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## HISTORY

In 1990 Mrs. Canady established the English Elementary School for the education of children of the Mission College faculty and staff.

In 1999, the Muaklek church, under the leadership of Pastor Wendel Wilcox, established the Mission Kindergarten School for the children of workers of Mission College. On May 17, 2000, the Mission Kindergarten School was registered with the Saraburi Education Department as an international school to serve the community at large.

In May 2000, the two schools merged. In 2002, the Saraburi Education department issued a license. In 2011 the school was accredited by ONESQA, and the Western Association of Schools and Colleges (WASC). It is also accredited by the Saraburi Department of Education, Area 2.

In 2010 AIMS received the Award for Excellence for private schools from Saraburi Department of Education, Area 2. This award was given to the school that provided an exemplary environment for the education of children.

## ACCREDITATION

Adventist International Mission School (AIMS) is accredited by Western Association of Schools and Colleges (WASC), accredited by the Office for National Education Standards and Quality Assessment (ONESQA), member of International Schools Association of Thailand (ISAT), and duly recognized by the Ministry of Education of Thailand (MOE).

On February 2011, Adventist International Mission School (AIMS) was awarded first place for being the Best Private School in Saraburi, Area 2 education district.

## LOCATION

AIMS is located in Muaklek, Saraburi. The province is primarily agricultural but has several large industrial plants. AIMS is situated in a rural area spacious enough to provide a safe, quiet place for children to learn and grow in a natural and beautiful setting on the campus of Asia-Pacific International University. The school is 4 kilometers from the town of Muaklek and near the towns of Kheangkoi, Pakchong and Klangdong. It is 140 kilometers northeast of the capital Bangkok.

## PHILOSOPHY STATEMENT

The AIMS educational philosophy maintains that:

- True education concerns the wholesome development of a child.
- True education prepares not only for life on earth but also for eternity.

Central to this philosophy are the convictions that:

- Each child is of immeasurable value and precious to God
- God is personally interested in the harmonious and holistic development of those human dimensions that reflect His “image” in each child
- Teaching is a sacred calling to collaborate with God in educating each child.

This philosophy is grounded in the following perspectives:

- An understanding that the universe was created by intelligent design
- A recognition of a Creator God who sustains the universe and who is the ultimate source of knowledge, wisdom and understanding
- An acceptance of the Holy Bible as an inspired revelation of God’s will.

## MISSION STATEMENT

The primary emphasis of Adventist International Mission School is to provide an ethos in which the Holy Spirit can process and imprint the image of God in each child; and to provide a balanced educational program that promotes academic excellence and the wholesome development of a child.

## VISION STATEMENT

Our vision is to nurture spirit-filled, lifelong learners, equipped with a Christ-like character who are catalysts for change and dedicated to exemplary service.

## OBJECTIVES

AIMS provides a program of education for students predicated on the belief that each student is unique and of inestimable value. These students are educated to accept service as a way of life and to be sensitive to the needs of people in the home and in society.

Christian teachers are dedicated to encouraging students to become responsible individuals who respect God, appreciate cultural diversity, and value themselves as created beings.

The school endeavors to provide a learning experience that will enhance the student's previous learning, develop natural talents, and:

1. Promote the desire to achieve academic excellence
2. Encourage a wholesome respect and attitude for each unit of society – home, church, school, and government.
3. Cultivate the effective use of reasoning strategies, and problem-solving skills.
4. Develop physical skills
5. Develop effective communication skills
6. Inculcate and practice Christian values
7. Enhance artistic skills



## EXPECTED SCHOOL-WIDE LEARNING GOALS

Adventist International Mission School realizes the importance of working toward purposes for structure in academic and life careers. The school has set goals so that students may become:

### **Critical Thinkers** who:

- Collect and use information effectively to gain additional knowledge to support inferences and justify conclusions
- Identify a variety of types of problems and use multiple strategies to reach solutions
- Demonstrate creativity and formulate ideas to achieve noteworthy outcomes in various contexts.

### **Effective Communicators** who:

- Listen, speak, read, and write in English effectively
  - Communicate in English with competence and confidence
  - Use resources and technology to communicate ideas effectively
  - Read, write, and converse in their national language effectively
- \*Thai students*

### **Exemplary Workers** who:

- Collaborate with others in achieving corporate goals
- Produce high quality work to develop God-given talents
- Use research, resources, and technology to achieve quality work
- Apply academic and practical skills to perform responsibilities

### **Self-managers** who:

- Recognize the importance of being self-motivated
- Demonstrate the importance of timeliness and order
- Develop the ability to focus on building self-awareness
- Exercise self-control and patience
- Set priorities and work toward achieving desired goals

### **Caring Citizens** who:

- Exhibit a wholesome respect and attitude for home, community, government, and God
- Demonstrate a responsible attitude for the environment
- Practice concern for the well-being of others
- Demonstrate an understanding and acceptance of cultural differences from a global perspective
- Observe and practice spiritual values
- Demonstrate an understanding and acceptance of cultural differences from a global perspective

## ADMISSION

### **AIMS Admission Procedures**

Adventist International Mission School (AIMS) offers an excellent educational experience for children and a nurturing environment where teachers do not just teach but build character. AIMS is selective in admissions and requires that all prospective students take our entrance test.

### **Visitation and Application**

Parents/Guardians are invited to visit the school. The school secretary will give the parents a prospectus, a tour of the school, and an application to be filled out.

Parents/Guardians applying for admission for their child(ren) are required to have the following documents:

- Transcript or report card
- Character certificate from the previous school
- Copy of the student finance clearance statement from the previous school (If transferring from another school)
- Copy of passport or citizen I.D (for Thai students).
- Medical record (If there are any physical or mental health concerns)

Students desiring admission to AIMS for grades 9 – 12 may sit for the placement test at any time during a given year. At the time of acceptance, the student may begin classes if school is in session.

### **Entrance Assessment Test**

The assessment test is used to determine the applicant's proficiency in the English language, reading literacy, and mathematics skills. The assessment test will be given online to students applying from countries outside of Thailand. An entrance test fee of 500 Baht is required prior to taking the assessment test. \*

Parents and students will meet with the school counselor before and after administering the entrance assessment test. Test results are confirmed on the same day the test is completed. On the test day, please bring the required documents indicated above.

### **Transfer of Credits**

AIMS accepts transfer credit from established secondary schools and applies it to the student's transcript within normal and appropriate limits. The Registrar's office is responsible for monitoring the application of such credit where the previous curricular offerings or program structure produces unusual credit totals.

## **STANDARDS OF CONDUCT**

Self-discipline is vital in the maturing process. High standards have been set to enhance the growth and maturity of AIMS students. Rules and regulations are a vital part of school governance. Compliance with school standards of conduct is an important aspect of character development. These guidelines help provide a secure environment in which students can learn and realize their potential.

At AIMS the student is expected to:

1. Respect God and His Word.
2. Respect and obey those in authority.
3. Respect the rights of others.
4. Maintain high standards of courtesy, morality, and honesty.
5. Be always polite.
6. Respect all cultures and people represented in the school.
7. Always work to the best of his or her abilities and talents.
8. Carefully consider his/her decisions and take responsibility for the results of their actions.
9. Show respect for the environment by keeping the school campus clean and litter-free.
10. Obey the school rules and regulations.

## **STUDENT CONDUCT**

AIMS' discipline policy is based on the belief that student conduct should lead to student self-government, self-discipline, and self-control. Conduct that is deemed inappropriate or disruptive to classroom activities will be dealt with in measures appropriate to the behavior. Every means, however, will be used to help the student understand how to modify or change unacceptable

conduct. These significant steps are taken because the AIMS administrators and staff believe that discipline should be redemptive and restorative. To ensure everyone's safety and fairness, any student breaking school rules or exhibiting inappropriate behavior, the following steps will be taken. Any teacher, staff member or student may report incident to school authority for the benefit of all students.

Minor offenses will be handled by homeroom teachers and repeat offenses will be referred to the Guidance counselor. Three similar minor offenses will be referred to the Behavior Management Office (BMO).

1. The first offense: The homeroom teacher will counsel and reteach the student about the expected appropriate behavior and document the misconduct. Homeroom teacher may take suitable interventions according to his/her discretion.
2. Second offense: Homeroom teacher will counsel and reteach the appropriate behavior to the student through verbal or written self- reflection. Inform the parents/guardians and the misconduct will be documented and referred to the school counselor.
3. Third offense: If misbehavior continues, the student will be referred to the Behavior Management Officer who will counsel and apply suitable interventions or take further disciplinary action to help the student modify the behavior.
4. Any Major offenses will be directly referred to the Behavior Management Office. (Please refer to the AIMS Behavior Flowchart for the procedures.)

The actions taken will be in consultation with the parents or guardians. Persistent misconduct will be dealt with by the Counselor(s), Behavior Management Officer, Administrator(s) and/or School Administrative Council. Measures taken may include fines, in-school or home suspension, detention, professional counseling provided by parents, or expulsion.

To ensure everyone's safety and to make the school's expectations clear, the following actions are considered unacceptable at AIMS:

- Use, possession, and distribution of illegal drugs, alcohol, tobacco, or other potentially harmful substances
- Disruption or destruction of the teaching environment through violence, defiance, noise, coercion, threat, intimidation, or passive resistance
- Being rude or discourteous to staff or fellow students
- Assault or physical injury to faculty, staff, or student
- Name-calling, harassment/bullying schoolmates
- Insubordination or disrespectful behavior to staff
- Altering school documents, report cards or progress reports
- Cheating, possession or transmission of exams, tests, or other evaluative documents not meant for removal from a classroom or files
- Possession of firearms, knives, fireworks, and weapons of any kind
- Tampering with fire-protection systems and equipment
- Theft of school or private property
- Bringing unauthorized items to school
- Excessive unexcused tardiness or absences
- Failure to follow classroom or school policies or procedures
- Failure to accomplish or make satisfactory progress in schoolwork
- Coupling and inappropriate physical familiarity
- Use of impolite or vulgar language; possession or distribution of pornographic items or literature
- Violation of probationary status for conduct or grades
- Possessing literature, i.e., comics, inappropriate novels, that detract from the principles and standards of the school
- Leaving campus without proper permission from the Administrator's office

Students' use of unauthorized playing cards, or questionable literature, mobile phones.

**NOTE:** Mobile phones may be brought to school but will be collected by the homeroom teachers and kept in a locked box and returned at the end of the school day. Skateboards and rollerblades are not permitted on campus. Bicycles may be used for transportation to and from school, but recreational riding on campus is not allowed.

*\*Some portions of this policy were adapted from the A. W. Spalding Elementary School student conduct policy.*

### **CHEATING/PLAGIARISM**

Cheating, lying, or stealing is forbidden. This includes sharing or copying homework or assignments. Students who are dishonest in academic work will be referred to the school counselor. Parents will be notified as soon as possible of the misdemeanor. Repeated occurrences will result in a failing grade in the subject in which cheating has occurred.

### **STUDENT DRESS CODE**



## **PRESCRIBED UNIFORMS**

- Uniforms: All students are expected to wear their prescribed school uniform every school day.
- Shoes: Black school shoes with white socks above the ankle for girls and black school shoes with white or black socks above the ankle for boys are to be worn. Slippers, sandals, boots and platform shoes and shoes with holes, etc. are inappropriate.
- Physical Education Uniform: Prescribed P. E. uniform and sports shoes are required for Physical Education. classes. Gym shoes must be white or black.
- Head Covering: Caps and hats are not to be worn in the school buildings.
- Hair: Extreme or faddish hairstyles (dye, heavy gel) are not acceptable. Hair should be the natural color and well-groomed. Boys' hair must be cut to the ear and cannot touch the shirt collar or cover the eyes or face. Girls' bangs should not extend below the eyebrows. Girls with long hair must tie their hair back with dark blue ribbon(s).
- Makeup and Nail polish: If worn, should be a natural or neutral color. Makeup, face or hair glitter or paint, body stickers and tattoos are not allowed
- Jewelry: Jewelry may not be worn in class or on the school premises. This includes earrings, bracelets, anklets, necklaces, chokers and chains, rings, and other fashionable decorative items. Very small, inconspicuous stud earrings may be worn to preserve pierced ears. If you have a question regarding this (especially in the matter of jewelry for religious purposes) please contact the School Secretary or School Director.

## **STUDENT IDENTIFICATION**

- A student identification card is issued to every student
- The student should always wear the card on campus
- Tampering, defacing, or mutilating a school ID card, wearing another student's ID card, or allowing another student to use one's ID card are absolutely prohibited
- Lost identification cards should be reported immediately to the office
- A fee will be charged for replacing lost identification cards

## **HOME AND SCHOOL COMMUNICATION**

The role of parents is very vital in meeting the educational purposes of the school. Parents' involvement in a child's education is a major factor in improving school effectiveness, the quality of education, and a child's academic success. Parent/Teacher conferences are held three times a year. and are an opportunity for parents to discuss the progress of their children. Portfolios of the student's work are available for parents to examine and discuss along with the quarterly student Progress Report Cards and MAP test results.

The following information is provided to parents during the school year:

- School Calendar- Given to parents after completing the registration process.
- Report Cards- Issued four times a year at the end of each quarter.
- School Newsletter - Published to keep parents and interested parties informed regarding information and events at AIMS. The newsletter is available on the AIMS website.
- From the Administrator's Desk, a letter from the Administrator or School Director, which gives parents information on the latest school developments is emailed to parents quarterly. The letter is published in Thai and English.
- Other information is provided through Line app.

## SCHOOL VISITORS

The following guidelines are established to permit visitors to observe the educational program with minimal disruption, while providing security and protection to the students.

- All visitors must sign in with the guard upon their arrival and receive a visitor's pass.
- Before leaving, visitors are to turn in the visitor's pass and sign out.
- Visitors whose purpose is to influence or solicit students shall not be permitted on the school grounds unless administrative permission has been granted.
- If the visitor wishes to observe a classroom, a time will be arranged after the administration has conferred with the teacher.
- If the purpose of classroom visitation is to observe learning and teaching activities, the visitors may wish to confer with the teacher before or after the observation to enhance understanding of the activities.
- The administration may withhold approval if events such as testing would be adversely affected by a visit.
- Students not enrolled may visit a classroom only with the consent of the classroom teacher
- Appointments with teachers can be scheduled when classes are not in session.

*\*Parents are welcome to visit the school and are considered visitors.*

## ASSESSMENT TESTS

The Northwest Evaluation Association - Measures of Academic Progress (NWEA-MAP) test administered three times a year for grades K3 to 12. This test assists the teachers in determining the students' strengths and weaknesses individually and school wide. An analysis of the scores helps AIMS to assess and to make decisions regarding the school's academic program.

The level based PSAT 8/9 tests the same skills and knowledge as the SAT for students in grades 8 and 9. It measures what they have learned, shows them whether they're on track for college, and lets them know where they need improvement.

The PSAT/NMSQT, the Preliminary SAT/National Merit Scholarship Qualifying Test for Grades 10-11, is a practice test to help students prepare for the SAT.

## ACADEMIC INFORMATION

High standards have been set at AIMS for every phase of the students' educational career. We believe that the students we accept can achieve the standards set.

Learner directed instruction is the approach to learning used at AIMS. Instructional strategies are based on the latest educational research to ensure that students are accomplishing the expected schoolwide learning goals.



## CHOOSING A DIPLOMA

To graduate from AIMS, students are enrolled for a specified period. AIMS offers a planned program and sequence of courses that students must take over a specified one to meet the requirements of a given program. Students must select the diploma from which they will graduate.

AIMS offers students three choices of diploma, each with specific requirements.

### General Diploma

SUBJECTS	CREDITS
Bible and Values	4
English	4
Literature	2
Foreign Language	1
<b>Math</b> (Geometry, Integrated Math I & II)	3
<b>Science</b> (General Biology, Physical Science I & II)	3
Social Studies	2
Introduction to Business	1
Computer Technology	3
Health	0.5
Physical Education	1
Fine Arts	0.5
Electives (Accounting, Journalism, Public Speaking, etc.)	3
Career Counseling (required)	0*
Thai (Thai students)	4**
Thai (International students)	2
<b>TOTAL</b>	<b>30</b>
<b>Non-Thai Students</b>	<b>32</b>
<b>Thai Students</b>	<b>32</b>
* Required                      ** For Thai students only Students need a minimum of <b>2.00 CGPA</b> to graduate with this diploma <b>CGPA</b> (Cumulative Grade Point Average)	

### College Preparatory Diploma

SUBJECTS	CREDITS
Bible and Values	4
English	4
Literature	2
Foreign Language	1
<b>Math</b> (Geometry, Algebra II, Statistics)	3
<b>Science</b> (General Biology, General Chemistry, General Physics, Advanced Biology)	4
Social Studies	2
Introduction to Business	1
Computer Technology	3
Fine Arts	0.5
Health	0.5
Physical Education	1
Electives (Accounting, Journalism, Public Speaking etc.)	2
Career Counseling (required)	0*
Thai (Thai students)	4**
Thai (International students)	2
<b>TOTAL</b>	<b>30</b>
<b>Non-Thai Students</b>	<b>32</b>
<b>Thai Students</b>	<b>32</b>

\* Required                      \*\* For Thai students only  
 Students need a minimum of **2.50 CGPA** to graduate with this diploma  
**CGPA** (Cumulative Grade Point Average). Students in this diploma must get no less than a **C+** in the core subjects

### College Preparatory Diploma (with Science & Engineering Emphasis)

SUBJECTS	CREDITS
Bible and Values	4
English	4
Literature	1
Foreign Language	1
<b>Math</b> (Geometry, Algebra II, Statistics, Pre-Calculus, Calculus)	5
<b>Science</b> (General Biology, General Chemistry, Advanced Biology, General Physics, Advanced Chemistry /Advanced Physics)	5
Social Studies	2
Introduction to Business	1
Computer Technology	3
Fine Arts	0.5
Health	0.5
P.E.	1
Electives (Accounting, Journalism, Public Speaking, etc.)	0
Career Counseling (required)	0*
Thai (Thai students)	4**
Thai (International students)	2
<b>TOTAL</b>	<b>30</b>
<b>Non-Thai Students</b>	<b>30</b>
<b>Thai Students</b>	<b>32</b>
* Required                      ** For Thai students only Students need a minimum of <b>3.00 CGPA</b> to graduate with this diploma <b>CGPA</b> (Cumulative Grade Point Average) Students in this diploma must get no less than a <b>B</b> in the core subjects.	

Parents and students should consult the entrance requirements of the college or university they will attend to determine the diploma that fits their goals.

In the first-year students may choose a diploma. Students need to maintain the required grades and CGPA for the chosen program. This will be reviewed during the fourth of each year and a final decision for a student to remain in a program will be determined at the end of sophomore year.

Colleges and universities require a specific course of study. Some institutions require only a basic sequence of courses with minimal depth; others that are more selective expect students to take a more rigorous program of courses.

### DIPLOMA REQUIREMENTS

Students must meet the high school GPA academic requirement of no less than 2.00 for the General Diploma, 2.50 for the College Preparatory Diploma, 3.00 for the College Preparatory Diploma (with Science & Engineering Emphasis). The diploma requirements are 30 credits for international students and 32 credits for Thai students.

### GRADING SCALE

A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
95-100	90-94	87-89	83-86	80-82	75-79	70-74	65-69	60-64	55-59	50-54	0-49
4.00	3.70	3.30	3.00	2.70	2.30	2.00	1.70	1.30	1.00	0.70	0.00

Students who transfer to AIMS and wish to receive a high school diploma must submit an official transcript listing all credits earned from other institutions for evaluation. The official transcript must be signed and sealed.

## **CHANGE OF GRADE**

To change a grade, the student must consult the subject teacher and comply with all missed work and exams. Then the student will complete a change of grade form to change the grade. Grade changes including incompletes (**Inc**) must be submitted before the end of the following quarter. If students fail to change the grade in the next quarter, the grade automatically becomes an **F** grade.

## **EXIT PORTFOLIO**

Seniors in their final year are to prepare a college/career portfolio. The portfolio is an organized collection of students' work, displaying photos, letters and certificates of commendation, achievements in academic, (art, where necessary in a scrapbook form). Students begin working on their portfolio in their first year of high school.

The exit portfolio aligns with the Mission Statement, and ESLGs.

## **ACADEMIC PROBATION**

A student with a current GPA of less than 2.00 will be placed on academic probation for the following semester. The current GPA is for the most recent semester completed; the cumulative GPA is for all previously completed work. Academic probation will disqualify a student from holding organizational leadership positions, including positions in the Student Council; freshman, sophomore, junior, and senior classes; school publications, and other activities that may be organized for which student leadership is either voted on or appointed.

The counselor, in collaboration with the teachers and parents, works with students on academic probation. In addition, the students are required to participate in the study support program offered by the school.

When the student's current GPA becomes 2.00 or better, they will be removed from academic probation status.

## **SUMMER SCHOOL SESSION FOR HIGH SCHOOL**

The AIMS high school summer program is a five-week intensive session (125 hours) that is equivalent to two semesters in the regular year. This intensive program will allow a student to focus with a smaller teacher/pupil ratio than the regular school year.

Each subject taught ensures that the concepts and skills taught during the school year are retaught and mastered. Students will be given a pre-assessment, mid-term, and a final assessment. The summer school session can be used to:

- Assist the student who has failed a course during the school year
- Assist the student who is having difficulty with certain core subject
- Prevent a student from doubling up on core classes during the school year (this would apply primarily to new students who have not met the requirements for graduation)
- Enable a student to get ahead and reduce their course load during the regular semester upon the advice of the high school counselor.

A high school student can earn up to one credit during any given summer school session. A maximum of three (3) credits may be earned in summer school during the student's enrollment at AIMS and can be counted toward graduation requirements.

When a course is repeated, both grades are shown on the transcript, as this is a historical record; however only the highest grade is counted in the GPA.



Students in the high school summer program should attend all classes. Excused absences will only be given in cases of verifiable emergencies.

## **RECOMMENDED COURSES FOR EACH YEAR**

*(Based on College Preparatory Diploma)*

### **Freshmen – Grade 9**

Bible and Values I  
English I  
Geometry  
General Biology  
Programming II  
P.E. I  
Introduction to Business  
Fine Arts  
Career Counseling  
Thai I (Thai students)  
Thai I (International Students)

### **Sophomores – Grade 10**

Bible and Values II  
English II  
Algebra II  
General Chemistry  
Programming III  
P.E. II  
Elective (Journalism/Art)  
Career Counseling  
Thai II (Thai students)  
Thai II (International Students)  
World History

### **Juniors – Grade 11**

Bible and Values III  
English III  
Literature I  
Statistics  
Advanced Biology/Pre-calculus  
Programming III  
Foreign Language  
Thai III (Thai students)  
Thai III (International Students)  
Comparative Government  
Career Counseling

### **Seniors – Grade 12**

Bible and Values IV  
English IV  
Literature II  
Pre-calculus (*for those who have not taken Advanced Biology*)  
General Physics  
Health  
Career Counseling  
Thai IV (*for Thai students only*)  
Thai (*International students*)  
Electives (*if not taken in Junior year*)



## DESCRIPTION OF COURSES

### BIBLE AND VALUES

#### Bible And Values I

This course presents the Christian worldview of the existence of God, what He is like, and who He is. It gives the creationists' worldview for the creation of the earth, human beings, and God's reason for creating them. Further, the course explores history and current affairs to show the earth's progression away from God's original purpose. The study investigates the problem of sin and how a sovereign God deals with it.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills the Bible and Values requirement for the College Preparatory Diploma

#### Bible And Values II

This course expounds on how God pursued His chosen people throughout history and yet repeatedly they rejected Him. In the Old Testament stories of Hosea and David, the course will profile the characteristics of individuals who lived in ways that reflected the values of God. The course analyzed how they reflected his values and the subsequent results.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills the Bible and Values requirement for the College Preparatory diploma

#### Bible And Values III

This course highlights the role of the Bible in history. Students will examine the proposition that God was involved in earth's history from the start. Students will examine the biblical prophecies to determine the accuracy of the predictions throughout history. Based on past revelations students will make inferences as to the possibility of fulfilment of future prophecies. As part of the course students will also examine the reality or lack thereof of a Savior, Christians call Jesus Christ.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills the Bible and Values requirement for the College Preparatory Diploma

## **Bible And Values IV**

This is a course is a study that invites students to evaluate the veracity of the concept of God's ownership and governance of the universe. Students will analyze evil and its evolution. They will also examine the claim of the rebellion of humanity and its consequences, if any. Student critical thinking skills will be used to determine the truthfulness of the assertion that there is a sin problem, and that God has a viable solution.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills the Bible and Values requirement for the College Preparatory Diploma

## **CAREER COUNSELING**

Career Counseling is a program that teaches students how to determine a future career best suited to their ability. Students will learn to identify and match personal skills and interests to professions and prepare a resume. A strong emphasis will be placed on the basic stages of interviewing, interview follow-up and job survival skills.

- Recommended Grade Level: Grade 9 – 12
- Recommended Prerequisites: None
- Credits: None
- Fulfills a Career Counseling requirement for the College Preparatory Diploma

## **LANGUAGE ARTS**

### **English I**

English I is an integrated study of English structure, vocabulary building, composition, oral communication, and literature. The course emphasizes reading, writing, listening, and speaking activities to help develop students' communication skills. The students will broaden their language arts skills by analyzing and evaluating literary works.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: Language Arts/Basic English
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the College Preparatory Diploma

### **English II**

English II is an integrated study of English structure, vocabulary building, composition, oral communication, and literature. The course emphasizes reading, writing, listening, and speaking activities to help develop students' communication skills. The course further develops students' analytical skills and appreciation of literature through the study of short stories, novels, and poetry.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: English I
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the College Preparatory Diploma

### **English III**

English III commences the two-year university preparation program. Reading and writing assignments are extensive. Greater emphasis is placed on the continued development of critical thinking skills in the context of writing, oral communication, reading comprehension and vocabulary development. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to historical or cultural significance in classic and contemporary literature balanced with nonfiction and as a medium to reinforce English syntax. Students write short stories, responses to literature, expository and persuasive compositions, research papers, technical documents. Students deliver grade appropriate oral presentations.

- Recommended Grade Level: Grade 11

- Recommended Prerequisites: English II
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the College Preparatory Diploma

### **English IV**

English IV is the culmination of the four- year English Curriculum and two- year university preparation program. The course teaches students to communicate information and ideas effectively and clearly. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to a wide range of texts, which can include historical documents, films, speeches, web sites, and visual images. Students write short stories, responses to literature, expository and persuasive compositions, research reports, business letters, and technical documents. Students deliver grade appropriate oral presentations.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English III
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the College Preparatory Diploma

### **Journalism**

This course is designed to acquaint students with the various aspects of journalism such as law, ethics, history of journalism, and writing. It will provide an opportunity for students to learn the fundamentals of news, features, editorial and sports writing. Copy reading, news style and editing will be stressed. As they learn to evaluate news, advertising, and propaganda effectively, students will develop investigative skills, responsible reporting, and journalistic writing techniques.

The skills and knowledge learned in this course will help the students in the production of the school's newsletter.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: English I
- Credits: 1
- Fulfills the requirement of a College Preparatory Diploma

### **Language Development**

This course seeks to give students a practical understanding of the English language through the study of language, reading writing and oral communication. It is designed for students who are having difficulty in making the transition from their first language to English. This course aims to improve students' proficiency in listening, speaking, reading, writing and comprehension of standard English. Students will study English vocabulary used in texts, deliver oral presentations, read, and discuss selections, participate in small and large group discussions, write coherent essays, and maintain portfolios to reflect their progress.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: (remedial)

### **Public Speaking**

This course provides instruction and experience in preparation and delivery of speeches in a public setting. Emphasis is on research, preparation, delivery, and evaluation of informative, persuasive, and special occasion public speaking. Students will analyze the speeches of others. Upon completion, students should be able to prepare and deliver well-organized speeches. Students will also demonstrate the speaking, listening, and interpersonal skills necessary to be effective communicators in an academic setting, the workplace, and community.

- Recommended Grade Level: Grade 11 or 12
- Recommended Prerequisites: None
- Credits: 1
- Elective

**Literature I**

This one-year course will enable students to integrate previous knowledge in English in reading and critical analysis of text of different genres and literary periods, including biblical literature. Moreover, this course will enable students to evaluate the historical and literary significance of prose and poetry as students explore and compare the world literature elements.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: English II
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the College Preparatory Diploma

**Literature II**

This one-year course is a continuation of Literature I and will allow students to integrate previous knowledge in critical analysis of text of different genres, and literary periods, including biblical literature. Moreover, this course enables students to continue to evaluate the historical and literary significance of prose and poetry as students explore and compare the world literature elements.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: English III & Literature I
- Credits: 1 credit
- Fulfills an English/Language Arts requirement for the College Preparatory Diploma

**FINE ARTS****Fine Arts I**

Fine Arts I include art history, criticism, aesthetics, and production. Students are engaged in sequential learning, experiences that lead to the creation of portfolio quality work. Students create drawings utilizing processes such as contour structure drawing, rendering and perspective. They utilize the resources of art museums, galleries, and studios with online resources, and identify art-related careers. The course will introduce watercolor and perspective into the world of color theory design.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 0.5 credit
- Fulfills the Fine Arts requirement for the College Preparatory Diploma

**Fine Arts II**

This course introduces the fundamental language of design used to create meaning and function in visual communication on the 2-D plane. Students will investigate concepts and principles of organization in relation to the visual elements, with an emphasis on color theory. Methods of generating and editing the visual plane will be explored through a range of creative processes and media. Visual analysis of historical, contemporary, and personal work will foster vocabulary development, technical skills, and critical awareness. This course then builds on the concepts and principles of design presented in 2-D Foundations by applying them to time based and 3-D forms in physical space. Students will focus on the concepts of space, mass, volume, movement, and time as they appertain to the organizational principles of direction, balance, axis, orientation, and relationship. Hands-on projects emphasize the processes of thinking and planning, selection of tools and materials, thoughtful articulation of the built form, and critical analysis.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: Fine Arts I
- Credits: 1 credit, a course taken in a year
- Fulfills a Fine Arts requirement for the College Preparatory Diploma

**Visual Arts I**

Visual Arts I encompasses a revisit to art elements and art principles, composition, cartography, foundation, art criticism and art production getting acquainted with local and international artists through research. Students are engaged in sequential learning experiences that will lead to the creation of portfolio quality work. Students create artworks with applied principles such as drawing, rendering, perspective, and color rendering. Students utilize the resources of art museums and galleries through online resources and actual field trips.

- Recommended Grade Level: Grade 9
- Recommended Prerequisite: Grade 8 requirements
- Credit: 0.5 credit
- Fulfill the Visual Art requirement for the College preparatory Diploma

**Visual Art II**

This course covers art history, art criticism, issues on art applied principles. Students are to extend their skills and the applied principles to specialization. Students investigate and research concepts and principles of organization in relation to visual elements. Students will go through the process and methods to foster vocabulary development, technical skills, and critical awareness. Students will focus on the foundation of art, and techniques in the process. Hands-on projects emphasize the process of thinking and planning, selection of tools, and materials, thoughtful articulation of the built form and critical analysis.

- Recommended Grade Level: Grade 10
- Recommended Prerequisite: Grade 9 requirements
- Credit: 1 credit
- Fulfill the Visual Art requirement for the College preparatory Diploma

**FOREIGN LANGUAGE****Chinese**

Chinese is a foundation course that teaches the student to communicate on a basic level in the Chinese language. It integrates the communicative function with the grammatical structure and presents the most essential and useful parts of the language for the beginner. It enables the students to master several hundred basic conversational sentences, and to acquire the ability to carry on simple conversations in Chinese.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills a Foreign Language requirement for the College Preparatory Diploma

**Spanish**

Students will study the basic skills of understanding, speaking, reading, and writing of Spanish, with emphasis on Hispanic culture. The course is designed as an introductory course for beginners. It focuses on the students' communicative competence in Spanish and their understanding of the cultures of Spanish-speaking countries. Students will learn to communicate in real-life contexts about topics that are meaningful to them.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills a Foreign Language requirement for the College Preparatory Diploma

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## INFORMATION TECHNOLOGY

### Programing II

Database Management and Digital Graphic Manipulation is a competent user course on database managements system using MS Access, and graphic manipulation using GIMP.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: Programing I
- Credits: 1 credit
- Fulfills a computer requirement for the College Preparatory Diploma

### Information Technology III

Introduction to Programming is a course that provides basic practical experience in programming. Students will experience the evolution of programming from BASIC, to event-driven programming like Visual Basic, and/or Scratch.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills the computer requirement for the College Preparatory Diploma

### Information Technology IV

Computer Fundamentals introduces basic concepts of computer technology, principles of hardware operation, software and networking, roles of computers in society, including ethical and legal issues. It has practical modules on numerous essential IT related skills and practices.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills a computer requirement for the College Preparatory Diploma

## MATHEMATICS

### Geometry

This course allows exploration and discovery of solids and polygons by using mathematical models and utilizing the concepts of patterns and functions, postulates, and theorems, to solve traditional and non-routine problems in mathematical and life situations. It allows application of mathematics and development of logical thinking skills by analyzing characteristics and properties of geometric figures and developing mathematical arguments about geometric relationships. The course is designed to teach students to analyze and graph functions by modeling and solving real-world problems from a variety of contexts and allows students to apply trigonometry in solving problems in other areas of study.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: Algebra I
- Credits: 1 credit
- Fulfills a Math requirement for the College Preparatory Diploma

### Algebra II

Algebra II is a course that expands on the topics of Algebra I taught in grade 8. Students work with the expressions that define functions, which include polynomial, rational, and radical functions and continue to expand their abilities to model situations and solve equations. Students learn to experience mathematics as a coherent, useful, and logical subject that makes use of their ability to understand problem situations.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: Algebra 1 and Geometry
- Credits: 1 credit

- Fulfills a Math requirement for the College Preparatory Diploma

### **Statistics**

Comprehensive introduction to statistics that emphasizes inference and integrates real data. Stresses the development of statistical thinking, the assessment of credibility, and value of the inferences made from data, and infuses a deep focus on ethics, which is critically important when working with statistical data.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: Algebra
- Credit: 1 credit

### **Pre-calculus**

This course completes the formal study of the elementary functions begun in Algebra I and Algebra II. Students learn communication and critical thinking skills necessary for solving more complicated problems such as the system of equations and inequalities. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course emphasizes analyzing and graphing functions by modeling and solving real-world problems from a variety of contexts.

- Recommended Grade Level: Grade 11 or 12
- Recommended Prerequisites: Algebra II
- Credits: 1 credit
- Fulfills a Math requirement for the College Preparatory Diploma

### **Calculus**

Calculus is designed to develop the understanding of the concepts of calculus and provide experience with its methods and applications. The topics include functions, limits, differentiation, and integration. To complete this course, students should be able to apply integration and differentiation to algebraic functions.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: Pre-calculus
- Credits: 1 credit
- Fulfills a Math requirement for the College Preparatory Diploma

### **Integrated Math I & II**

Integrated Math topics include recognizing and developing patterns using tables, graphs, and equations. Mathematical modeling is stressed as a methodology for approaching the solution to problems. Students will explore operations on algebraic expressions and apply mathematical properties to algebraic equations. Reinforcement of topics from two-dimensional Geometry is integrated into this curriculum. Finally, introductory instruction in mathematical probability is provided to reinforce the use of fractions and numerical modeling. Technology will be used to introduce and expand upon the areas of study.

- Recommended Grade Level: Grade 10, 11 or 12
- Recommended Prerequisites: Algebra I
- Credits: 1 credit
- Fulfills a Math requirement for the General Diploma

## **PHYSICAL EDUCATION**

### **Physical Education I**

Physical Education (PE) Activities is a course designed to allow participation in team, dual and individual sports. This course is designed for students to gain knowledge, understanding and enjoyment of a healthy lifestyle with emphasis on information and skills necessary to develop and participate in physical fitness activities, including endurance, muscular strength, speed, agility, and

flexibility. Activity units are nine weeks in length, and may include volleyball, basketball, soccer, softball, sepak takraw, badminton and table tennis.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills a Physical Education requirement for the College Preparatory Diploma

### **Physical Education II**

Physical Education (PE) Activities is a course designed to allow participation in team, dual and individual sports. This course is designed for students to gain knowledge, understanding and enjoyment of a healthy lifestyle with emphasis on information and skills necessary to develop and participate in physical fitness activities, including endurance, muscular strength, speed, agility, and flexibility. Activity units are nine weeks in length, and may include volleyball, basketball, soccer, softball, sepak takraw, badminton and table tennis.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills a Physical Education requirement for the College Preparatory Diploma

## **SCIENCE**

### **General Biology**

General Biology will provide students with an overview of the world of Biology through a conceptual framework. In this course students will learn to understand key concepts rather than mastering details. The course will teach students to explore: 1) the basic elements and molecules of living things and the cell's inner workings to understand the chemical constituents and processes that support life, 2) the roles of DNA in providing instruction for protein synthesis and in the transfer of heritable traits to successive generations, 3) the classification of plants and animals into groups based on similarities that reflect the Creator's conservation of design, 4) the microbes to understand how their activities affect humans, 5) human physiology to understand how the interaction of various organ systems contribute to the proper functioning of the whole human organism, and 6) the factors affecting ecosystems and their interactions to understand how stability in an ecosystem is achieved and maintained.

These topics are explored through computer animations/visualizations, hands-on activities, and inquiry-based labs.

- Recommended Grade Level: Grade 9
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills a Science requirement for the College Preparatory Diploma

### **General Chemistry**

General Chemistry is designed to teach students basic knowledge in the field of chemistry. It is the study of the basic concepts and principles of Chemistry in topics such as: atomic theories, chemical bonding, chemical periodicity, chemical names and formulas, types of reactions, the mole and stoichiometry, thermochemistry, properties and theories of the gaseous, liquid, and solid states, acids and bases, redox, nuclear chemistry, and an introduction to organic chemistry. The course exposes students to the use of scientific methods and the practice of correct laboratory procedures.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills a Science requirement for the College Preparatory Diploma

**General Physics**

Physics is a basic science that examines the relationship between matter and energy and how they interact. This course will stimulate higher-level cognitive skills and require adequate skills in mathematics and critical analysis.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: Integrated Science, Algebra I & II
- Credits: 1 credit
- Fulfills a Science requirement for the College Preparatory Diploma

**Advanced Biology**

Advanced Biology is an advanced laboratory, field, and literature investigations-based course. Students enrolled in Advanced Biology examine in greater depth the structures, functions, and processes of living organisms. The course covers all themes in biology including cell theory, cell energetics, genetics, theory of evolution, biodiversity, homeostasis, plant and animal anatomy and physiology, and ecology. It is designed to prepare a student for tertiary level studies in biological sciences, health medicine, agriculture, and other fields.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: General Biology & General Chemistry
- Credits: 1 credit
- Fulfills a Science requirement for the College Preparatory Diploma

**Advanced Chemistry**

The Advance Chemistry Course covers an in-depth study of matter and the changes it undergoes to reinforce concepts learned in general chemistry. The course is designed to teach students to analyze the structure and chemical principles of atoms, molecules and compounds, and concepts tied to this help as tools to better understand the world around us. The course also introduces the practical applications of chemistry within various fields. This course will teach students how to conduct advanced laboratory experiments.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: General Chemistry, Algebra I & II
- Credits: 1 credit
- Fulfills a Science requirement for the College Preparatory Diploma

**Physical Science I & II**

Physical Science is a two-year course that is composed of the fundamentals of Physics, Chemistry, Astronomy, and Earth Science. Math skills will be applied as force, motion, and energy are investigated. The properties of matter, atomic structure, and chemical reactions allow the student to acquire an understanding of the world around them at a microscopic level. Electricity, magnetism, and waves will be discussed as the student learns how these are formed and the features that characterize them. The class also incorporates topics concerning the physical processes on earth, and the motions, characteristics, and forces in space.

- Recommended Grade Level: Grade 12
- Recommended Prerequisites: General Biology, Algebra I
- Credits: 1 credit per year
- Fulfills a Science requirement for the General Diploma

**Health**

Health course contents includes the following general principles of health: (1) foundations of health, (2) mental, emotional, and spiritual health, (3) social health, (4) nutrition and physical health, (5) growth, development, and health, (6) body systems and hygiene, (7) drugs and safety, (8) human diseases and disorders and (9) environmental health. It is designed to help students learn skills that will promote personal health and well-being of others in everyday situations in their communities. The subject will focus on materials that nurture students to become health responsible citizens in their homes and in the community.

- Recommended Grade Level: Grade 12

- Recommended Prerequisites: None
- Credits: 0.5 credit
- Fulfills a Health requirement for the College Preparatory Diploma

## SOCIAL STUDIES

### Asian History

Asian Studies provides insight into the diverse peoples and cultures of Asia. It offers opportunities to study aspects of culture in one or more Asian countries. Attention is given to religions, traditions, art, literature, and the development of social, economic, and political institutions. Examination of contemporary Asian societies and the interaction of Asia with the United States are components of this course.

- Recommended Grade Level: Grades 10
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills a Social Studies requirement for the College Preparatory Diploma

### Grade 10: World History

This course introduces students to the history and cultures of the earliest civilizations to the present civilization. During the course, the students will be examining new patterns of civilizations which give rise to new kingdoms, empires, and governments. They will also appraise how the world shifts from the earliest to the modern world. To recognize the shift, they will study in detail various landmark events such as: early civilizations, feudalism, renaissance, protestant reformation, exploration and expansion, the French revolution, industrial revolution, World War I and II, the holocaust, the decline of Soviet Union etc. The students will analyze how these events impacted the globe to create different world bodies to meet the changing conditions and move toward a global civilization.

- Recommended Grade Level: Grade 10
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills a Social Studies requirement for the College Preparatory Diploma

### Grade 11: Comparative Government

The course Comparative Government attempts to make a comparative study of the countries of the world. The countries include: (1) Great Britain and France, (2) Germany and Japan, (3) Russia and China, and (4) India, Mexico, Nigeria, and Iran. The first part of the study deals with countries in developed areas, while the second part deals with the countries in developing areas of the third world. The content includes a good deal of fundamental vocabulary that helps students learn a new and wide range of words. During study, the students will examine and analyze key areas such as: the history, culture, political structure, pattern of interaction and human conflicts prevalent in a particular country.

- Recommended Grade Level: Grade 11
- Recommended Prerequisites: None
- Credits: 1 credit
- Fulfills a Social Studies requirement for the College Preparatory Diploma

### คำอธิบายรายวิชาภาษาและวัฒนธรรมไทย ระดับชั้นมัธยมศึกษาปีที่ 3 (Grade 9)

นักเรียนชั้นมัธยมศึกษาปีที่ 3 (เกรด 9) ศึกษาวรรณคดีและวรรณกรรมทั้งที่เป็นร้อยแก้วและร้อยกรอง ตามที่กระทรวงศึกษาธิการกำหนด ที่มีเนื้อหาสะท้อนศิลปวัฒนธรรมไทย ศาสนา สุภาษิตคำสอน ความเชื่อ ค่านิยม ประเพณี พิธีกรรม ประวัติศาสตร์ เพื่อสรุปความรู้และข้อคิดจากการอ่าน วิเคราะห์องค์ประกอบทางวรรณกรรม วิเคราะห์วิถีไทยและคุณค่าจากวรรณกรรมที่อ่าน เพื่อให้เกิดจิตสำนึกและเห็นคุณค่าของความเป็นไทย อ่านออกเสียงบทร้อยแก้วและร้อยกรอง

ประเภทกลอน ได้อย่างถูกต้องตามฉันทลักษณ์ อักษรวิธี จังหวะ อารมณ์ และมีมารยาทในการอ่าน มีความเพลิดเพลินและมีแรงบันดาลใจที่จะอ่านเพิ่มเติม ดีความ วิเคราะห์ ประเมินค่าแนวคิดของเรื่องที่อ่านได้อย่างมีหลักการและเหตุผล มีความรู้เรื่องคำที่มาจากภาษาบาลี สันสกฤต และคำที่มาจากต่างประเทศ รู้ความหมายของคำราชาศัพท์ คำทับศัพท์และศัพท์บัญญัติที่พบในสื่อต่าง ๆ ในชีวิตประจำวัน เข้าใจความหมายของคำและสำนวน สุภาษิต คำพังเพย และนำไปใช้ได้อย่างถูกต้อง นำความรู้ที่ได้จากเรื่องที่อ่านมาใช้ในการตัดสินใจหาสร้างวิสัยทัศน์ในการดำเนินชีวิตและพัฒนาตนเอง

การอ่าน การฟังและดูข่าว บทความเกี่ยวกับเหตุการณ์สำคัญต่างๆ ในสังคมด้านสิทธิส่วนบุคคล เศรษฐกิจ ทรัพยากรธรรมชาติและสิ่งแวดล้อมในชุมชน ใช้วิธีการสืบค้นข้อความ เพื่อให้สามารถเก็บใจความสำคัญ ดีความ แปลความตามความหมายโดยนัยและโดยตรง สามารถสรุปและถ่ายทอดเนื้อหาและเหตุการณ์ได้ แสดงความคิดเห็น วิเคราะห์ เกิดจิตสำนึกด้านหน้าที่พลเมือง ประพฤติตนเป็นพลเมืองดีตามวิถีประชาธิปไตย

พุดนำเสนอความคิดความรู้ แสดงทรรศนะ อภิปราย และพูดเชิงสร้างสรรค์ได้อย่างมีวัตถุประสงค์ชัดเจน มีเนื้อหาสาระและการจัดลำดับความคิด ใช้ระดับภาษา ลีลาการนำเสนอและสื่อประกอบการพูดอย่างเหมาะสม

เขียนเรียงความ บทความเล่าเรื่อง เขียนเชิงสร้างสรรค์ประเภทคำขวัญและเรื่องสั้น รวมทั้งเขียนงานรูปแบบอื่น ๆ คือ ข้อความ บันทึก รายงาน จดหมาย และ บทสัมภาษณ์ ใช้วิธีการเขียนเชิงบรรยาย อธิบาย และเปรียบเทียบ มีจุดมุ่งหมายอย่างชัดเจน มีการวางแผนโดยสร้างกรอบความคิด กรอบแนวคิด หรือผังความคิด และดำเนินการตามกระบวนการ รวมทั้งใช้กลยุทธ์ต่าง ๆ ในการเขียนอย่างมีประสิทธิภาพ การใช้คำศัพท์เหมาะสมกับระดับภาษาและถูกต้องตามกาลเทศะ ผลงานเขียนโดยมีโครงสร้างประโยคที่หลากหลาย ใช้เครื่องหมายวรรคตอนได้ถูกต้อง เขียนด้วยลายมือที่อ่านง่าย ชัดเจน ในเวลาที่กำหนด มีมารยาทในการเขียน

#### คำอธิบายรายวิชาภาษาและวัฒนธรรมไทย ระดับชั้นมัธยมศึกษาปีที่ 4 (Grade 10)

นักเรียนชั้นมัธยมศึกษาปีที่ 4 (เกรด 10) ศึกษาวรรณคดีและวรรณกรรม ทั้งที่เป็นร้อยแก้วและร้อยกรองตามที่กระทรวงศึกษาธิการกำหนด ที่มีเนื้อหาสะท้อนศิลปวัฒนธรรมไทย ศาสนา สุภาษิต คำสอน ความเชื่อ ค่านิยม ประเพณี พิธีกรรม เหตุการณ์ทางประวัติศาสตร์ เพื่อให้เกิดจิตสำนึกและเห็นคุณค่าของความเป็นไทย เห็นคุณค่าของการปฏิบัติตามมารยาทและค่านิยมของไทย ศึกษาวรรณกรรมแปลเพื่อให้รู้จักอนุรักษ์วัฒนธรรมไทยและเลือกรับวัฒนธรรมสากลที่เหมาะสม ศึกษาหลักการวิจารณ์วรรณกรรมเบื้องต้น เพื่อให้สามารถวิเคราะห์แนวคิดสำคัญและนำมาปรับใช้ในชีวิตประจำวันได้อย่างเหมาะสม อ่านออกเสียงบทร้อยแก้วและร้อยกรองประเภทกาพย์และโคลง ได้อย่างถูกต้องตามฉันทลักษณ์ อักษรวิธี จังหวะ อารมณ์ และมีมารยาทในการอ่าน มีความเพลิดเพลินและมีแรงบันดาลใจที่จะอ่านเพิ่มเติม รู้จักคำบาลี สันสกฤต คำที่มาจากภาษาต่างประเทศ คำทับศัพท์ และศัพท์บัญญัติ เข้าใจและใช้คำราชาศัพท์ที่พบในสื่อต่าง ๆ ที่พบในชีวิตประจำวันได้อย่างถูกต้อง สามารถตีความ แปลความ ขยายความจากเรื่องที่อ่าน

การอ่าน การฟัง และการดูข่าว บทความทางวิชาการ เกี่ยวกับเหตุการณ์สำคัญต่าง ๆ ในสังคมด้านเศรษฐกิจ สิทธิขั้นพื้นฐาน ประวัติศาสตร์และบุคคลสำคัญ ทรัพยากรและสิ่งแวดล้อมในประเทศไทย เพื่อเก็บใจความสำคัญ ดีความ แปลความตามความหมายโดยตรงและโดยนัย แสดงความคิดเห็น วิเคราะห์ เปรียบเทียบ ฟังและดูได้อย่างมีหลักการและเหตุผล มีวิจารณ์ ประเมินค่าความน่าเชื่อถือของข้อมูล นำความรู้มาสร้างวิสัยทัศน์ในการเรียน การทำกิจกรรม ใช้ในการดำเนินชีวิต ตัดสินปัญหา และพัฒนาตนเอง ประพฤติตนเป็นพลเมืองดีตามวิถีประชาธิปไตย เคารพในสิทธิมนุษยชน พุดนำเสนอความคิดความรู้ แสดงทรรศนะ อภิปราย และพูดเชิงสร้างสรรค์ได้อย่างมีวัตถุประสงค์ชัดเจน มีเนื้อหาสาระและการจัดลำดับความคิด ใช้ระดับภาษา ลีลาการนำเสนอและสื่อประกอบการพูดอย่างเหมาะสมกับโอกาส กาลเทศะและบุคคล พุดเล่าเรื่องถ่ายทอดเนื้อหา นำเสนอความคิด ความรู้ ลำดับความคิดโดยใช้หลักการของการแต่งบทเชิงคดีได้ชัดเจน เขียนข้อความ สรุปใจความสำคัญ เขียนเรียงความ เขียนบันทึกและเขียนรายงานการค้นคว้า จดหมายกิจธุระ เขียนเชิงสร้างสรรค์ประเภทเล่าเรื่อง เขียนโฆษณา แต่งคำขวัญ คำประพันธ์ประเภทกาพย์และโคลง แต่งเรื่องสั้น ใช้วิธีการเขียนเชิงบรรยาย อธิบาย วิเคราะห์วิจารณ์ แสดงความคิดเห็น โน้มน้าวใจ ด้วยลายมือที่อ่านง่าย ชัดเจนในเวลาที่กำหนด มีการวางแผนและดำเนินการตามกระบวนการความคิดอย่างต่อเนื่องมีสัมพันธภาพระหว่างย่อหน้า มีจุดหมายชัดเจน รวมทั้งใช้กลยุทธ์ต่าง ๆ ในการเขียน อย่างถูกต้อง มีมารยาทในการเขียน ใช้ภาษาได้เหมาะสมกับผู้อ่าน ใช้คำและใช้โครงสร้างของประโยคที่หลากหลาย รวมทั้งการใช้เครื่องหมายวรรคตอนได้ถูกต้อง

### คำอธิบายรายวิชาภาษาและวัฒนธรรมไทย ระดับชั้นมัธยมศึกษาปีที่ 5 (Grade 11)

นักเรียนในระดับชั้นมัธยมศึกษาปีที่ 5 (เกรด 11) อ่านวรรณกรรม วรรณคดีทั้งร้อยแก้วและร้อยกรอง ตามหลักสูตรการศึกษาขั้นพื้นฐาน เพื่อเก็บใจความสำคัญ โดยศึกษาองค์ประกอบรูปแบบและน้ำเสียงของงานวรรณกรรม ตีความตามความหมายโดยตรงและโดยนัยยะเพื่อให้เข้าใจเนื้อเรื่องโดยตลอด สามารถวิเคราะห์องค์ประกอบสำคัญทางวรรณกรรม และแสดงความคิดเห็นเกี่ยวกับแนวคิดในเนื้อเรื่อง อันสะท้อนให้เห็น ศิลปะ ความคิดความเชื่อทางศาสนา ค่านิยม หลักการดำเนินชีวิตและสภาพความเป็นอยู่ของคนในสังคมในด้านต่างๆ สามารถนำไปกล่าวอ้างได้ตามหลักการพิจารณาคุณค่าวรรณกรรมและวรรณคดี กระบวนการวิเคราะห์วิจารณ์และประเมินคุณค่าทางด้านวรรณศิลป์ การอ่านวรรณกรรมร้อยแก้ว วิเคราะห์ตอนที่สำคัญเน้นกลวิธีทางการประพันธ์เบื้องต้น เพื่อให้เข้าใจเนื้อหาหลักได้อย่างลึกซึ้ง อ่านออกเสียงได้อย่างถูกต้อง ไพเราะ เกิดความซาบซึ้งในการอ่านวรรณกรรมและประทับใจในศิลปะการประพันธ์ และมีนิสัยรักการอ่าน กระบวนการอ่าน ดูและฟัง เพื่อเก็บใจความสำคัญ ใช้วิจารณ์งานในการประเมินประสิทธิภาพของการใช้ภาษาและความน่าเชื่อถือของข่าว สารคดี บทความประเภทต่างๆ และสื่ออิเล็กทรอนิกส์ เกี่ยวกับเหตุการณ์สำคัญ และประเด็นปัญหาต่างๆ ในสังคม ด้านการพัฒนาการปกครองตามระบอบประชาธิปไตย ผลกระทบของเศรษฐกิจระดับภูมิภาคต่อการดำรงชีวิต การละเมิดสิทธิมนุษยชนด้าน เชื้อชาติ เพศ และแรงงานในประเทศไทย การเปลี่ยนแปลงทางวัฒนธรรมอันเนื่องมาจากโลกาภิวัตน์ ผลกระทบของการใช้เทคโนโลยี และวิกฤตการณ์ด้านทรัพยากรธรรมชาติและสิ่งแวดล้อมของประเทศไทย เพื่อให้ตระหนักรู้ถึงผลกระทบที่มีต่อตนเองและสังคม เสนอความคิดใหม่อย่างมีเหตุผล คาดคะเนเหตุการณ์และประเมินค่าเพื่อนำความรู้ ความคิดไปใช้ตัดสินใจแก้ปัญหา สร้างจิตสำนึกเพื่อให้ดำรงตนเป็นพลเมืองดีและดำรงชีวิตอยู่ร่วมกันในสังคมไทยอย่างสันติสุข พูดอธิบาย อภิปราย แสดงความรู้ ความคิดและทรรศนะของตนเองได้อย่างมีวัตถุประสงค์ชัดเจน

มีเนื้อหาสาระและการจัดลำดับความคิด ใช้คำสำนวนภาษาและโวหารได้อย่างมีพลังเหมาะสมกับโอกาส กาลเทศะ และระดับบุคคล ใช้หลักการนำเสนอและสื่อประกอบการพูดอย่างเหมาะสม มีมารยาทในการพูด เขียนเชิงวิเคราะห์วิจารณ์เบื้องต้นด้วยลายมือที่อ่านง่าย ชัดเจนในเวลาที่กำหนดและใช้ภาษาที่ถูกต้องเหมาะสมกับบริบท วางแผนการเขียนและใช้กลยุทธ์ต่างๆ เพื่อให้งานเขียนมีประสิทธิภาพ มีการบันทึกการศึกษาค้นคว้าเพื่อนำไปพัฒนาตนเอง มีมารยาทในการเขียน

### คำอธิบายรายวิชาภาษาและวัฒนธรรมไทย ระดับชั้นมัธยมศึกษาปีที่ 6 (Grade 12)

นักเรียนในระดับชั้นมัธยมศึกษาปีที่ 6 (เกรด 12) อ่านวรรณกรรม วรรณคดีทั้งร้อยแก้วและร้อยกรอง ตามหลักสูตรการศึกษาขั้นพื้นฐาน เพื่อเก็บใจความสำคัญตามความหมายโดยตรงและโดยนัยยะ โดยวิธีการศึกษารูปแบบและน้ำเสียงของงานภูมิหลังทางด้านประวัติศาสตร์และประวัติผู้ประพันธ์ เพื่อให้รู้เรื่องและเข้าใจวัตถุประสงค์ของผู้ประพันธ์ มองเห็นศิลปะ ความคิดความเชื่อทางศาสนา คุณค่าและค่านิยมที่แฝงอยู่ในงานประพันธ์ สามารถประเมินค่างานวรรณกรรม สังเคราะห์แนวคิดและเข้าใจหลักการดำเนินชีวิตและสภาพความเป็นอยู่ของคนในสังคมอย่างกว้างขวางครอบคลุมทั้งในระดับประเทศและในระดับสากล นำมาประยุกต์ใช้ในชีวิตจริง รวมทั้งมองเห็นอิทธิพลที่วรรณกรรมและสังคมมีผลต่อกัน

กระบวนการวิเคราะห์วิจารณ์ทางด้านวรรณศิลป์ การอ่านบทกวีนิพนธ์ประเภทกลอน โคลงสี่สุภาพ กาพย์ บทละคร โดยการศึกษาฉันทลักษณ์และเน้นคุณค่าในเชิงวรรณศิลป์ เพื่อให้เข้าใจเนื้อหาหลักได้อย่างลึกซึ้ง อ่านออกเสียงได้อย่างถูกต้อง ไพเราะ รู้และพยายามแก้ไขข้อบกพร่องในการอ่าน เกิดความซาบซึ้งในการอ่านวรรณกรรมและประทับใจในศิลปะการประพันธ์ เกิดความภาคภูมิใจและธำรงรักษาไว้ซึ่งวัฒนธรรมไทย และมีนิสัยรักการอ่าน

กระบวนการอ่าน ดูและฟัง ข่าว สารคดี บทความประเภทต่าง ๆ และสื่ออิเล็กทรอนิกส์ เกี่ยวกับเหตุการณ์สำคัญ มุ่งตีความและวิเคราะห์แนวคิด หาปัจจัยปัญหา และเสนอแนวทางการแก้ไขเพื่อการพัฒนาที่ยั่งยืนในประเด็นปัญหาต่างๆ ของสังคม ด้านการพัฒนาประชาธิปไตยของไทยอันมีพระมหากษัตริย์ทรงเป็นประมุข ผลกระทบของสถานการณ์โลกต่อการดำรงชีวิต การละเมิดสิทธิมนุษยชนด้านเชื้อชาติ เพศ และแรงงานในระดับสากล การเปลี่ยนแปลงทางวัฒนธรรมอันเนื่องมาจากโลกาภิวัตน์ ผลกระทบของการใช้เทคโนโลยี และวิกฤตการณ์ด้านทรัพยากรธรรมชาติและสิ่งแวดล้อมของประเทศไทยและโลก ใช้วิจารณ์งานเพื่อการประเมินประสิทธิภาพของภาษาและความน่าเชื่อถือของข้อมูล ตัดสินสรุปทางเลือก

สังเคราะห์ความรู้จากการอ่านมาพัฒนาตน พัฒนาการเรียน และพัฒนาความรู้ทางอาชีพ และสามารถดำรงชีวิตอยู่ในสังคมโลกอย่างเข้าใจและสันติสุข พุคอภิปราย วิเคราะห์ วิวิจารณ์ แสดงความรู้ ความคิดเห็นเพิ่มเติมอย่างมีเหตุผล มีวัตถุประสงค์ชัดเจน มีเนื้อหาสาระและการจัดลำดับความคิดใช้ลีลาการนำเสนอและถือประกอบการพูดอย่างเหมาะสม มีมารยาทในการพูดเขียน อภิปราย วิเคราะห์ วิวิจารณ์ แสดงความรู้ ความคิดเห็นเพิ่มเติมอย่างมีเหตุผล มีวัตถุประสงค์ชัดเจน มีเนื้อหาสาระและการจัดลำดับความคิด เขียนด้วยลายมือที่อ่านง่าย ชัดเจนในเวลาที่กำหนด และใช้ภาษาที่มีพลัง ถูกต้องและเหมาะสมกับโอกาส กาลเทศะ และระดับบุคคล มีการบันทึกการค้นคว้าเพื่อนำไปพัฒนาตนเอง มีมารยาทในการเขียน

#### THAI (INTERNATIONAL STUDENTS)

##### คำอธิบายรายวิชาภาษาและวัฒนธรรมไทย ระดับชั้นมัธยมศึกษาปีที่ 3-4 (เกรด 9-10)

เนื้อหาวิชาภาษาและวัฒนธรรมไทยใน Level 4 ศึกษาด้านการอ่านออกเสียงคำ ข้อความสั้นๆ และบทสนทนาแบบง่ายๆ และความคิดเห็น โดยใช้คำถาม “5 wh” นำเสนอเรื่องที่อ่าน บอกความหมายของเครื่องหมายหรือสัญลักษณ์ที่มักพบเห็นในชีวิตประจำวันได้ มีมารยาทในการ ดู พูด อ่าน เขียน ได้อย่างเหมาะสม ฝึกทักษะในการเขียนพจนานุกรม สระ วรรณยุกต์ และเลขไทย เขียนสะกดคำและบอกความหมายของคำ เรียบเรียงเป็นประโยคง่ายๆ ต่อคำคล้องจองง่ายๆ รู้ส่วนของคำพูดรวมทั้งคำนาม สรรพนาม กริยา สามารถแยกแยะสี่ห้าเสียงที่แตกต่างกัน

เพื่อให้เกิดความรู้ ความคิด ความเข้าใจ สื่อสารได้ถูกต้อง รักการเรียนภาษาไทย เห็นคุณค่าของการอนุรักษ์ภาษาไทย เกิดความภูมิใจในตนเอง เป็นสมาชิกที่ดีในโรงเรียนและสังคม มีความสามารถในการตัดสินใจ นำความรู้ไปใช้ในการสื่อสารอย่างมีประสิทธิภาพ มีวิจารณ์คุณค่าความคิดสร้างสรรค์ มีคุณธรรม จริยธรรมและค่านิยมที่เหมาะสม

##### คำอธิบายรายวิชาภาษาและวัฒนธรรมไทย ระดับชั้นมัธยมศึกษาปีที่ 5-6 (เกรด 11-12)

เนื้อหาวิชาภาษาและวัฒนธรรมไทยใน Level 5 ศึกษาด้านการอ่านออกเสียงคำ ข้อความสั้นๆ และบทสนทนาแบบง่ายๆ และความคิดเห็น โดยใช้คำถาม “5 wh” นำเสนอเรื่องที่อ่าน บอกความหมายของเครื่องหมายหรือสัญลักษณ์ที่มักพบเห็นในชีวิตประจำวันได้ มีมารยาทในการ ดู พูด อ่าน เขียน ได้อย่างเหมาะสม ฝึกทักษะในการเขียนพจนานุกรม สระ วรรณยุกต์ และเลขไทย เขียนสะกดคำและบอกความหมายของคำ เรียบเรียงเป็นประโยคง่ายๆ ต่อคำคล้องจองง่ายๆ รู้ส่วนของคำพูดรวมทั้งคำนาม สรรพนาม กริยา สามารถแยกแยะสี่ห้าเสียงที่แตกต่างกัน

เพื่อให้เกิดความรู้ ความคิด ความเข้าใจ สื่อสารได้ถูกต้อง รักการเรียนภาษาไทย เห็นคุณค่าของการอนุรักษ์ภาษาไทย เกิดความภูมิใจในตนเอง เป็นสมาชิกที่ดีในโรงเรียนและสังคม มีความสามารถในการตัดสินใจ นำความรู้ไปใช้ในการสื่อสารอย่างมีประสิทธิภาพ มีวิจารณ์คุณค่าความคิดสร้างสรรค์ มีคุณธรรม จริยธรรมและค่านิยมที่เหมาะสม

## FIELD TRIPS

Field trips are a valuable resource in the education of the student. Most field trips are chosen to add to the understanding of concepts taught in the classroom. All students are encouraged to participate. Students who do not participate in the field trip are required to attend school for that day. Attendance is compulsory.

The behavior of the students reflects on the school. Therefore, the standards of AIMS must be represented in the dress code and conduct. Items that are forbidden during school hours, such as electronic games or other electronic devices, are not permitted on field trips. Mobile phones are not permitted on field trips. The teachers will have phones in the event of an emergency, or a phone call is necessary.

## CO-CURRICULAR LEARNING AREAS

Co-curricular learning areas (clubs) may vary depending on the availability of sponsors with expertise in the learning area.

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# STUDENT SERVICES

## AFTER SCHOOL STUDY HALL

Students with D and F grades indicate a need for remedial assistance. The school counselors identify students who need assistance. They are required to study in the After School Study Hall (ASSH) which is one of the school's academic intervention programs.

ASSH is a tutoring and homework program to help students attain the curricular standards by giving them time, support and instruction that focuses on their academic needs. It is designed for those students who want to improve their academic performance or need assistance with difficult assignments.

The supervised study hall meets one to two hours after school, Monday to Thursday. When the student's grades improve, the counselor will sign a form releasing the student from the program. This is a mandatory program and attendance is taken. If a student's poor grades do not improve despite assistance, the teacher or counselor will refer the student to the Student Success Team.

The Student Success Team is a source for teachers, parents, and students to provide alternative strategies, extensions of curriculum and focused intervention to teach new skills and promote success in learning. The positive problem-solving approach is meant to help students, teachers, and parents to build on ideas that will address current and future academic problems. Parents are invited to attend the meetings.

## TUTORIAL POLICY

When students are experiencing learning difficulties AIMS teachers are encouraged to assist the students, without charge.

## AFTER SCHOOL ACTIVITY PROGRAM (ASAP)

An organized sports program is available to select students for sports, ie., volleyball, basketball and football after school, Monday to Wednesday from 3:30 to 5:00 P.M. The program is directed and supervised by the physical education teacher.

The AIMS library is open after school from 3:30 to 5:00 P.M. on Monday and Tuesday, and on Wednesday from 3:30 to 4:30 P.M. for students to read or study.

# COUNSELING SERVICE

## School Counseling Department

The school-counseling program is an integral part of the school program. The high school counselor assists students in academic, college readiness, career, personal and social success.

## Responsive Services

- **Individual Educational Plans:** The high school counselor works closely with students to plan their course of study and support their school performance. and review their progress. Help students set academic goals and implement academic interventions when necessary. The counselor communicates with families on an on-going basis to provide updates on student achievement.
- **Individual Counseling:** Counseling is provided on an individual basis for students expressing difficulties dealing with relationships, or personal concerns. The counselor assists students in identifying problems and consequences so that appropriate action may be taken. The counselor is available to meet with students who need this service.

- **Classroom Guidance Lessons:** The school counselor holds classes to meet the needs of students through the following three domains: academic (learn to learn), personal/social (learn to live), and career (learn to work). This helps to prepare students holistically for life after high school and eventually, the workforce.

**Student Success Teams (SST):** The student success team is a school on-site team that includes parents, students, counselors, administrators, homeroom or subject teacher, and additional staff when necessary.

A student may be referred to the SST for:

- Lack of academic progress.
- Increasing behavioral concerns.
- Consideration for retention.
- Attendance/truancy issues.
- Parent concerns.

The team:

- Uses a systematic problem-solving approach to assist students who are not progressing at a satisfactory rate.
- Clarifies problems and concerns.
- Develops strategies and organizes resources.
- Provides a system for accountability.

Teachers who have concerns about a student will complete SST referral form and submit it to the counseling office.

- **Parent and Student Counseling:** The school counselors provide counseling for parents and students to address issues arising in the areas of academic, career paths, etc.
- **Teacher and Parent Counseling:** The school counselors provide information and assistance to support parents and teachers regarding student, academic or behavioral concerns.
- **Referral Services:** The school Counselors make referrals to outside specialists where needed or request parents to choose a specialist.

## **Information For Applying to Universities**

### **Universities Abroad**

1. GPA 2.75+
2. SAT/SAT II (Subject)
3. TOEFL or IELTS
4. Teacher and/or Counselor Recommendation
5. Interview
6. Portfolio

### **Thai Universities – International Program**

1. GPA 2.75 +
2. SAT 1100+
3. (Math 580 + and Critical Reading 450+)
4. Interview Examination and Essay
5. IELTS or TOEFL
6. Teacher and/or Counselor Recommendation
7. Portfolio
8. Entrance Exam

Note: Universities both local and abroad differ in requirements. Therefore, it is important that students contact each university of interest to determine what is required.

**Useful links:**

- Information about Thai Universities: <http://studyinthailand.org>
- SAT: [www.collegeboard.com](http://www.collegeboard.com)
- TOEFL: [www.ets.org/toefl](http://www.ets.org/toefl)
- ACT: [www.act.org/aap](http://www.act.org/aap), [www.actstudent.org](http://www.actstudent.org)
- CU-TEP: <http://register.act.chula.ac.th>
- CU-AAT: <http://register.atc.chula.ac.th>
- TU-GET: <http://www.tu.ac.th/org/litu/testing.htm>

## INFORMATION TECHNOLOGY

The computer laboratory is open for school-related work and research during the lunch break, and after school. A Computer Lab Study form signed by the homeroom or subject teacher should be presented to the IT teacher for student use of the computer laboratory for class requirements, assignments, and research. If a student wishes to use the computer room during school hours, arrangements must be made with the IT teacher after obtaining permission from the homeroom teacher.

### **AIMS Net Acceptable Use Policy**

Adventist International Mission School offers Internet and network access for students use as described in the policy. (**Refer to IT policy booklet.**)

## LIBRARY

The AIMS library contains seven thousand titles. There are factual and reference books, and magazines to aid class work, and for recreational and informational reading. Most of the volumes are in English. However, the library has a growing collection of Thai books.

The library serves as a discovery center for students to experience interdisciplinary activities, to develop library skills, and to enrich their classroom studies. The librarians teach library skills weekly.

Please note the following:

**Late Books:** The librarian will notify students of late books once a month.

All library books are due two weeks before the close of the regular school session. A fine of three (3) baht a day is charged for late books. The full price of a book not returned by the end of the academic school year will be charged to the teacher or student's account.

**Damaged Books:** There is a fine for damaged books. The cost of the book will be charged for irreparable damage.

**Lost Books:** Library patrons will be charged full price for books checked out of the library that are misplaced or lost. A missing book will be considered lost after being checked out for one month. A library search will be conducted to ensure that the book has not been returned. If the book is not found the library patron must pay the cost of the book. If the book is returned at any time in good condition, the cost of the book will be refunded.

## REGISTRAR'S OFFICE

The registrar is responsible for maintaining student files, ensuring all personal and academic records are kept current and accurate, for the reporting and change of grades. The registrar prepares transcripts of records for students moving to other schools and those who are going to colleges or universities.

## HEALTH SERVICES

The school nurse treats minor injuries, provides first aid for emergencies and temporary nursing care for ill students. Parents/guardians are notified of all injuries and treatment. In the event of a medical emergency the school will make every reasonable effort to notify parents/guardians. The school administration will exercise the authority to take appropriate actions on the student's behalf if parents/guardians cannot be contacted.

### Health Services Guidelines

- 1) When sick, students will be allowed to rest in the sick bay for an appropriate period. If a student has not improved during that time, the parents/guardians will be asked to pick up their child from school.
- 2) The parent/guardian or designated person picking up the patient is requested to sign the Early Dismissal Form which may be obtained from the School Secretary.
- 3) The student is responsible for making up all missed class work during the time spent in the sick bay.

### Medications

Medications (including aspirin, acetaminophen, and cough drops, etc.) will not be administered without proper authorization. Students who are required to take medicine prescribed by a physician during regular school hours will be assisted by the school nurse if the school receives the medication in its original container along with:

1. A written statement from the physician detailing the method, amount, and schedule by which the medication is to be taken, and
2. A written statement from the parent/guardian requesting the nurse to assist the student.

These signed statements will be kept on file.

### Food Service

Vegetarian and non-vegetarian lunches are served at AIMS by authorized vendors. Students must request and pay for lunches through the school accounting office. Students may bring their own lunches from home if preferred. Food brought from home must be eaten in the cafeteria. The restricts meat to chicken and fish only.

## SCHOOL POLICIES OR ACTIONS

School policies are developed within the parameters of the school mission statement. The objectives also serve to shape these policies. However, if there is a policy that an AIMS stakeholder questions and believes does not align with the principles invoked in the guidelines they should:

1. State the policy and the proposed changes deemed necessary to change or improve the policy.
2. Submit the request for review to the School Administrator Council.

The school administrators will respond in writing or schedule a meeting if one is necessary.

## ANTI-BULLYING POLICY

School bullying occurs when a student or group of students engages in written or verbal abuse expressed through written or electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the School and that: (1) has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; (2) is sufficiently severe, persistent and pervasive enough that the action or threat creates an intimidating, abusive environment for a student.

Conduct is considered bullying if it (1) exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and (2) interferes with a student's education or disrupts the operation of a school. Bullying is forbidden at AIMS.

### Examples of Bullying:

#### Bullying of a student may include:

- Verbal bullying such as name calling, teasing, and mocking
- Intimidation such as playing dirty tricks, taking things from others without permission
- Leaving another person out of a group
- Emotional bullying such as tormenting, threatening gestures, ridiculing, hiding someone's things
- Physical bullying such as pushing, kicking, punching, pinching, spitting, and tripping
- Sexual bullying
- Racial and religious bullying
- Cyber-bullying

Bullying can occur anywhere. It may happen in the classroom, playground, hallways, vans, and buses, etc. We encourage students to report any bullying to their teachers, school counselors or the administrators. All reports of bullying will be investigated. Students who bully can be placed on probation and may be suspended.

To effectively address bullying and cyber-bullying, parents and students must be partners with the school. Only by working together will we be able to reduce the incidents of bullying in our school.

The Anti-Bullying Policy aligns with the Mission Statement and ESLGs: Caring Citizen, Critical Thinker, Self-Manager and Exemplary Worker

## ATTENDANCE POLICY

The classroom experience is of unique value and cannot be duplicated by make-up work. All students are expected to be on time for classes to benefit from the instructional program and to develop habits of punctuality, self-discipline, and responsibility. Student interaction and development of ideas through discussion are lost when a student is absent. A student's enrollment at AIMS is a commitment to attend school each day. Students will acknowledge greater emphasis on attendance at school because credit in their classes will be contingent upon their presence.

## Absences and Tardiness Defined

### Excused Absence:

Students must be in school unless the absence has been permitted or excused for one of the following reasons:

- The student is ill or injured.
- There is a major illness in the student's immediate family (this means parents, brothers, sisters, grandparents, or others living in the home).
- There is death in the immediate family.
- The student attends religious instruction or there is a religious holiday in the student's own faith.
- The student is required by summons, subpoena, or court order to appear in court. A copy of the subpoena or court order must be given to the school secretary.
- Special event. Examples of special events include important public functions, conferences, state/national competitions, as well as exceptional cases of family need. The student should get permission for an extended period of absence from the Administrative Council prior to the absence.
- The student has a scheduled medical or dental appointment.
- Students having, or suspected of having, a communicable disease or infestation, which can be transmitted are to be excluded from school and are not allowed to return to school until they no longer present a health hazard. Examples of communicable diseases and infestations include, but are not limited to head lice, Hand, Foot, and Mouth disease and H1N1 flu and COVID-19.
- Students who leave the country as exchange students or who have scholarship grants should notify the school by writing to the Administrative Council.
- A student who is 15 minutes late shall be counted absent from class.

### Excused Tardy: \*

Habitual tardiness is unacceptable and unfair to other students because instruction is interrupted every time a late student arrives. A student is tardy when the student is not present at Flag lineup for the Flag raising ceremony.

A tardy is excused for the following reasons:

- Car problems, i.e., flat tire, engine problem
- Heavy traffic

*\* Written confirmation stating problem signed by parent is required*

Every three (3) unexcused late arrivals within a grading period count as one unexcused absence.

Students are allowed a maximum of five excused days for each grading period. Absences, excused or unexcused, may not exceed 10% of the total class attendance for the school year. Students with absences exceeding the 10% limit will be referred to the Behavior Management Officer (BMO) who will determine appropriate action. (See Responsibility of the School)

Attendance Policy aligns with the ESLGs namely Self-Manager and Exemplary Worker

## DRUG POLICY

A safe environment is the right of all AIMS students, parents, faculty, and staff.

For this reason, substances that can cause harm are not allowed. This substance abuse policy will be strictly adhered to fulfill the school's goal of safety and security for its students.

- The following drugs are forbidden on the AIMS campus: opium derivatives, hallucinogens, (e.g., marijuana, mescaline, peyote, LSD, psilocybin) cocaine, amphetamines, codeine, heroin, morphine, and any other illegal drugs.
- Prescription drugs will only be administered by or under the supervision of the school nurse with a physician's order and according to school policy.
- In addition, it is a violation of this policy for a student to inhale or ingest any substance containing harmful chemicals or use such a substance in a way that does not follow the label directions and warning.

Drug Policy aligns with ESLGs: Self-Manager and Caring Citizen

## **GRIEVANCE POLICY**

The standard of behavior for AIMS is set by biblical principles. It is understood that in human interaction there is always the possibility for misunderstandings. It is expected, however, that students, parents, teachers, and other stakeholders will exhibit behavior dictated by high religious values. Disagreements and misunderstandings should be handled in a dignified way. Self-control is exhibited. The following procedure is a vehicle to help resolve a problem that seems beyond agreement or compromise between the parties involved:

1. State the problem in writing, propose a resolution and give a copy of it to the person(s) involved as well as to the administrator.
2. If the problem still cannot be resolved, ask for a meeting with the parties concerned and the administrators to examine the issues and work together to resolve the problem fairly and amiably.

Grievance Policy aligns with ESLGs: Critical Thinker, Effective Communicator, Self-Manager, Caring Citizen, and Exemplary Worker.

## **HOMEWORK**

Homework is an important part of our educational program and is assigned on a regular basis. Homework assignments are an extension of the instructional program and an integral part of the total evaluation. Homework, appropriate to the student's developmental level, is given for the purpose of review, practice, reinforcement, inquiry, application, and enrichment. It is beneficial in helping students become responsible, self-directed learners.

Students are expected to turn in work on time. Since the successful completion of homework assignments will play an important part in final evaluation, students are responsible for completion of assignments on time. The homework policy in full may be obtained on request.

Homework Policy aligns with ESLGs: Self-Manager, Critical Thinker, Effective Communicator, and Exemplary Worker

## **LEAVING THE CAMPUS**

Numerous incidents of early release are unacceptable and unfair to the other students whose instruction is interrupted when students leave classrooms early.

Once students arrive on campus, they may not leave without permission from the school director or administrator or have an Early Dismissal or Lunch Release form signed by a parent. Students who do not have an Early Dismissal form and must leave school during school hours must have their parents request this release by phone (in case of an emergency only) or in person at the office to obtain pre-approval.

Students who are planning a leave from school must:

- Complete a Student Request for Leave Form, two weeks before the requested date of the leave. In the case of an emergency or sickness the Student Request for Leave Form should be completed in the week the student returns to school. Otherwise, the absence will be unexcused.
- Provide documentation of illness from a physician. The maximum number of days that a student may be absent without acceptable documentation justifying the absence is five (5).
- Notify the school of any change of address, phone numbers and emergency contact numbers.
- Be aware of the school calendar and coordinate trips, vacations, and personal business to support attendance on school days.

When a student accumulates five (5) absences during a grading period, other than out-of-school suspensions, whether excused or unexcused, school personnel will make a good faith effort to contact parents to discuss the reasons for the absences and will document the contact.

A letter will be sent to the parent or guardian and a referral will be made to the school counselor for a student who has had at least five unexcused absences, or absences for which the reasons are unknown, within a quarter.

*Parts of this policy were adapted from Student Attendance for High Schools*

Students are expected to attend all scheduled classes. In special cases, such as illness, the subject teacher, school nurse or designee, or the school administration may give permission to be absent. In case of illness, the student must have a pass from the subject teacher to visit the school nurse.

Students “skipping classes” will be referred to a school counselor. Parents will be informed immediately.

Make-up work for credit and grade is allowed for all excused absences. It is the student's responsibility to complete the missed work.

## **VEHICLE POLICY**

The purpose of the AIMS Student Vehicle Policy is to inform students and their parents of the procedures and rules which must be followed if a student wishes to use a car or motorcycle to travel to school or wishes to travel to school as a passenger of another student authorized to drive. The use of a car by a student is considered a privilege, not a right. If the rules are infringed, this privilege will be withdrawn by the AIMS Administrative Council who oversees the implementation of the policy.

Rules pertaining to students driving a vehicle to and from school:

1. Students must have a current driver's license.
2. Students must observe extreme caution when driving their vehicle in the vicinity of AIMS. This is especially important when students are arriving and departing from school.
3. Vehicles driven to AIMS must remain parked in the AIMS parking lot during school hours the exception of students of Asia-Pacific International University (AIU) workers who have lunch dismissal passes signed by parents to travel to the AIU campus for the lunch meal.
4. Only students with vehicles registered with AIU and having an AIU sticker will be permitted to enter or exit the university campus unless they receive a visitor's pass at the gate. A visitor's pass will be exchanged for the student's driving license.
5. Only students registered as passengers (other than siblings of the student driver) may ride in a vehicle driven by an authorized student driver.
6. Students may not, under any circumstance, loan vehicles to other students.
7. An AIMS car or motorcycle sticker and a Registration to Travel as a Passenger Permit for student-passengers are only valid for one year and permission must be obtained each year.

Failure to observe any of these rules will result in withdrawal of permission to drive a vehicle to AIMS.

AIMS accepts no responsibility and is not liable for loss or damage to students' vehicles or their contents while they are on the AIMS campus.

The Vehicle Policy aligns with the ESLGs: Self-Manager, Caring Citizen

## **FINANCIAL INFORMATION**

AIMS is a non-profit institution. Regular tuition payments are necessary for its daily operation and expenses. Acceptance to AIMS is based on the understanding that families will be fiscally responsible for the timely payment of all tuition and fees.

### **TUITION/FEES**

Tuition and fee rates are generally published in May before the new school year. Tuition rates will remain the same as announced at that time. However, they are subject to change for subsequent years when deemed necessary by the AIMS Board of Directors. A current “Tuition and Fees” schedule is available on our school website [www.aims.ac.th](http://www.aims.ac.th)

### **WAITING LIST FEE**

AIMS has a waiting list, and confirmation of a seat is based on the availability of space in the classroom. A waiting list fee is charged when a student is put on the waiting list due to no immediate vacancy, and this fee is non-refundable.

### **ENTRANCE TEST FEE**

Before taking the test, all new aspiring students must pay an entrance test fee, and this is non-refundable.

### **APPLICATION FEE**

An application fee is due when the application form is requested, and this fee is non-refundable.

### **ENTRANCE FEE**

A completed student acceptance form and 50% of the “Entrance Fee” are payable upon a seat confirmation. This fee is non-refundable and, will be applied to the non-refundable entrance fee upon confirmed enrollment. The remaining 50% of this non-refundable entrance fee is payable upon registration.

### **ACCELERATION FEE**

Before taking the test, an acceleration fee must be paid for students (K1-G6) seeking to accelerate to a higher grade. This fee is non-refundable.

### **RESERVATION FEE**

New students and returning students wanting to attend AIMS after an absence of one year will pay a reservation fee before the school accepts the request for the reservation of a seat. This fee is non-refundable.

The reservation fee for new students includes the school entrance fee and one month's tuition. For students returning after an absence of one year, any outstanding balance must be cleared and one month's tuition paid.

The one-month fee will be applied to the student's tuition when enrolling in AIMS.

## **LATE REGISTRATION**

There will be a charge of 100 baht per day for registering students after the listed registration date.

## **DISCOUNTS**

The following discounts may be applicable:

Family Discount per Year		Advance Payment Discount	
Tuition fee			
1st Child	Full Tuition	Per Semester	2,500 THB
2nd Child or more	9,000 discount	Per Year	8,000 THB

### **Payment Requirements**

New students: First Month's Tuition, General fees, Entrance fee, Damage/Loss Deposit, Development fee, Application fee, and Additional fees must be paid in full.

Returning students: Account balances, First Month's Tuition, General fees, and Additional fees must be paid in full.

Regardless of the payment plan, all 'annual fees' should be paid at registration. Students will not be allowed to join classes if payment requirements are not met.

## **REFUNDS**

For students who withdraw from AIMS, a tuition fee refund will be prorated accordingly:

1. Eighty-five percent of the tuition paid will be refunded to students who withdraw before classes begin.
2. Fifty percent of the tuition paid will be refundable if students withdraw within 30 days after classes begin.
3. No tuition fee refund is given if students withdraw 30 days after classes begin.
4. General and additional fees are not refundable except for lunch, field trips, and camping fees.

Note: In the event of withdrawal, tuition will be refunded 30 days after the Withdrawal Form is signed and submitted.

Delinquent accounts from the previous year must be paid before a student is allowed to register for a new school year.

Accounts for Grade 12 must be paid in full before graduation. Transcripts of academic credits or diplomas for other grades will be issued only after the student account has been paid in full.

## **GRADUATION GOWN DEPOSIT**

A graduation gown deposit is charged to all graduands. This fee is refundable when the graduation gown is returned in good condition.

**TEXTBOOK RENTAL**

Specific hardcover textbooks are rented for student use, and a rental fee is charged at the start of each school year. Students are requested to treat the books with care to prolong its life.

**DAMAGE / LOSS DEPOSIT - REFUNDABLE**

A one-time, refundable damage deposit is charged to every student if school property is damaged by students and must be repaired.

A damage/loss deposit must be requested within 90 days of withdrawal from AIMS. There is no refund after 90 days.

**STUDENT ASSISTANCE**

Students requesting financial aid may contact the school's chief accountant or treasurer for information. Parents requesting aid should have a definite plan as to the amount they can pay. The school Finance Committee will review all applications. Requests in writing should be made well before the new school year begins.

**STUDENT AID, SCHOLARSHIPS, and ENDOWED FUNDS**

The administration welcomes the privilege of furnishing basic information regarding suitable memorials, either by gift or bequest. Every year AIMS has an increasingly urgent need for scholarship funds to aid worthy students to continue their education.

Address correspondence relative to gifts to the following:

Adventist International Mission School  
P.O. Box 10 Muaklek, Saraburi 18180  
Thailand

The legal title of the institution is Adventist International Mission School. Form of bequest: "To Adventist International Mission School in Muaklek, Saraburi, I give and bequeath the sum of baht.

To be applied to the uses and benefits of AIMS.

The Scholarship Fund for Needy Students was established in 2003. The scholarship fund provides tuition grants for students, who, without this assistance, would not be able to attend Adventist International Mission School.

**WITHDRAWAL OF STUDENTS**

Students who wish to withdraw are requested to:

1. Notify their homeroom teacher
2. Complete a Student Withdrawal Form, which can be obtained from the school secretary.

**SUSPENSIONS**

Parents/guardians will be notified regarding late payment of tuition. The student may lose the privilege of attending AIMS if the bill remains unpaid or if satisfactory arrangements are not made with the school business office.

**STUDENT ACCIDENT INSURANCE**

Students have an accident insurance policy that covers medical payments for any injury while they are under the care and direction of the school.

The insurance plan has limitations on coverage available for accident claims. Parents may review the claims filing procedures, policy limitations, and policy exclusions.

Note: Students are responsible for promptly reporting any case of injury to the supervising staff when an accident occurs on campus.

## เพลงชาติไทย

**Thai National Anthem**

ประเทศไทยรวมเลือดเนื้อชาติเชื้อไทย

Pra Thet Thai Ruam luead Nua Chat Chuea Thai

เป็นประชารัฐ ไผทของไทยทุกส่วน

Pen Pracharat Pha Thai Khong Thai Thuk Suan

อยู่ดำรงคงไว้ได้ทั้งมวล ด้วยไทยล้วนหมายรักสามัคคี

Yu Dam Rong Khong Wai dai Thang Muan Duay Thai Luan Mai Rak Sa mak Khi

ไทยนี้รักสงบ แต่ถึงรบไม่ขลาด

Thai Ni rak Sa Ngob Tae Thung Rop Mai Khlat

เอกราชจะไม่ให้ใครข่มขี่

Ekkaraj Ja Mai Hai Khrai Khom Khi

สละเลือดทุกหยาดเป็นชาติพลี

Sa La Luead Thuk Yat Pen Chat Phli

เถลิงประเทศชาติไทยทวี มีชัย ชโย

Tha Loeng Pra Thet Chat Thai Tha Wi Mi Chai Chayo

**(English Translation)**

Thailand embraces in its bosom all people of Thai blood.

Every inch of Thailand belongs to the Thais.

It has long maintained its sovereignty, because

The Thais have always been united. The Thai people are peace-loving,

But they are no cowards at war. They shall allow no one to rob them

Of their independence. Nor shall they suffer tyranny.

All Thais are ready to give up every drop of blood

For the nation's safety, freedom, and progress.

เพลงสรรเสริญพระบารมี

## Thai Royal Anthem

คำร้องโดย สมเด็จพระเจ้าบรมวงศ์เธอ เจ้าฟ้ากรมพระยานริศรานุวัดติวงศ์  
พระบาทสมเด็จพระมงกุฎเกล้าเจ้าอยู่หัว ทรงพระราชนิพนธ์ปรับปรุงขึ้นใหม่  
ทำนอง โดยพระเจนดุริยางวศ์ (ปิติ วาทยะกร)  
ประกาศใช้เมื่อวันที่ ๑ มีนาคม พ.ศ. ๒๔๕๖

ข้าพระพุทธเจ้า เอามโนและศิระกราน

Kha Wora Phutta Chao Ao Mano Lae Siri Kran

นบพระภูมิบาล บุญดิเรก

Nop Phra Pumi Ban Boonya Direk

เอกบรมจักริน พระสยามินทร์ พระยศยิ่งยง

Ek Barroma Chakarin Phra Sayamin Phra Yodsa Ying Yong

เย็นศิระเพราะพระบริบาล ผลพระคุณ ฐ รักษา

Yen Sira Pruo Phra Bariban Pon Phra Kunta Raksa

ปวงประชาเป็นสุขสานต์ ขอบันดาล

Praung Pracha pen Sooksarn Khor Bandarn

ฐ ประสงค์ไค จงสถยัคคีดัง หวังวรหฤทัย

Ta Prasong Dai Jong sarit Dang Wang Wora Hareutai

คุณถวายชัย ชโย

Dutja Tawaichai Chayo

### (English Translation)

We, Your Majesty's loyal subjects,  
Pay homage with deep heartfelt veneration,  
To the supreme Protector of the Realm,  
The mightiest of monarchs complete with transcendent virtues,  
Under whose benevolent rule, we your subjects,  
Receive protection and happiness,  
Prosperity and peace;  
And we wish that whatsoever Your Majesty may desire,  
The same may be fulfilled.



