health and Wellbeing. This course emphasizes the application of psychological concepts and develops critical thinking skills. The classes include practical activities that enable students to engage with psychological research. As part of their internal assessment, students will develop a research proposal.

IB Psychology HL

Duration: ***2 years, class meets 3 out of 4 days***
Credit: ***1.5 per year***
Recommended MAP reading score > 220

Psychology is the scientific study of human behavior and mental processes. HL students will explore the biological, cognitive and sociocultural perspectives through the contexts of Learning and Cognition, Human Development, Human Relationships and Health and Wellbeing. They will also examine the role of culture, motivation and technology in human behavior. This course emphasizes the application of psychological concepts and develops critical thinking skills. HL students will interpret and analyze both quantitative and qualitative data from psychological research. As part of their internal assessment, students will develop a research proposal.

AP Social Science Courses

AP Business with Personal Finance

Duration: ***1 year, class meets 3 out of 4 days***
Credit: ***1.5***
Offered to: ***Grade 11 and 12 students***
Recommended MAP reading score > 220

In the AP Business with Personal Finance course, "students explore the business disciplines of entrepreneurship, marketing, finance, accounting, and management through real-world business applications, case studies, and project based learning." In this course, students will complete two projects, one focusing on entrepreneurship and the other focusing on personal finance.

AP Human Geography

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Offered to: ***Grade 11 and 12 students***
Recommended MAP reading score > 220

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.

Note: The course meets less frequently than the College Board's recommended instructional time, covering about two-thirds of the suggested hours. To succeed, students will need to engage in independent study of parts of the syllabus outside of class and take initiative in their learning. This includes scheduling flex time with the teacher to clarify concepts and ask questions. The course structure is designed to develop essential skills like self-discipline, time management, and independent learning—preparing students for success in college and beyond.

AP Macroeconomics

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Prerequisite: Grade 10, 11, and 12 students. Recommended MAP reading score >220; A grade of 'B' or above in Grade 9 Math (for Grade 10 students)

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

Note: The course meets less frequently than the College Board's recommended instructional time, covering about two-thirds of the suggested hours. To succeed, students will need to engage in independent study of parts of the syllabus outside of class and take initiative in their learning. This includes scheduling flex time with the teacher to clarify concepts and ask questions. The course structure is designed to develop essential skills like self-discipline, time management, and independent learning—preparing students for success in college and beyond.

AP Microeconomics

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Prerequisite: Grade 10, 11, and 12 students. Recommended MAP reading score >220; A grade of 'B' or above in Grade 9 Math (for Grade 10 students)

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

Note: The course meets less frequently than the College Board's recommended instructional time, covering about two-thirds of the suggested hours. To succeed, students will need to engage in independent study of parts of the syllabus outside of class and take initiative in their learning. This includes scheduling flex time with the teacher to clarify concepts and ask questions. The course structure is designed to develop essential skills like self-discipline, time management, and independent learning—preparing students for success in college and beyond.

AP Psychology

Duration: ***1 year, class meets 3 out of 4 days***
Credit: ***1.5***
Prerequisite: A minimum grade of C in World History & Geography 1 or a minimum grade of C in AP World History. Open to Grade 11 & 12 students.

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, clinical psychology, motivation, emotions, and developmental psychology. Students will master a great deal of content knowledge while learning to think like a behavioral scientist. A strong capacity to read for understanding and critically examine scientific research is beneficial for success.

AP World History

Duration: ***1 year, class meets 3 out of 4 days***
Credits: ***1.5***
Offered to: ***Grade 10, 11, 12 students***

AP World History is an academic, yearlong course with emphasis on non-Western history from the year 1200 CE to the present. The purpose of AP World History is to develop a greater understanding 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. Students will take the external AP World History exam at the end of the course.

We will study every region of the world using the Six 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

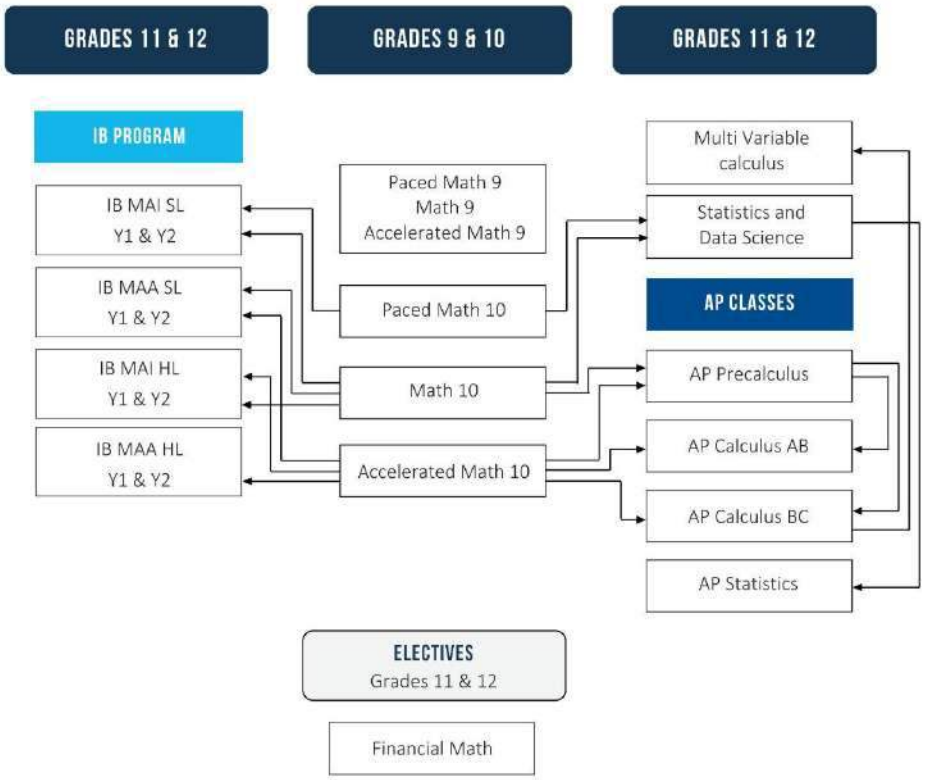
5. Development and transformation of social structures
6. Technology and innovation

For G10 Students only: This course can be taken instead of World History and Geography II. Student must have at least a C in World History and Geography I or a teacher recommendation to enroll.

MATHEMATICS

Mathematics Course Offerings for 2026-27

Students in grades 9 and grade 10 must take 1.5 credits in Mathematics each year. A total of four (4.0) credits in Mathematics is required for graduation.



Note: Most courses have prerequisites that must be met in the prior course. Please check the Course Descriptions in this Program of Studies for more information. If a student does not meet the prerequistes for a required course, a placement test may taken.

Why Study Mathematics?

In the many courses available at RIS, students will learn the ways in which geometry, algebra, statistics, probability, and calculus help to explain the world in which we live. Mathematics can enter our lives in a number of ways, such as when we buy items at the market, read a news article found online, or plan a project. For most people, mathematics is also used in their chosen profession: artists need to learn about perspective; musicians need to appreciate the mathematical relationships within composition; economists need to recognize trends in financial dealings; 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. And yet some people love mathematics not for its usefulness in applications, but simply for its beauty and the manner in which it provides order and logic. The need for mathematics in people's lives gives us a 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.

Mathematics Core

RIS offers three levels of mathematics for grade 9 & 10 students. Students new to RIS will be asked to complete a placement test to identify which course is most appropriate, while students who completed Math 8 at RIS will be placed by the Grade 8 math teacher.

Mathematics in Grade 9: Math 9 Paced, Math 9, Math 9 Accelerated

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

Math 9 Paced

This course covers approximately 75% of the content of the Math 9 course. The Paced Math track is meant for students who need more time and support to meet the learning targets.

Math 9

This course serves as the foundation for the IB and AP courses offered in grades 11 and 12. In this course we cover basic concepts in algebra and geometry. Math 9 puts students on a path to either complete AP Calculus in their Senior year or to enroll in IB Standard Level Math courses.

Math 9 Accelerated

This demanding course puts students on a path to either complete AP Calculus in their Junior year or to enroll in IB Higher Level Math. Math 9 Accelerated moves through its units quickly, and at a more challenging level compared to Math 9. Students that are successful in this course are organized, hard working and self motivated.

Mathematics in Grade 10: Math 10 Paced, Math 10, Math 10 Accelerated

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

Math 10 Paced

Prerequisite: A passing grade in Math 9 Paced

This course covers approximately 75% of the content of the Math 10 course. The Paced Math track is meant for students who need more time and support to meet the learning targets. Students completing this course will go on to take elective math courses during grades 11 & 12, or IB MAI SL with an A in Paced Math 10.

Math 10

Prerequisite: A grade of 'C-' or above in Math 9, A grade of 'A' in Math 9 Paced (students must complete a placement test), Math 9 Accelerated

This course continues to build on the algebra skills emphasized in Math 9 to ensure success in the IB/AP courses offered in grades 11 & 12. It covers a wide range of topics including algebra, trigonometry, matrices, statistics, and functions. Math 10 puts students on a path to either complete AP Calculus in their Senior year or to enroll in IB Standard Level Math courses.

Math 10 Accelerated

Prerequisite: A grade of 'C-' or above in Math 9 Accelerated, A grade of 'A' in Math 9 (students must complete a placement test)

This course is meant for students who have proven themselves to be excellent mathematicians in our previous Accelerated courses. In this course we cover concepts traditionally found in Algebra 2, Trigonometry, Probability, and Precalculus courses. Math 10 Accelerated puts students on a path to either complete AP Calculus in their Junior year or to enroll in IB Higher Level Math.

Statistics and Data Science

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Prerequisite: ***Open to Juniors and Seniors who are not enrolled in AP Statistics or any IB Math course***

The big questions of the future—be they scientific, economic, or social—will be answered with data. This yearlong course integrates the foundational principles of statistics with the modern, hands-on practice of data science. Students will begin by exploring the core concepts of data representations, data collection, probability, random variables, and sampling theory. Building on this statistical foundation, they will then learn to find, create, manipulate, and analyze complex data sets using versatile and powerful tools like Google Sheets, Desmos, and JASP. The course emphasizes transforming raw data into clear, actionable insights through effective modeling and visualization. The skills developed in this course are highly valuable for students in fields such as business, economics, marketing, psychology, and computer science.

Note: For 2026-27, grade 12 students who took Statistics in Grade 11 may take the second semester of this course, it will appear on their transcript as “Data Science.” Grade 12 students who took Data Science in Grade 11, may take the first semester of this course; it will appear on their transcript as “Statistics.”

Multivariable Calculus

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Prerequisite: ***AP Calculus BC or equivalent; IB Mathematics: Analysis & Approaches HL Year 1***

This advanced mathematics course extends the study of calculus to functions of several variables. Major topics include vectors and geometry in three dimensions, vector-valued functions and motion in space, partial derivatives and optimization (including Lagrange multipliers), and multiple integrals in rectangular, polar, cylindrical, and spherical coordinates. Emphasis is placed on geometric visualization, applications to physical situations, and interpreting results graphically, numerically, and algebraically.

Multivariable Calculus is designed for students who have mastered single-variable calculus and wish to continue their mathematical development beyond the AP or IB curriculum. The course provides an excellent foundation for future studies in mathematics, engineering, physics, computer science, and other quantitative disciplines.

Mathematics Electives

Financial Math

Duration: ***1 semester, class meets 2 out of 4 days***
Credit: ***0.5***
Prerequisite: ***Open to all Juniors and Seniors***

This semester course is designed to meet the financial literacy needs of most college-bound students in grades 11 and 12. Topics include investing and loans, budgets, simple, compound, and continuous interest rates, and the use of basic linear equations and graphs in business. Students will use mathematical procedures to analyze and solve business problems in such areas as taxation, savings and investments, maximizing profit, cash management, purchases, sales, and inventory records, and depreciation and inflation.

IB Math Courses

IB MAI SL

Duration: ***2 years, class meets 2 out of 4 days***
Credit: ***1.0 per year***
Prerequisite: ***A passing grade in Accelerated Math 10, a grade of ‘C-’ or above in Math 10 , or an ‘A’ in Math 10 Paced (students in paced 10 must complete summer work for MAI SL and take the placement test).***

The Mathematics: Applications and Interpretation (MAI) course will be offered for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology. Students who take Mathematics: Applications and Interpretation SL will be those who enjoy mathematics best when seen in a practical context. Students who anticipate taking a university course such as social sciences, business, humanities, international relations, statistics, and the arts will be well prepared by the Mathematics: Applications and Interpretation SL course.

IB MAA SL

Duration: ***2 years, class meets 2 out of 4 days***
Credit: ***1.0 per year***
Prerequisite: ***'C' or above in Math 10 Accelerated or an 'A-' in Math 10***

The Mathematics: Analysis and Approaches (MAA) course is designed for students who enjoy developing their mathematics to become fluent in the construction of mathematical arguments and develop strong skills in mathematical thinking. They will explore real and abstract applications, sometimes with technology, and will enjoy the challenge of mathematical problem solving and generalization. Students who anticipate taking a university course with a substantial mathematical element such as a science-based course, engineering, medicine, or economics, should take Mathematics: Analysis and Approaches course.

IB MAI HL

Duration: ***2 years, class meets 3 out of 4 days***
Credit: ***1.5 per year***
Prerequisite: ***'B' or above in Math 10 Accelerated or an 'A' in Math 10 (students in Math 10 must complete summer work for MAI HL and take the placement test).***

The Mathematics: Applications and Interpretation (MAI) course will be offered for students who are interested in developing their mathematics for describing our world, modeling and solving practical problems using the power of technology and experiencing calculus and analysis at a higher level.

Students who anticipate taking a university course such as social sciences, medicine, economics, business, humanities, international relations, and statistics will be well prepared by the Mathematics: Applications and Interpretation HL course.

IB MAA HL

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

The Mathematics: Analysis and Approaches (MAA) 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. 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 Math Courses

AP Statistics

Duration: ***1 year, class meets every day***
Credit: ***1.5***
Prerequisite: ***'A' in Math 9 Accelerated, 'A' in Math 10, 'B' in Math 10 Accelerated, 'B' in Precalculus, or 'B' in any IB Junior year math course, or 'A-' in Statistics and Data Science***

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: ***'C' or above in Precalculus, or a 'B-' or above in Math 10 Accelerated***

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, 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: ***'A' in Precalculus, or a 'B+' or above in Math 10 Accelerated, or a passing grade in AP Calculus AB***

Course topics include limits, continuity, derivatives, integrals of algebraic and transcendental functions and their applications, and elementary differential equations. This 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 typically taught in this course. Students will be required to take the AP Calculus exam in May.

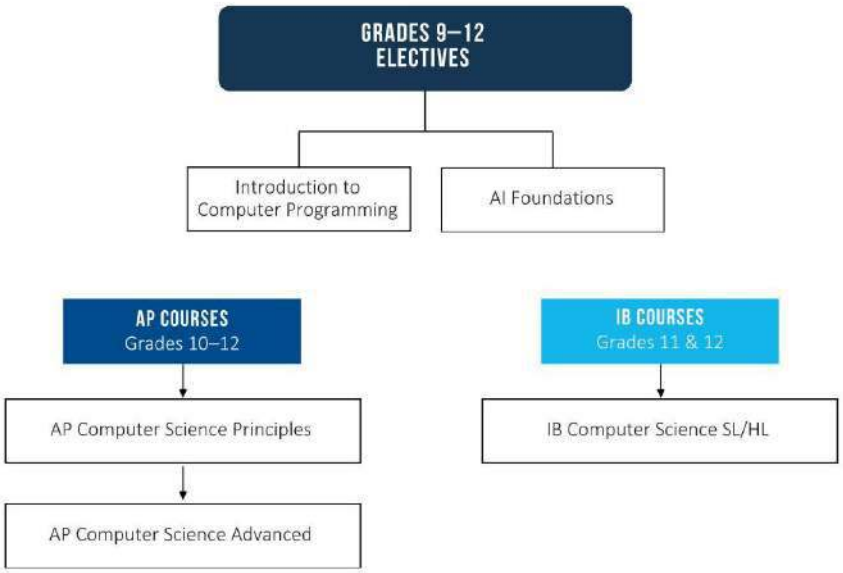
AP Precalculus

Duration: ***1 year, class meets 3 out of 4 days***
Credit: ***1.5***
Prerequisite: ***'C+' in Math 10 or 'D-' or above in Math 10 Accelerated or 'B-' or above in any IB Year 1 Math class***

AP Precalculus is an official College Board course that builds on grade 10 algebra and function concepts to prepare students for success in AP Calculus. This demanding course provides a deep exploration of function families, including polynomial, rational, exponential, logarithmic, trigonometric, and polar functions. Emphasis is placed on function modeling and analyzing function properties, transformations, and graphical behavior. The curriculum formally introduces key calculus-preparatory concepts such as rates of change, end behavior, and limit notation.

COMPUTER SCIENCE AND TECHNOLOGY

Computer Science and Technology Course Offerings for 2026-27



Why Study Computer Science and Technology?

Computer science and technology 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. The impact of AI and machine learning has meant that every facet of our lives will now be impacted by this technology. This makes it even more important to have the foundational skills needed to succeed in modern society. None of the RIS technology electives have prerequisites, and all students of all abilities can benefit from these courses. No prior experience is required, with the exception of the IB/AP courses.

All classes require a laptop. Tablets are not suitable for software development and programming.

RIS Computer Science and Technology Electives

AI Foundations

Duration: ***1 semester, class meets every other day***
Credit: ***0.5***
Prerequisite: ***Open to all High School students***

AI Foundations introduces students to the core principles of computer science and the growing role of artificial intelligence in everyday life. Through hands-on programming, visual problem solving, and critical analysis, students explore how computing systems work, how data powers AI, and how intelligent tools make decisions. They learn to write Python programs, analyze the structure of the Internet, investigate cybersecurity risks, and interpret data through visualizations and models. Throughout the course, students examine how AI systems impact individuals and communities, and build the skills to use computing and AI to solve meaningful problems in their world.

Introduction to Computer Programming

Duration: ***1 semester, class meets 2 out of 4 days***
Credit: ***0.5***
Prerequisite: ***Open to all High School students***

The Introduction to Programming in Python curriculum teaches the foundations of programming with an emphasis on helping students develop logical thinking and problem-solving skills. The course also looks at the use of Python in AI and machine learning applications. Once students complete the Introduction to Computer Programming course, they will have learned material equivalent to half a semester college introductory course in Computer Science and be able to do basic programming in Python.

AP Computer Science Courses

AP Computer Science Principles

Duration: ***1 year, class meets 3 out of 4 days***
Credit: ***1.5 per year***
Prerequisite: ***Open to Sophomores, Juniors, and Seniors; Computer Science Discoveries, Introduction to Programming, Robotics or other significant technological experience required***
Note: ***This counts as a Science credit for students taking AP; universities may or may not count it as a Science***

This 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, AI, machine learning 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 required that students take Computer Science Discoveries, Robotics or an Introduction to Computer Programming before this course.
Note: In 2027-28, AI Foundations will be included as a prerequisite option for AP Computer Science Principles.

AP Computer Science Advanced

Duration: ***1 year, class meets 3 out of 4 days***
Credit: ***1.5 per year***
Prerequisite: ***Open to Juniors, and Seniors with an A- or above in AP CSP or by Teacher Recommendation***

Note: *It is important to understand that this computer science course builds upon a foundation of mathematical reasoning that should be acquired before attempting such a course. This counts as a Science course for students taking AP; colleges may or may not count it as a Science*

AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, and the analysis of potential solutions. The course includes a substantial lab component in which students design solutions to problems, express their solutions precisely, test their solutions, identify and correct errors and compare possible solutions. The course emphasizes object-oriented programming and design using the Java programming language.

It is recommended that a student in the AP Computer Science A course has successfully completed a first-year high school algebra course with a strong foundation of basic linear functions, composition of functions, and problem-solving strategies that require multiple approaches and collaborative efforts. In addition, students should be able to use a Cartesian (x, y) coordinate system to represent points on a plane.

IB Computer Science Courses

IB Computer Science SL & HL

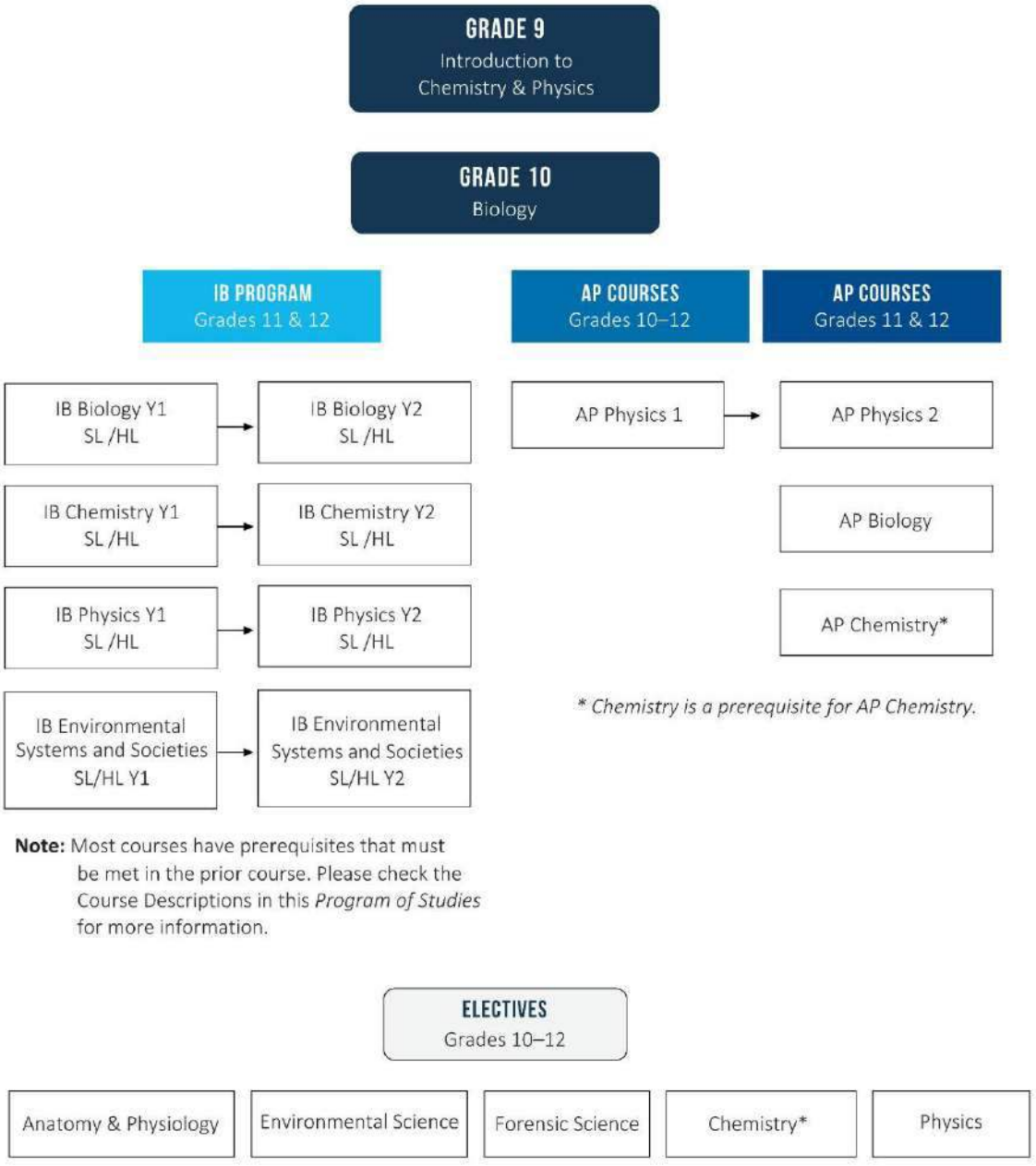
Duration: ***2 years, SL meets 2 out of 4 days, and HL meets 3 out of 4 days***
Credit: ***1.0 per year for SL, 1.5 per year for HL***
Prerequisite: ***Open to Juniors and Seniors; Computer Science Discoveries or Introduction to Programming required or evidence of previous study. Final decision made by the teacher. HL requires proven programming competence and experience.***
Note: *This counts as a Science course for students taking the IB Diploma; colleges may or may not count it as a Science*

This two-year course aims to develop a strong foundation for all students who are interested in and considering taking a major or minor Computer Science course at university. Topics encompass software development life cycle, programming, networking, system architecture, and technological impact on society. Students are expected to master programming and algorithms using generic pseudocode. They must also master the Python, Java, or App Inventor (blocky) languages using appropriate software design techniques to build their own applications. Students will also gain an appreciation for the consequences arising from the 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.

SCIENCE

Science Course Offerings for 2026-27

Students must take Introduction to Chemistry & Physics in grade 9 and Biology in grade 10. A total of three (3.0) credits in Science is required for graduation.



Why Study Science?

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 the 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."*

Science Program

Students will need three (3) science credits to graduate. If they intend to earn an IB certificate or the IB Diploma, they must complete the selected Science coursework. Any student enrolled in an IB or AP course is expected to sit the external exam. Science credit can now be obtained by taking IB Computer Science as part of the IB Diploma. Refer to the Computer Science and Technology section for more information.

The Science department's curriculum is organized, taught, and built around a program of laboratory-based activities, phenomenological, and open-ended questions. The foundational skills, ideas, and concepts learned in freshman and sophomore NGSS courses situate our students well for success in IB and AP. Assessment is more than memorization, rather it is an opportunity for students to display mastery of concepts, skills, and processes so they can make decisions regarding readiness for more advanced courses. Our teaching uses several 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., along with online research and virtual laboratory experiments.

Upon completion of science studies at RIS, students will be well prepared for additional studies at any major university or college. The learning practices required for success in outstanding colleges, universities, and professional employment—logical thinking, preparedness, organization, and creativity—are stressed here in the Science department at RIS knowing these habits will be of great help to students in their future endeavors.

It should be noted that to succeed in IB HL and AP courses, strong mathematical skills are required. To this end, students in these courses need to be enrolled in advanced mathematics coursework.

The viability of classes are dependent on scheduling and staff availability and expertise. 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.

"…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 irreversible technological society."

Introduction to Chemistry & Physics

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Prerequisite: ***Required class for all Freshmen***

This course provides students with laboratory skills and the basic concepts of Chemistry and Physics, spending approximately equal amounts of time on each subject. The course incorporates the NGSS and places an emphasis on deepening students' understanding of topics they have been introduced to in middle school, allowing them to demonstrate their understanding through explanations and use of skills. Topics include: scientific and critical thinking, physical and chemical changes, classification of matter, atomic structure and the periodic table, chemical bonding and basic chemical reactions, static electricity and simple circuits, motion, forces, and heat & energy. This course is required for students who wish to take higher level chemistry and physics courses.

Biology

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Prerequisite: ***Required class for all Sophomores***

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

Science Electives

Anatomy and Physiology

Duration: ***1 semester, class meets 2 out of 4 days***
Credit: ***0.5***
Prerequisite: ***Open to all Juniors and Seniors. Sophomores may enroll with the approval of the Science HOD***

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.

Environmental Science

Duration: ***2 semesters (students do not need to enroll in both semesters), class meets 2 out of 4 days***
Credit: ***0.5 for one semester***
Prerequisite: ***Open to all Juniors and Seniors. Sophomores may enroll with the approval of the Science HOD***

This course is designed to provide students with a coherent perspective of the interrelationships between environmental systems and human societies, while allowing students to engage with a wide range of pressing environmental issues currently facing the planet. Issues include biodiversity, climate change, and food production. Students are given the opportunity to forge a relationship with their environment and grasp the significance of the choices and decisions they make in their own lives.

Forensic Science

Duration: ***1 semester, class meets 2 out of 4 days***
Credit: ***0.5***
Prerequisite: ***Open to all Juniors and Seniors. Sophomores may enroll with the approval of the Science HOD***

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 fingerprinting. 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 in the past.

Chemistry

Duration: ***1 year, class meets 2 out 4 days***
Credit: ***1.0***
Prerequisite: Open to all Sophomores, Juniors, and Seniors. Requires a ‘C+’ or above in Introduction to Chemistry and Physics and ‘C+’ in Accelerated Math 9 or 10 or Math 9 or 10 or ‘B’ or above in Paced Math 9 or 10.

This is an introductory chemistry course. The study of chemistry helps students understand the composition and properties of substances and the changes they undergo, and see how this behavior is applied in their everyday lives. An emphasis is placed on observing and explaining phenomena, modeling particle-level interactions, arguing from evidence, and conducting investigations into the natural world. This course uses crosscutting concepts and science practices as outlined in the NGSS to deepen students’ understanding of the way science works. Chemistry is required for students who wish to take AP Chemistry and is recommended for those wishing to take IB HL Chemistry.

Physics

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Prerequisite: Open to all Sophomores, Juniors, and Seniors. Requires a ‘C+’ in Introduction to Chemistry and Physics and ‘C+’ in Math 9 or Math 10 or C in Math 9 or 10 Accelerated.

In this course, students will explore the fundamental principles of physics through hands-on experiments, interactive discussions, and real-world applications. With this strong conceptual foundation, students will be better equipped to understand the equations and formulas of physics, and to make connections between the concepts of physics and their everyday world. The NGSS (Next Generation Science Standards) provide a framework for science education that emphasizes three dimensions: Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas. This course integrates these NGSS dimensions to provide a comprehensive understanding of physics concepts.

IB Science Courses

IB Biology SL

Duration: ***2 years, class meets 2 out of 4 days***
Credit: ***1 .0 per year***
Prerequisite: Open to Juniors and Seniors with a minimum of a ‘C+’ in Biology

IB Biology focuses on investigating the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale, it investigates the interactions that make whole ecosystems function. The course is taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Students develop the skills to work independently but also collegiately, to mirror the way in which scientific research is conducted in the wider community (IBO, 2024). A required field study is conducted over a three day period to complement the ecological components of the course.

IB Biology HL

Duration: ***2 years, class meets 3 out of 4 days***
Credit: ***1.5 per year***
Prerequisite: Open to all Juniors and Seniors with a minimum of a ‘B’ in Biology

IB Biology focuses on investigating the living world at all levels using many different approaches and techniques. At one end of the scale is the cell, its molecular construction and complex metabolic reactions. At the other end of the scale, it investigates the interactions that make whole ecosystems function. The course is taught practically. Students have opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings. Students develop the skills to work independently but also collegiately, to mirror the way in which scientific research is conducted in the wider community (IBO, 2024). Topics covered and practical assessments are similar to the IB Biology SL course, but are studied in greater breadth and depth. A required field study is conducted over a three day period to complement the ecological components of the course.

IB Chemistry SL

Duration: ***2 years, class meets 2 out of 4 days***
Credit: ***1.0 per year***
Prerequisite: Open to all Juniors and Seniors with a minimum of a 'B' in Biology and 'C+' in Math 10 or Math 10 Accelerated. If applicable, 'C' in Chemistry.

This course focuses on developing students' ability to identify patterns to explain matter at the microscopic level. This, in turn, allows for prediction and control of matter's behavior at a macroscopic level. The program is built around four applications in chemistry (including materials, fuels, controlling reactions and medicinal chemistry) and emphasizes the application of mathematical and graphing skills to address chemistry-related problems. Inquiry skills are developed through experimental design, data analysis and evaluation that culminate in a summative internal assessment.

IB Chemistry HL

Duration: ***2 years, class meets 3 out of 4 days***
Credit: ***1.5 per year***
Prerequisites: Open to all Juniors and Seniors with a minimum of a 'B' in Biology or 'B+' in Introduction to Chemistry and Physics and 'B' in Math 10 or 'C+' in Math 10 Accelerated. If applicable, 'B' in Chemistry. Previous enrollment in Chemistry is highly recommended.
****Students who do not meet the prerequisites may take a placement test prior to the start of the next school year.***

This course focuses on developing students' ability to identify patterns to explain matter at the microscopic level. This, in turn, allows for prediction and control of matter's behavior at a macroscopic level. The program is built around four applications in chemistry (including materials, fuels, controlling reactions and medicinal chemistry) and emphasizes the application of mathematical and graphing skills to address chemistry-related problems. Inquiry skills are developed through experimental design, data analysis and evaluation that culminate in a summative internal assessment. Topics covered and practical assessments are similar to the IB Chemistry SL course, but are studied in greater breadth and depth.

IB Physics SL

Duration: ***2 years, SL meets 2 out of 4 days***
Credit: ***1.0 per year***
Prerequisite: Open to all Juniors and Seniors with a minimum of a C+' in Chemistry or Physics or Introduction to Chemistry and Physics and 'C+' in Math 10 or Math 10 Accelerated. If applicable, 'C' in Physics.

The course aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view. Students will study topics across five themes: Space, Time and Motion, The Particulate Nature of Matter, Wave Behaviour, Fields, and Quantum and Nuclear Physics.

IB Physics HL

Duration: ***2 years, class meets 3 out of 4 days***
Credit: ***1.5 per year***

Prerequisite: Open to all Juniors and Seniors with a minimum of a 'B+" in Introduction to Chemistry and Physics or 'B+' in Physics or 'B' in Chemistry, and 'B+' in Math 10 or 'B' in Math 10 Accelerated Previous enrollment in Physics highly recommended.
****Students who do not meet the prerequisites may take a placement test prior to the start of the next school year.***
The course aims to encourage students to be knowledgeable and inquiring, but also caring and compassionate. There is a strong emphasis on encouraging students to develop intercultural understanding, open-mindedness, and the attitudes necessary for them to respect and evaluate a range of points of view. Students will study topics across five themes: Space, Time and Motion, The Particulate Nature of Matter, Wave Behaviour, Fields, and Quantum and Nuclear Physics. HL topics are studied in greater depth and breadth than at SL.

IB Environmental Systems and Societies SL

Duration: ***2 years, class meets 2 out of 4 days***
Credit: ***1.0 per year***
Prerequisite: Open to all Juniors and Seniors with a minimum of a 'C+' in Biology.
This interdisciplinary course is designed to provide students with a coherent perspective of the interrelationships between environmental systems and human societies, while allowing students 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. ES&S is offered as a Group 4 Experimental Science course.

IB Environmental Systems and Societies HL

Duration: ***2 years, class meets 3 out of 4 days***
Credit: ***1.5 per year***
Prerequisite: Open to all Juniors and Seniors with a minimum of a 'B' in Biology.
This interdisciplinary course is designed to provide students with a coherent perspective of the interrelationships between environmental systems and human societies, while allowing students 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. ES&S is offered as a Group 4 Experimental Science course. HL topics are studied in greater depth and breadth than at SL.

AP Science Courses

AP Biology

Duration: ***1 year, class meets every day***
Credit: ***1.5***
Prerequisite: Open to all Juniors and Seniors with a minimum of a 'B' in Biology.
AP Biology is a college-level course designed to develop a deeper understanding of biological processes. The syllabus includes: biochemistry, cell and cellular energetics, cell communication, molecular genetics and heredity patterns, gene expression and regulation, evolution and ecology. Students will develop and apply the following scientific skills: explaining concepts, analyzing models, asking scientific questions and determining methods, presenting and analyzing data using statistical tests, and argumentation. It is recommended that a chemistry course be studied previously or concurrently.

AP Chemistry

Duration: ***1 year, class meets every day***
Credit: ***1.5***

Prerequisite: Open to all Juniors and Seniors with a minimum of a 'B' in Chemistry

AP Chemistry is designed to be equivalent to a first-year college-level chemistry course. Ideas introduced in the high school chemistry course like reactions, bonding, and energy will be expanded upon and used to facilitate the study of more complex ideas. These ideas include more detailed reaction types, quantitative measurement, kinetics, thermochemistry, and equilibrium. A strong emphasis is placed on analytical problem-solving skills, as well as the development of good laboratory practices.

AP Physics 1 (Algebra-based)

Duration: ***1 year, class meets 3 out of 4 days***
Credit: ***1.5***
Prerequisite: Open to Sophomores based on teacher recommendation; Open to all Juniors and Seniors with a minimum of a 'B' in Intro to Chemistry and Physics and/or B+ in Physics and/or B in Accelerated Math 10.
****Students who do not meet the prerequisites may take a placement test prior to the start of the next school year.***

This algebra-based college–level equivalent course covers Newtonian mechanics (including rotational dynamics and fluids). Emphasis is on the development of strong, analytical problem-solving skills, experimental design, and conceptual understanding of physical principles and "big ideas." There is a large laboratory component to the class. Students are expected to plan and conduct laboratory investigations, making decisions as to how data can be processed to answer scientific questions.

"Accelerated" AP Physics 1 (Algebra-based)

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Prerequisite: Open to Sophomores based on teacher recommendation; Open to all Juniors and Seniors with a minimum of an 'A' in Chemistry, Biology, or Physics and/or A in Accelerated Math 9.
****Students who do not meet the prerequisites may take a placement test prior to the start of the next school year.***

This algebra-based college–level equivalent course covers Newtonian mechanics (including rotational dynamics and fluids). Emphasis is on the development of strong, analytical problem-solving skills, experimental design, and conceptual understanding of physical principles and "big ideas." There is a large laboratory component to the class. Students are expected to plan and conduct laboratory investigations, making decisions as to how data can be processed to answer scientific questions.

Note: The course name on the transcript will read "AP Physics." The addition of "Accelerated" in the program of studies is to indicate that the course meets less frequently than the College Board's recommended instructional time, covering about two-thirds of the suggested hours. To succeed, students will need to engage in independent study of parts of the syllabus outside of class and take initiative in their learning. This includes scheduling flex time with the teacher to clarify concepts and ask questions. The course structure is designed to develop essential skills like self-discipline, time management, and independent learning—preparing students for success in college and beyond.

AP Physics 2 (Algebra-based)

Duration: ***1 year, class meets 3 out of 4 days***
Credit: ***1.5***
Prerequisite: Open to all Juniors and Seniors with a minimum of a 'C-' in AP Physics 1.

This course covers Thermodynamics, Electric force, Field and Potential, Electric Circuits, Magnetism, Electromagnetism, Geometric optics, Waves and Modern Physics.. As in AP Physics 1, the emphasis is on the development of strong analytical problem-solving skills, conceptual understanding, experimental design, and analysis, which is in alignment with the skills and processes attained in AP Physics 1 but in greater depth.

"Accelerated" AP Physics 2 (Algebra-based)

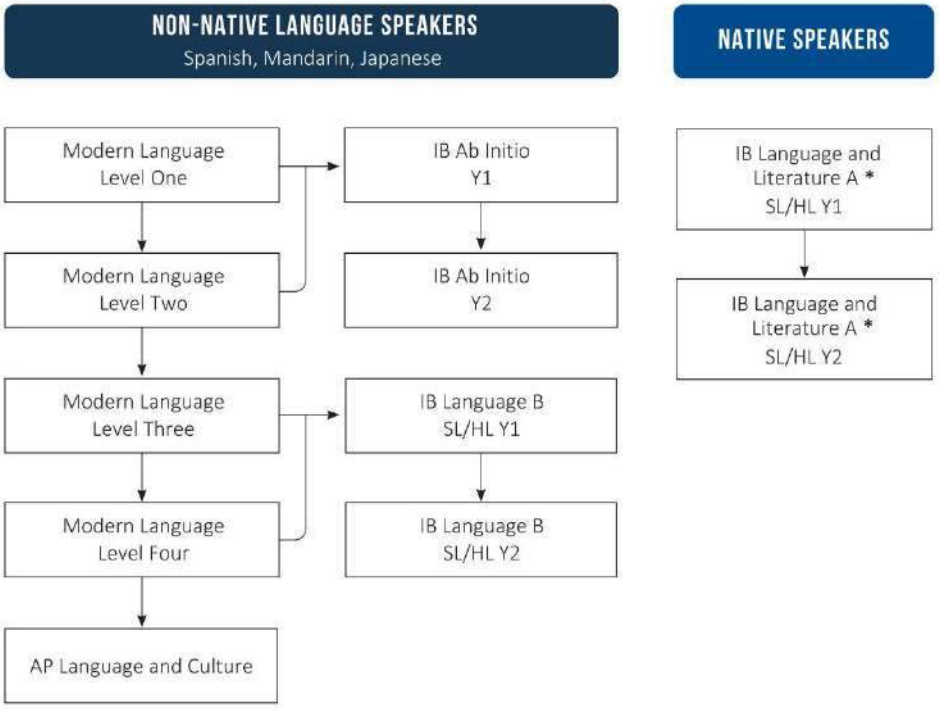
Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Prerequisite: Open to all Juniors and Seniors with a minimum of a 'A' in AP Physics 1 or B in "Accelerated" Physics 1.

This course covers Thermodynamics, Electric force, Field and Potential, Electric Circuits, Magnetism, Electromagnetism, Geometric optics, Waves and Modern Physics. As in AP Physics 1, the emphasis is on the development of strong analytical problem-solving skills, conceptual understanding, experimental design, and analysis, which is in alignment with the skills and processes attained in AP Physics 1 but in greater depth.

Note: The course name on the transcript will read "AP Physics 2." The addition of "Accelerated" in the program of studies is to indicate that the course meets less frequently than the College Board's recommended instructional time, covering about two-thirds of the suggested hours. To succeed, students will need to engage in independent study of parts of the syllabus outside of class and take initiative in their learning. This includes scheduling flex time with the teacher to clarify concepts and ask questions. The course structure is designed to develop essential skills like self-discipline, time management, and independent learning—preparing students for success in college and beyond.

MODERN LANGUAGES

Modern Languages Course Offerings for 2026-27



* Only English A and Thai A are available in our course offerings, however students may pursue a Language A through School Supported Self Taught (SSST). Please reach out to the IB Coordinator for more information. SSST is an additional cost.

Why Study Modern Languages?

Modern Languages are an essential part of today's life and have benefits for both cognition and career. The Department offers three languages— Japanese, Mandarin, and Spanish—under the guidance of certified and experienced teachers, all of whom are native speakers. It is our responsibility and joy to offer our students opportunities to learn one or more modern languages, and to develop the specific abilities of listening, reading, writing, and speaking. 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.

Spanish Core

Spanish 1 (Grades 9–12)

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***

This is a course for beginners and is offered for students who are new to the school and/or students who did not take Spanish in Middle School. Instruction focuses on interactive communication in everyday situations and for a variety of purposes. Elements of Spanish culture are introduced to develop an understanding and appreciation of different traditions and customs.

Spanish 2 (Grades 9–12)

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Prerequisite: 'C' in Spanish 1 if coming from HS or a passing grade after one year of Spanish in MS.

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 (Grades 9–12)

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Prerequisite: 'C' in Spanish 2 or IB Spanish AB Initio Y1

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

Spanish 4 (Grades 9–12)

Duration: ***1 year, class meets 2 out of 4 days***
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.

AP Spanish Courses

AP Spanish Language & Culture (Grades 10–12)

Duration: ***1 year, class meets 3 out of 4 days***
Credit: ***1.5***
Prerequisite: A passing grade in Spanish 3 or Spanish 4 and teacher recommendation

The AP Spanish 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 Spanish exam. Students enrolled in this course will also have maximum exposure to Spanish 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 Spanish society and culture. The general flow of a unit comprises vocabulary, sentence patterns, text analysis, application of vocabulary, supplementary reading, writing assignments, and tests.

IB Spanish Courses

IB Spanish Ab Initio (Grades 11–12)

Duration: ***2 years, class meets 2 out of 4 days***
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. Grade 9 students are allowed to take this course in order to join Language B in grade 11.

IB Spanish B SL & HL

Duration: ***2 years; SL meets 2 out of 4 days and HL 3 out of 4 days***
Credit: ***1.0 per year SL, 1.5 per year for HL***
Prerequisite: ***'B' in Spanish 3 or Spanish 4 and teacher recommendation***

This course focuses on the practical application of Spanish. Authentic materials are used to integrate the language skills of reading, writing, listening, and speaking. It is designed to prepare students to take external examinations such as IB Language B and the Thai University Entrance Examination for modern languages. Grammar is reviewed and an emphasis is placed on oral and written communication. The IB external exam is worth 80% of the final IB certificate grade.

Mandarin Core Courses

Mandarin 1 (Grades 9–12)

Duration: ***1 year, class meets 2 out of 4 days***
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 (Grades 9–12)

Duration: ***1 year, class meets 2 out of 4 days***
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 (Grades 9–12)

Duration: ***1 year, class meets 2 out of 4 days***
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 (Grades 9–12)

Duration: ***1 year, class meets 2 out of 4 days***
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.

IB Mandarin Courses

IB Mandarin Ab Initio (Grades 11–12)

Duration: ***2 years, class meets 2 out of 4 days***
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 Chinese culture related to Chinese language. Grade 9 students are allowed to take this course in order to join Language B in grade 11.

IB Mandarin B SL (Grades 10, 11 and 12)

Duration: ***2 years, class meets 2 out of 4 days***
Credit: ***1.0 per year***
Prerequisite: 'B' in Mandarin 3 or Mandarin 4 and teacher recommendation

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 HL (Grades 11 and 12)

Duration: ***2 years, class meets 3 out of 4 days***
Credit: ***1.5 per year***
Prerequisite: 'B' in Mandarin 4 or a passing mark in IB Mandarin B SL Y1 and teacher recommendation

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 Mandarin Courses

AP Chinese Language & Culture (Grades 10–12)

Duration: ***1 year, class meets 3 out of 4 days***
Credit: ***1.5***
Prerequisite: A passing grade in Mandarin 4 and teacher recommendation

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 Core

Japanese 1 (Grades 9–12)

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***

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

Japanese 2 (Grades 9–12)

Duration: ***1 year, class meets 2 out of 4 days***
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 2 out of 4 days***
Credit: ***1.0***
Prerequisite: ***Student must earn a grade of 'C' in Japanese 2 or IB Japanese AB Initio Year 1.***

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

Japanese 4

Duration: ***1 year, class meets 2 out of 4 days***
Credit: ***1.0***
Prerequisite: ***Student must earn a grade of 'C+' in Japanese 3***

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

IB Japanese Courses

IB Japanese Ab Initio

Duration: ***2 years, class meets 2 out of 4 days***
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. Grade 9 students are allowed to take this course in order to join Language B in grade 11.

IB Japanese B SL & HL

Duration: ***2 years, SL meets 2 out of 4 days; HL meets 3 out of 4 days***
Credit: ***1.0 per year for SL***
Prerequisite: ***'B' in Japanese 3 or 4 and teacher recommendation***

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.

AP Japanese Courses

AP Japanese Language & Culture (Grades 10–12)

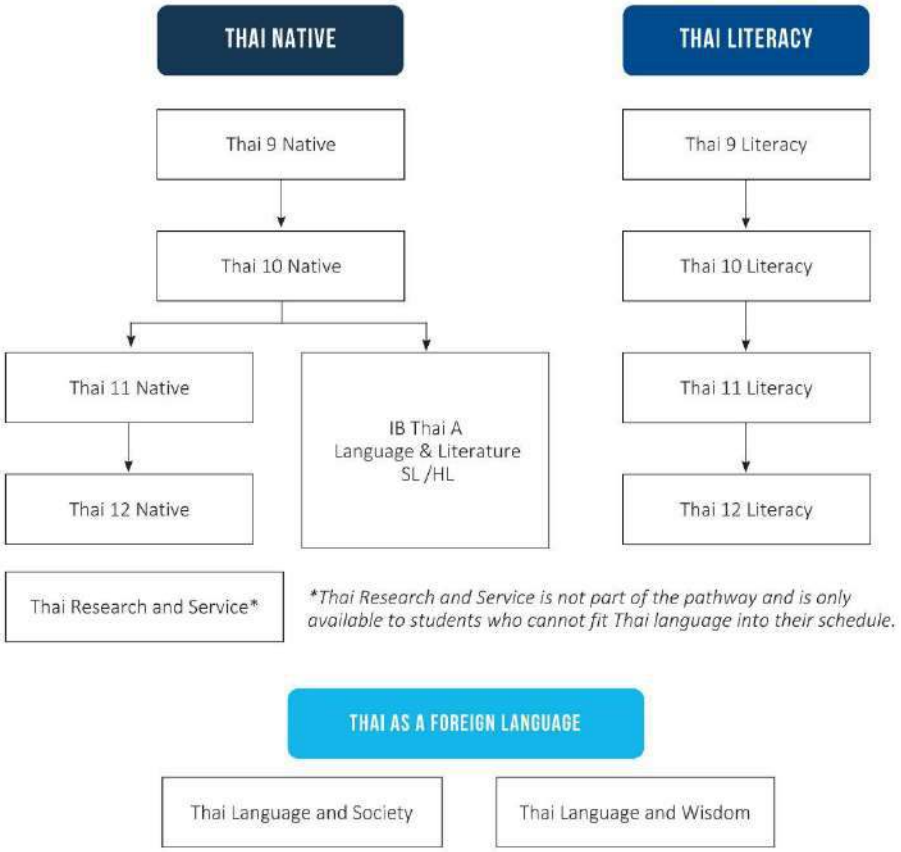
Duration: ***1 year, class meets 3 out of 4 days***
Credit: ***1.5***
Prerequisite: ***A passing grade in Japanese 3 or 4 and teacher recommendation***

The AP Japanese 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 Japanese exam. Students enrolled in this course will also have maximum exposure to Japanese 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 Japanese 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.

THAI LANGUAGE

Thai Language Course Offerings for 2026-27

All students are required to study Thai Language and Culture every year. Depending on proficiency, students will be recommended for the Thai Native, Thai Literacy, or Thai as a Foreign Language track.



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. Students will be placed into appropriate levels by the Thai department each year. In addition to the required course of study, students may choose to take all or some of the Thai culture courses. Students should note, however, that culture courses do not replace core courses of study. The culture courses are Thai music and Thai classical dance (see Performing Arts for course descriptions). The goal of these courses is to develop students' interests and abilities in Thai musical instruments and classical performances.

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, differentiated 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 2 out 4 days***
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 2 out of 4 days***
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: ***1 year, class meets 2 out of 4 days***
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: ***1 year, class meets 2 out 4 days***
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 Society *(offered on alternating years with Thai Language and Wisdom)*

Duration: ***1 year, class meets 1 out of 4 days***
Credit: ***0.5***
Prerequisite: ***Grade 8 Non-native Thai class from Middle School, or Thais and non-Thais with equivalent language skills (mixed grades 9–12). Counts towards the Modern Language graduation requirement, as well as the Thai Ministry of Education requirements for Thai language and culture.***
Will run in 2026-27

This course fosters students in language communication by immersing them in comprehensible and engaging lessons that use Thai words and phrases as often as possible. Students gain proficiency across the domain of language skills in lessons that model real-life situations and follow students' interests and backgrounds. Students will learn to use language in expressing ideas and feelings on various matters in different cultural situations. Students will learn the similarities and differences in Thai traditional practices and social values with the students' own traditions. Technology is used in teaching and learning to engage students in vocabulary learning, to increase their volume of listening and reading, and to produce part of their learning tasks.

Thai Language and Wisdom *(offered on alternating years with Thai Language and Society)*

Duration: ***1 year, class meets 1 out of 4 days***
Credit: ***0.5***
Prerequisite: ***Grade 8 Non-native Thai class from Middle School, or Thais and non-Thais with equivalent language skills (mixed grades 9–12). Counts towards the Modern Language graduation requirement, as well as the Thai Ministry of Education requirements for Thai language and culture.***
Will run in 2027-28

The course will focus on key thinkers in Cultural Studies as well as the ways identities are constructed which emphasize language communication and task-oriented approach. Students will explore the Thai culture and tradition; social ethics, lifestyles, and beliefs in Thailand, through readings and research. Students will understand different cultural practices compared with their own cultures and common ground which is a necessary part of maintaining a diverse society. Students complete mini research tasks, and present informal reports to class. Thai words and phrases for daily use will be introduced through various learning situations.

Thai Native

Thai 9 Native

Duration: ***1 year, class meets 2 out of 4 days***
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: ***1 year, class meets 2 out of 4 days***
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: ***1 year, class meets 2 out of 4 days***
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: ***1 year, class meets 2 out of 4 days***
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.

Thai Research and Service

Duration: ***1 year, class meets when required***
Credit: ***0.5 Electives credit (pass/fail)***
Prerequisite: ***Approval by HS Assistant Principal, this course cannot be selected during course requests. The HS Assistant Principal will reach out to students who are not able to fit Thai into their schedule after the master schedule has been finalized to discuss Thai Research and Service***

This course is only available to Thai students who cannot fit a Thai Language course into their schedule due to AP and IB courses. Students in grade 12 who have a full schedule with AP and IB courses and do not have the recommended 2 study blocks available for an online course may take Thai Research and Service if they can fit it into their bell schedule, they may not take this course during flex. Whenever possible, RIS prioritizes Thai Language courses.This course offers students an opportunity to enhance their academic learning while making a meaningful contribution to the community, by participating in service that is related to their academic goals. Thai Research and Service is a course taken with faculty supervision for knowledge enhancement beyond the courses offered in a particular area of interest.

IB Thai Courses

IB Thai A: Language & Literature SL & HL

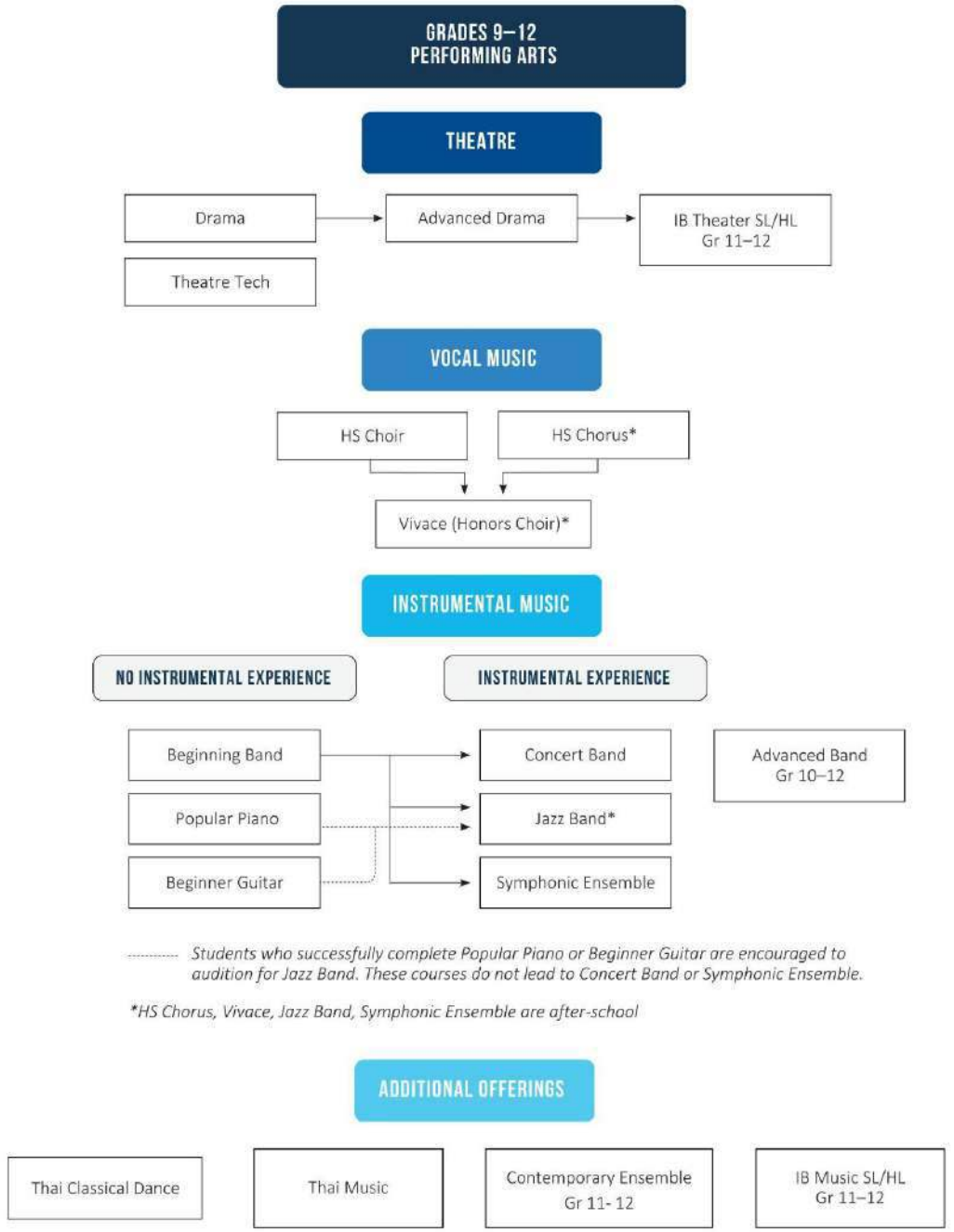
Duration: ***2 years, SL class meets 2 out 4 days; HL class meets 3 out of 4 days***
Credit: ***1.0 for SL; 1.5 for HL***
Prerequisite: ***Students must pass Thai 10 Native***

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.

PERFORMING ARTS : THEATRE AND MUSIC

Performing Arts Course Offerings for 2026-27

Two (2.0) credits in either Performing Arts and/or Visual Arts are required for graduation.



THEATRE PROGRAM

Why Study Theatre?

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

Theatre 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: ***1 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. When possible, students will perform for a live audience. This class may be repeated for credit.

Advanced Drama

Duration: ***1 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 as well as playwrights and practitioners. 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, and incorporate the conventions of various genres in their own performances. When possible, students will perform for a live audience. This class may be repeated for credit.

Theatre Technology

Duration: ***1 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 and lead practical workshops on various aspects of theatre technology; conceptualize a production; and go through the creative process of devising the framework of all the spectacle for the production. When possible, a practical application of technical skills will be used to support school productions. This class may be repeated for credit.

IB Theatre HL/SL

Duration: ***2 years, class meets 3 out of 4 days (SL class meets 2 out of 4 days)***
Credit: ***1.5 per year (1.0 per year for SL)***

These courses offer 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 at 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: Production Proposal**
  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 7-10 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 (4-7 minutes) based on this aspect(s) of theory.

VOCAL AND INSTRUMENTAL MUSIC

Why Study Music?

Music is magic. As a language shared by all cultures, it brings us into community with others in the most holistic, human and harmonious of ways. When we work together with others to create something beautiful, we enrich our capacity for connection and empathy. Research shows that, in addition to nurturing joy, expressivity, curiosity and excellence, music education has multiple benefits in terms of neurological development. Specifically, it has a measurable impact on language acquisition and fluency in numeracy. Focused study of music promotes concentration, self discipline, resilience as well as other life long skills that transfer to all areas of our lives. Pursuing excellence in music education adds balance to scholastic life and builds positively into the culture of our school. We look forward to sharing music with you in one or several of our many fine ensembles.

Beginning Band

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

This course is open to any student hoping to learn a new concert band instrument. Open to current music students wanting to learn a secondary instrument, or any student with little to no music background. Options include flute, oboe, bassoon, clarinet, saxophone, trumpet, horn, trombone, euphonium, tuba, or traditional percussion including mallet studies. Instruments are available to rent through the school. Students who complete the course are encouraged to join Concert Band, Jazz Band, or Symphonic Ensemble in a later semester.

Concert Band

Duration: ***1 semester or 1 year (recommended), class meets every other day)***
Credit: ***0.5, or 1.0 if taken for the whole year***
Prerequisite: ***High School Beginning Band, minimum one-year study of a listed instrument in a band class, or teacher approval.***

This is the mainstay of instrumental music education at RIS. The performance-based course is designed to develop students as both independent individual concert band musicians as well as functional ensemble members. Students enrolled in this course MUST already play a concert band instrument: flute, oboe, bassoon, clarinet or bass clarinet, alto, tenor or baritone saxophone, trumpet, horn, trombone, euphonium, tuba, or concert percussion. If a student has not yet been enrolled in a band class at RIS, they need teacher approval to join based on passing a playing audition. A variety of standard band repertoire, technical studies and performances will be used to achieve these goals. Students will perform in at least one concert per semester, although

additional performances may be added. Students will be required to participate in select additional rehearsals outside of the school day to prepare for these events. Due to the evolving nature of performance in band, Concert Band is intended to be year-long and repeated for credit.

****Please note that this course may be taken all four years of high school.**

****Also offered as a yearlong 1 out of 4 class for AP students in grade 10 and all students in grades 11 and 12 for 0.5 credits.**

Advanced Concert Band

Duration: ***1 year, class meets every other day***
Credit: ***1.0***
Prerequisite: ***Passing Concert Band with a 'B+' or higher, Concert Band Teacher Approval***

This is a performance-based class designed to challenge high-level instrumental musicians which meets at the same time as Concert Band. Students in Advanced Concert Band are expected to meet all of the requirements of Concert Band, as well as additional performance challenges. These may include Honor Band auditions, solo or chamber music recitals, or other approved projects. Students will perform in at least one concert per semester, although additional performances may be added. Students will be required to participate in select additional rehearsals outside of the school day to prepare for these events. Due to the ever-changing nature of this class and the ability to differentiate based on student interest and need, this course is intended to be repeated for credit.

****Please note that this course may be taken all four years of high school.**

Jazz Band

Duration: ***1 semester or 1 year (recommended); class meets after school (Thursdays, 3:00–4:30 pm)***
Credit: ***0.25 per semester (Pass/Fail), or 0.5 if taken for the whole year***
Prerequisite: ***Jazz teacher approval***

The purpose of this course is to educate musicians in the area of instrumental jazz. The RIS Jazz Band provides challenging musical enrichment for RIS students. 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 instruments and is therefore open to alto saxophone, tenor saxophone, baritone saxophone, trumpet, trombone, electric guitar, bass guitar, piano and drum set players. Other instruments may be included with teacher approval. Students are expected to be willing to learn how to improvise. Students will perform in at least one concert per semester, although additional performances may be added. Students will be required to participate in select additional rehearsals outside of the school day to prepare for these events. This class is designed as a supplemental class to Concert Band for wind players. It is recommended for wind players to take this course in tandem with Concert Band. Due to the evolving nature of performance in band, this class is intended to be repeated for credit.

****Please note that this course may be taken all four years of high school.**

Symphonic Ensemble

Duration: ***1 semester or 1 year (recommended); class meets after school (Thursdays, 3:00–4:30 pm)***
Credit: ***0.25 per semester (Pass/Fail), or 0.5 if taken for the whole year***
Prerequisite: ***Beginning Instrumental Studies, or minimum one-year study of an instrument***

Symphonic Ensemble is a performance-based course designed to develop students as both independent individual musicians as well as functional ensemble members. The ensemble performs classical repertoire (both band and orchestral) to achieve these goals. The course is open to strings, woodwind, brass and traditional percussion players. Wind players or concert percussionists are recommended to take this course along with Concert Band. Students will perform in at least one concert per semester, although additional performances may be added. Students will be required to participate in select additional rehearsals outside of the school day to prepare for these events. Due to the evolving nature of a performance-based course, this class is intended to be repeated for credit.

****Please note that this course may be taken all four years of high school.**

Popular Piano

Duration: ***1 semester, class meets every other day***
Credit: ***0.5***

This course welcomes students who want to learn to play popular or well-known songs on the piano. Students will learn the basics of chords, progressions, popular rhythmic patterns, melodies, pop music form, and music theory, and discuss various methods of learning songs or reading piano music. Instruction will be differentiated to accommodate learners of all musical experience and ability levels. The class will culminate in a piano recital. It is recommended that students have a piano or keyboard with at least 61 full-sized keys at home for practice. Students are required to have a ¼ inch jack and a set of headphones for class.

Beginner Guitar

Duration: ***1 semester, class meets every other day***
Credit: ***0.5***

This course is for students who want to learn to play guitar. The course teaches 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 affects song. The course will culminate with a guitar concert. Students are advised to have a guitar at home for practice.

HS Choir

Duration: ***1 semester or 1 year (recommended), class meets every other day***
Credit: ***0.5, or 1.0 if taken for the whole year***

This course welcomes all students to enjoy developing their musical skills in a group setting. The choir will sing several styles of music while developing vocal technique, music-reading skills, and contributing to the production of and performance in the semester-end music concert.In preparation for performances, attendance at additional rehearsals outside of class time are a requirement of this course. Yearlong membership is encouraged but not required. This class may be repeated for credit.

****Please note that this course may be taken all four years of high school.**
****Also offered as a yearlong 1 out of 4 class for students in grades 11 and 12 for 0.5 credits.**

HS Chorus

Duration: ***1 semester or 1 year (recommended); class meets after school (Thursdays, 3:00–4:30 pm)***
Credit: ***0.25 per semester (Pass/Fail), or 0.5 if taken for the whole year***

This course welcomes all students to enjoy developing their musical skills in a group setting. The choir will sing several styles of music while developing vocal technique, music-reading skills, and contributing to the production of and performance in the semester-end music concert.In preparation for performances, attendance at additional rehearsals outside of class time are a requirement of this course Yearlong membership is encouraged but not required. This class may be repeated for credit.

****Please note that this course may be taken all four years of high school.**

Honors Choir (Vivace)

Duration: ***1 year, class meets after school (Tuesdays, 3:00–4:30 pm)***
Credit: ***0.5 (Pass/Fail)***
Prerequisite: ***Audition***

The Honors Choir provides an opportunity for students to participate in an advanced vocal and choral experience. Students will sing a variety of repertoires from many genres with multiple parts, opportunities for solos, and challenging harmonies. Regular performances will be a focus in this course. Vivace singers are encouraged, but not required, to have previous experience in solo and choral singing and/or the ability to read music. It is strongly recommended that students also participate in High School Choir as schedules allow. Auditions for this group will take place annually in the spring and again in the fall for singers interested in joining at that time. In preparation for performances, attendance at additional rehearsals outside of class time are a requirement of this course This class may be repeated for credit.

****Please note that this course may be taken all four years of high school.**

Additional Performing Arts Offerings

Contemporary Ensemble (Grades 11 & 12)

Duration: ***1 year, class meets 1 out of 4 days***
Credit: ***0.5***

This course offers students in grades 11 and 12 the opportunity to perform and collaborate in a modern rock band setting, exploring instruments such as guitar, bass, drums, keyboard, and vocals. Through a range of popular music genres, students develop essential skills in song selection, rehearsal planning, sound equipment management, and live performance techniques. Emphasis is placed on teamwork, creativity, and stage presence, as students arrange and prepare setlists for live gigs throughout the semester. The course culminates in a public performance, giving students the chance to showcase their progress and musical identity. Open to both beginners and more experienced musicians, this course supports all students in developing confidence and musicianship in a dynamic, performance-based environment.

IB Music HL/SL

Duration: ***2 years, class meets 3 out of 4 days (SL class meets 2 out of 4 days)***
Credit: ***1.5 per year (1.0 per year for SL)***
Prerequisite: ***Teacher Recommendation***

This course is an engaging and comprehensive course that develops students' understanding of music through exploring diverse musical cultures, styles, and practices. Students investigate music from personal, local, and global contexts while developing skills in music analysis, composition, and performance. The curriculum includes four key components: Exploring Music in Context, Experimenting with Music, Presenting Music, and The Contemporary Music Maker (HL only). Through inquiry-based learning, students create and reflect on their own musical work and critically engage with a wide range of repertoire. This course fosters creativity, cultural awareness, and independent thinking, preparing students for further musical study or lifelong appreciation. Enrollment in IB Music requires some prior formal engagement in music (performance / study / lessons / school music courses or ensemble) and a demonstrated intermediate to advanced level of musical skill. A placement interview will be used to ensure readiness for the course's analytical, creative, and performance-based components.

Thai Classical Dance

Duration: ***1 semester, class meets 2 out of 4 days***
Credit: ***0.5 Performing/Visual Arts credit***

Students are introduced to the history, composition, and contemporary of *Thai Classical Dance* from the past to the present. *Thai Classical Dances* are divided into various forms such as Ra-Bum, Rum, and Fawn. Dances are performed in pairs and groups. In Folk Dance practices, students are able to apply their knowledge by presenting creative performances, performing at various occasions, recognizing the value of Thai dance, inheriting and appreciating beauty, and preserving and appreciating the value of Thai cultural heritage as well as Thai local wisdom. This class may be repeated for credit.

****Please note that this course may be taken all four years of high school and may be completed in both semesters each year.**

Thai Music

Duration: ***1 semester, class meets 2 out of 4 days***
Credit: ***0.5 Performing/Visual Arts credit***

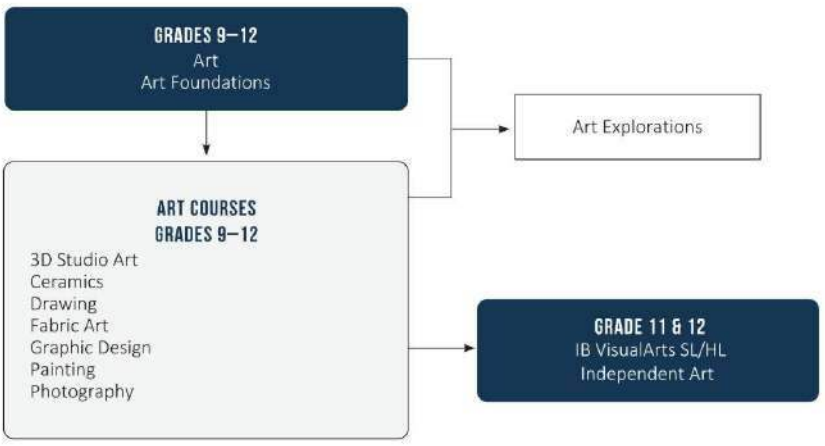
This course is open to all students with little or no music background. Students will learn Thai classical music and Thai folk songs as well as practicing one of the traditional instruments of their interest. Singing Thai folk songs is an integral part of the learning process. Students will increase 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 and other festivals and celebrations.

****Please note that this course may be taken all four years of high school and may be completed in both semesters each year.**

VISUAL ARTS

Visual Arts Course Offerings for 2026-27

Two (2.0) credits in Performing Arts or Visual Arts are required for graduation. Art or Art Foundations is required before other courses in the Visual Arts department can be taken.



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, develops 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
- Art Therapy
- Product Design
- Art Administration
- Landscape Architecture
- Theatre Design
- Photography
- Ceramics and Industrial Design
- Art Education
- Illustration

Art Foundations

Duration: ***1 year, class meets every other day***
Credit: ***1.0***
Prerequisite: **Students who have already completed or are currently enrolled in Art are not eligible to enroll in this course**

This yearlong foundation course serves as a prerequisite to all other high school art courses and provides a comprehensive introduction to visual arts. Students will explore the elements of art through a wide range of 2D and 3D media, including drawing, painting, collage, printmaking, and

sculpture. The focus will be on developing practical art skills while fostering the ability to generate and develop creative ideas.

Art

Duration: ***1 semester, class meets every other day***
Offered: ***Semester 1 and Semester 2***
Credit: ***0.5***
Prerequisite: **Students who have already completed or are currently enrolled in Art Foundations are not eligible to enroll in this course**

This semester-long course serves as a prerequisite to all other high school art courses and provides an introductory exploration of the visual arts, designed to build foundational skills and creative confidence. Students will engage with the essential elements of art through hands-on projects that emphasize 2D media such as drawing, painting, and printmaking. The course focuses on the development of basic techniques, use of materials, and creative problem-solving.

Drawing

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

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 and those who want to enter an art college or university in Thailand.

****Also offered as a yearlong 1 out of 4 class for students in grades 11 and 12 and grade 10 students taking AP courses for 0.5 credits.**

Painting

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

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.

3D Studio Art

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

This course is for students who want to further their skills in three dimensional (3D) media such as clay, wire, plaster, and found materials. Students will continue to explore the elements of art and the principles of design while developing a more focused and technical level of skill with various media and techniques.

Ceramics

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

This course is for those who want to further their skills in 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.
****Also offered as a yearlong 1 out of 4 class for AP students in grade 10 and all students in grades 11 and 12 for 0.5 credits.**

Photography

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

This course introduces students to the fundamentals of photography. Students gain skills to develop their own photos through creative explorations and critical appreciation of photography. In addition, students are provided opportunities to experiment with digital photography and photo manipulation using Photoshop.

Graphic Design

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

This course introduces students to the fundamentals of graphic design. It is designed to develop students' understanding and appreciation for graphic design principles, typography, page layout, and digital image manipulation through the completion of both print and multimedia-based assignments. Students will also learn basic Adobe Illustrator and Photoshop skills.

Fabric Art

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

This course allows students to explore and develop various tools to complete functional and creative projects within the fabric arts. Students will be exposed to a variety of fabric surface manipulation processes which can include tie-dye, stenciling, and printing. Student growth is celebrated through an individual choice-based project at the end of the semester where students can focus on, but are not limited to, clothing design, upcycling, toys, and functional fashion.

Art Explorations

Duration: ***1 semester, class meets every other day***
Offered: ***Semester 1 and Semester 2***
Credit: ***0.5***
Prerequisite: ***Students must pass Art or Art Foundations, and 1 of the following: Drawing 1, Painting 1, 3D Studio Art, Ceramics, Photography, Graphic Design, Fabric Art, or 3D Modeling & Animation***

This course allows students to further develop their skills and practice techniques in the medium of their choice. Students are encouraged to explore and research widely in order to develop their own ideas, visual perceptions and expressive capabilities. Students focus on self-initiated projects within a defined framework. This course is ideal for those preparing a portfolio for university. (This course can be repeated)

IB Visual Arts SL & HL (Grades 11–12)

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 and another Art elective; consultation with current Art teacher

The IB program seeks to provide high school students with a college-level visual art experience leading to an exhibition of their 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.

Independent Art (Grades 11–12)

Duration: ***1 semester, class meets every other day***
Offered: ***Semester 1 and Semester 2***
Credit: ***0.5 (Pass/Fail)***
Prerequisite: ***Approval of mentor teacher***

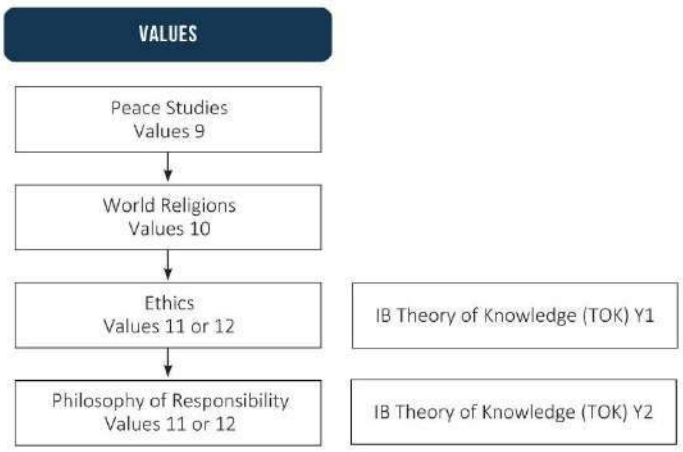
Advanced and high-achieving art students may receive approval to work independently on a set number of assigned works to be assessed by a mentor teacher.

RELIGION AND VALUES

Religion and Values Course Offerings for 2026-27

One Values or Religion class must be taken each year. Two (2.0) credits in Religion or Values are required for graduation. Full IB Diploma students who successfully complete TOK & CAS will earn 1.0 Values credit.

Students of all denominations are welcome to take Religion courses.



Why Religious Education?

Religious education at RIS is designed to educate students about the teachings of the Catholic Church and to enhance students' faith life through the sacraments, retreats, service learning, 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 service learning are integral and required components of the Religion curriculum.

Religious education lessons will occur on a weekly basis, either after school or at appropriately scheduled times for the high school schedule. Weekly meetings, in larger groups, will also occur each Thursday morning, with an extended gathering for mass once a month. Religious education may include an introduction to the Bible, both the Old Testament and the New Testament, and lessons on topics such as social justice, morality, and Christian vocations.

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 lives. All 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, Service Learning, and a variety of cooperative learning and critical-thinking activities. The Values department prides itself for emphasizing experiential learning, particularly its role in awakening students to the reality of social and economic deprivation in society. Hence, Service Learning involvement is an integral and required component of the curriculum.

As we move into a more globalized, interdependent World, which is fast transpiring beyond our borders, the Values program prepares our students to think more internationally, with more compassion and empathy, and further realize our connectivity with people who have different cultures and beliefs in both physical and spiritual sense.

Religion (9-12)

Duration: ***1 year, class meets 1 out of 4 days***
Credit: ***0.5***

The HS Religion is a full-year course—designed for Catholics, Protestants, and any other student who chooses to enroll— focusing on the beliefs of Christianity. Each year the course covers the life of Jesus through the perspective of one of the Gospels; Mathew, Mark, Luke, and John. The students are encouraged to consider who God is, and reflect on their own responsibility and response. Furthermore, they are able to explore the foundations of the Christian faith while being respectful of other people's worldviews. Structured with Christ-Centered lessons, the HS religion curriculum endeavors to guide students in incorporating and personalizing scriptural principles into their everyday lives.

Peace Studies (Values 9)

Duration: ***1 year, class meets 1 out of 4 days***
Credit: ***0.5***

In a complex global community such as today's, where people of different ideological backgrounds are faced with the challenge of peaceful coexistence, more than ever it is important to understand people of different beliefs and thoughts. 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 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.

World Religions (Values 10)

Duration: ***1 year, class meets 1 out of 4 days***
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. The course hopes to propagate and advocate a pluralistic view of humanity and to create a deeper understanding and ties between the various thoughts and belief systems.This course also includes a Service Learning component.

Ethics (Values 11)

Duration: ***1 year, class meets 1 out of 4 dayslish lit***
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 of world problems and their responsibility to minimize them. The Ethics Course will enable students to become clear thinkers and excellent problem solvers by stretching them to consider timeless ethical dilemmas and philosophical questions. Values course will focus on ethical theories and how these theories can be applied to issues in the 21st century. Each ethical theory will be critically examined. Each theory's strengths and weaknesses as well as real life applicability will be investigated. By the end of this course students will be able to look at moral issues from many different angles.

Philosophy of Responsibility (Values 12)

Duration: ***1 year, class meets 1 out of 4 days***
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.

IB Theory of Knowledge (TOK)

Duration: ***2 years; class meets 1 out of 4 days***
Credit: ***0.5 Values credit each year (0.25/semester)***
Prerequisite: ***Full IB Diploma candidate status. For non-IB Diploma candidates, a TOK teacher's signature is needed to enroll in this class. TOK 11 is a prerequisite for TOK 12. By completing TOK and the CAS requirement, the RIS Values requirement can be fulfilled.***

TOK is a course that fosters a reflective approach to learning by encouraging students to explore how knowledge is constructed, evaluated, and differs across academic disciplines. Students investigate knowledge, claims, and judgments made in mathematics, the natural and social sciences, history, and the arts. The overarching goal of the course is to help students become authentic critical thinkers who question assumptions, evaluate perspectives, and make meaningful connections across areas of knowledge. It is a graded class that receives the same weight as the IB SL scale. **Taking Theory of Knowledge and completing the CAS requirement fulfills the RIS Values requirement.**

Values Enrichment

Duration: ***1 year, class meets 1 out of 4 days***
Credit: ***0.5 (Pass/Fail)***
Prerequisite: ***Grade 12 Students who have completed Peace Studies, World Religions, and Ethics OR Philosophy of Responsibility***

This course may be taken by students who have completed 3 years of Values courses and cannot fit their final year of Values or Religion into their schedule in grade 12 or by students who are taking their fourth year of Values and would like to extend their learning in Values with a second Values course in grade 12.

In this course, students will join a values class they have already completed (excluding Peace Studies). Students will continue to engage in group discussions while extending their written assignments from the original course to make new connections and develop new insights.

PHYSICAL EDUCATION

Physical Education Course Offerings for 2026-27

Two (2.0) credits of PE are required for graduation.

**Aquatics & Water Safety are only taught in PE 9, but students who join RIS in grades 10, 11 or 12 and did not have swim as part of their previous curriculum must complete a swim evaluation before enrolling in General PE.*

Why Is PE important?

The philosophy of the Physical Education department at RIS is straightforward: to deliver an informative, enjoyable, and diverse physical education program. We explore a range of course topics, allowing students to face various challenges and encouraging them to enjoy these activities throughout their lives. RIS provides Physical Education in a comprehensive course format to ensure a well-rounded experience for all students.

By the conclusion of high school, students will be prepared for college or careers, showcasing their ability to design and execute various personal fitness programs. They will exemplify responsible behavior while participating in physical activities, demonstrate proficiency in two or more lifetime activities, articulate key concepts essential for successful engagement in physical fitness, and partake in activities that fulfill their needs for self-expression, challenge, social interaction, and enjoyment, as well as demonstrate water safety skills (2024, SHAPE America).

Physical Education (Gr. 9)

PE 9

Duration: ***1 year, class meets every other day***
Credit: ***1.0***
Prerequisite: ***None***

This course is mandatory for all students in grade 9. Upon completion, students will proceed to General PE in grades 10 through 12. The curriculum encompasses various units, including fitness and strength training, invasion games, net/wall games, aquatics and water safety skills,

recreational games, and yoga/mindfulness. Students must complete the water safety skills unit and demonstrate proficiency before advancing to the General PE courses in grades 10-12.

Physical Education (Gr. 10-12)

General PE (Sem)

Duration: ***1 semester, class meets every other day***
Offered: ***Semester 1 and Semester 2***
Credit: ***0.5***
Prerequisite: ***Meeting Aquatics Standard****

****If students do not have evidence of meeting this standard (such as completion of PE 9), they will need to take a swim test and may be required to receive additional swim instruction.***

The curriculum includes various units, such as fitness and strength training, invasion games, net/wall games, recreational games, and yoga/mindfulness. Students will have the opportunity to choose from individual or team activities within these units. To participate in this course, students must complete the water safety course in grade 9; those who have not will be provided with aquatics classes in the recreational unit of teaching.

General PE (Q)

Duration: ***Year-long, class meets 1 out of 4 days***
Credit: ***0.5***
Prerequisite: ***Meeting Aquatics Standard****

****If students do not have evidence of meeting this standard (such as completion of PE 9), they will need to take a swim test and may be required to receive additional swim instruction.***

The curriculum includes various units, such as fitness and strength training, invasion games, net/wall games, recreational games, and yoga/mindfulness. Students will have the opportunity to choose from individual or team activities within these units. To participate in this course, students must complete the water safety course in grade 9; those who have not will be provided with aquatics classes in the recreational unit of teaching.

ENGLISH LANGUAGE DEVELOPMENT

English Language Development Course Offerings for 2026-27

The HS English Language Development Program offers English language acquisition instruction, sheltered English classes, and academic support classes.

What Is the HS ELD Program?

The HS ELD Program aims to support the development of academic language of English Language Learners (ELLs) and the mastery of core content necessary for academic success in high school.

To do this, the ELD Program provides the following key services:

1. In-class support to provide access to the content necessary for academic success
2. Academic support classes to provide required learning interventions, to allow for accommodations, and to guide students toward self-sufficiency
3. Language acquisition classes to develop subject-specific academic language
4. Sheltered content classes (as required) that reflect mainstream content classes but with differentiated language instruction and assessment according to language proficiency level

As part of the admission process, new HS students are placed in the ELD program based on the results of the WIDA Screener language proficiency test. ELD students transitioning from MS to HS who have not met MS ELD exit criteria are automatically placed in the HS ELD Program. Exit from the HS ELD Program is determined by five criteria: academic performance, ELD performance, WIDA MODEL language proficiency test scores, MAP Reading percentiles, and MAP Language percentiles. The HS ELD Program ends at the end of grade 10.

ELD English 9

Duration: ***1 year, class meets 3 out of 4 days***
Credit: ***1.5***
Note: ***This counts as English credit.***

ELD English 9 runs in tandem with 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. For lower-level learners, modified or alternative instructional texts may be used.

ELD English 10

Duration: ***1 year, class meets 3 out of 4 days***
Credit: ***1.5***
Note: ***This counts as English credit.***

ELD English 10 runs in tandem with 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. For lower-level learners, modified or alternative instructional texts may be used.

ELD Language Acquisition 9, 10

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

ELD Language Acquisition focuses on developing academic English using content from core classes. Instruction is based on language objectives that support the achievement of content area standards. Using appropriate learning strategies and language supports, students develop skills in speaking, listening, reading, and writing. As they do, they use subject-specific vocabulary and develop grammatical control.

ELD Academic Support 9, 10

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

ELD Academic Support is designed to help English Learner (ELD) students succeed in their mainstream classes, particularly those that are co-taught between the core subject teacher and the ELD teacher. In this course, students receive academic and language support as they work on class assignments in a structured and supervised setting. They also participate in extension activities to deepen their understanding of course material.

Language instruction is embedded in the content, helping students develop the academic English skills and other language domains needed to fully access and engage with their mainstream classes. Students collaborate in guided study groups to prepare for summative assessments, and the class also provides additional time and targeted support for completing reassessments and for reviewing and reinforcing key concepts as needed.

Additional Programs and Courses for 2026-27

Health & Wellness 9

Duration: ***1 year, class meets 1 out of 4 days***
Credit: ***0.5***

The Health and Wellness 9 course explores current topics in health that are relevant for the youth attending our school, and is required for all grade 9 students. These topics center around health promotion and disease prevention, and will equip students with healthy decision making skills in order to lead balanced and happy lives. Students will analyze influences on health behaviors and evaluate sources of information, along with demonstrating goal-setting and communication to enhance health and practice advocacy to promote community health. The emphasis of this course is studying aspects of mental, emotional, and social well-being that influence holistic health.

Health & Wellness 10

Duration: ***1 year, class meets 1 out of 4 days***
Credit: ***0.5***

The Health and Wellness 10 course explores current topics in health that are relevant for the youth attending our school, and is required for all grade 10 students. It is a continuation of the grade 9 course so these topics will also center around health promotion and disease prevention, and will equip students with healthy decision making skills in order to lead balanced and happy lives. Students will analyze influences on health behaviors and evaluate sources of information, along with demonstrating goal-setting and communication to enhance health and practice advocacy to promote community health. The emphasis of this course is studying aspects of physical and environmental well-being that influence holistic health.

Culinary Arts (Grades 9, 10, 11, or 12)

Duration: ***1 semester, class meets every other day***
Credit: ***0.5***

Western Cuisine
From hamburgers and quesadillas to Croque Monsieur and Paella, this course was designed to cover some of the most famous dishes in Western cuisine. With around 30 recipes from 8 different western countries, the course will give students a closer look at the different techniques and ingredients used in Western kitchens. Fun and tasty, this course can accept a maximum of 16 students per class. Please note: students who take this course are required to pay 1,500 baht/semester to cover the cost of ingredients.

Eastern Cuisine
With an old and rich history, Asian cuisine is one of the most diverse continental cuisines there is. An unbelievable mix of old traditional Chinese and Japanese recipes and techniques, with spices from India and exotic flavors from Southeast Asia, have made Asian dishes famous around the world. Come explore and learn to cook some of the most famous Asian dishes during this course. Full of flavors and occasional challenges, this course can accept a maximum of 16 students per class. Please note: students who take this course are required to pay 1,500 baht/semester to cover the cost of ingredients.

Thai Cuisine
Thai cuisine is a simple yet clever combination of Eastern and Western influences harmoniously combined to create this “explosion of flavors”. Sour, sweet, salty, bitter, and spicy flavors work together to make each dish come alive. In an attempt to cover as much as possible, Thai Cuisine course groups the variety of Thai dishes in seven big groups : Soups, Appetizers, Salads, Main dishes, Curries, Desserts, and Street food. Surely, the 24 different dishes cooked during this course will give you the confidence to cook Thai food for your future college friends. For the best experience we are limited to 16 students/class. Please note: students who take this course are required to pay 1,500 baht/semester to cover the cost of ingredients.

All these courses take place in the state-of-the-art Culinary Arts studio in the Middle School.

Public Speaking / Speech and Debate (Elective Credit)

Duration: ***1 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. This course 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 given limited time 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. This class may be taken more than once for credit, but only once per year.

Introduction to Music Theory and Composition: An AP Music Theory Preparation Course (Elective Credit)

Duration: ***1 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 students who would like to further their knowledge in music theory and composition. The course covers major and minor key signatures, time signatures, basic keyboard identification skills, intervals, note values and rhythm, different types of scales, sight reading, melodic dictation, chords, compositional techniques, and transposition. No previous experience is necessary. This course is designed to build and enhance music literacy and compositional techniques.

AP Music Theory: Online (Elective Credit)

Duration: ***1 year, class meets every other day***
Credit: ***1.0***
Prerequisite: ***Passing Intro to Music Theory with a 'B+' or higher OR teacher recommendation***

AP Music Theory increases musical literacy and related vocabulary so that musicians can effectively communicate with other musicians about music. This rigorous course improves the ability to recognize, understand, compose, and describe music at a deeper level. This course helps students develop into stronger all-around musicians. For students who already take theory and piano outside of school, this course provides an opportunity to earn college credit. The course focuses on four main areas of study: oral (singing) skills, aural (listening) skills, musical analysis, and composition. Please note that this is an online course and has an associated cost.

Yearbook (Elective Credit)

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

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 can be repeated)

Learning Support Course Offerings for 2026-27

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, it may also be determined that the course needs to be modified to meet the needs of the individual student. The following classes are available based on the student's needs within the Learning Support program:

Study Skills (Grades 9–12)

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

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.

Army Reserve Force - Students (ROTC)

RIS offers an important opportunity for Thai citizens to meet their Thai military obligations through the ROTC (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 ROTC will be waived from conscription when they reach the age of 21.

Requirements: ***Thai citizen, must be in at least grade 10, 15 years and over***
Duration: ***3 years***
Offered: ***July through Dec, every Saturday for 10 weeks***
Credit: ***None***
Prerequisite: ***Must pass a physical fitness test***
Cost: ***650 baht per year; students must purchase uniforms***

First Year:	Basic training, drilling, marksmanship, history of combat tactics and warfare
Second Year:	Advanced training, drilling, marksmanship, history of combat tactics and warfare, parachuting, completion of boot camp (3 days)
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 ROTC Program in grade 11 or 12 and continue in their university years. For students continuing into the fourth and fifth year of ROTC 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 ROTC Coordinator at RIS.

Resources

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

Summer School Plans			
Before grade 9:	**After grade 9:**	**After grade 10:**	**After grade 11:**
If you are in the ELD Program, it is recommended that you take summer school every year.			