



Metro Delhi International School

Building A Solid Foundation
Since 2002



Middle & High School Curriculum Guide 2026-2027



An Accredited Christian International School in New Delhi | American International Curriculum

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I: Accreditation

In 2002, the founders of Metro Delhi International School (MDIS) sought to establish an American curriculum school in the National Capital Region that was affordable as well as international. Stemming from our core values of Academically-focused and Excellence-driven, the MDIS leadership team began the road to dual accreditation through the Western Association of Schools and Colleges (WASC) and the Association of Christian Schools International (ACSI). Since 2014, MDIS has been accredited by both associations.

MDIS provides a university preparatory education leading to the American High School Diploma recognised around the world as a basis for university admission. The High School Diploma has been recognised as equivalent to the 10+2 system in Indian Schools by the Association of Indian Universities. This means that graduates of Metro Delhi International School seeking admission in Indian universities present only their diploma and their academic transcript of internal grades when they apply, in addition to presenting an equivalence certificate from the Association of Indian Universities.

II: Middle School Academic Program (Grades 6-8)

The middle school years (6th-8th grade), or early adolescence, are critical as children mature not only physically and socially, but also mentally. According to Piaget's theory of cognitive development, early adolescents develop from concrete, fact-based thinkers to become capable of more abstract, hypothetical thinking.

The goal of our middle school curriculum--grounded in our awareness of students' developmental needs--is to gradually build students in the knowledge and skills (especially reading, writing, thinking, and organizational skills) that will prepare them to succeed in rigorous college-prep high school courses. One of the key differences between elementary and middle school is that middle school students take semester exams in their academic subjects, to accustom them to exam preparation before they reach high school.

All middle school students take the core subjects of English Language Arts (ELA), Math, Science, Social Studies, and Life & Human Flourishing each year. They also take other specials (Music, Art, Drama, Foreign Language, PE, etc.) as teachers are available.

Depending on class size, Grades 7 and 8 may have some subjects together. In this case, those subjects follow a two-year curriculum topic cycle.

Subject	Details
ELA	Includes various novel studies in different genres and creative/academic writing projects, as well as vocabulary building and grammar instruction. Grade 6: Novel studies of <i>Wonder</i>, <i>The Golden Goblet</i>, and <i>I Am David</i>. Short story and poetry units. Essay writing, short story writing, and a speech. Grade 7 and 8: a two-year rotating course - Year 1: Novel studies in different genres (<i>Animal Farm</i>, <i>The Giver</i>, <i>Homesick: My Own Story</i>, <i>The Outsiders</i>). Poetry and short fiction units included. Essay writing, memoir writing, and a speech. - Year 2: Novel studies in different genres (<i>Midsummer Night's Dream</i>, <i>The Hobbit</i>, <i>historical fiction novel</i>, <i>And Then There Were None</i>). Poetry and short nonfiction units included. Essay writing, research writing, and a speech.
Math	We use the Eureka math program based on the Common Core math standards (U.S) for grade 6. Grade 7 and 8 also follow the Common Core standards with the main resources from MEP (Maths Enrichment Programme www.cimt.org.uk), which prepares students for their high school maths courses. - For grade 6 the main topics include ratios and unit rates; arithmetic operations including division of fractions, rational numbers, expressions and equations; and surface area and volume. - In grade 7 topics are introduced and further developed in depth in grade 8 to prepare students for high school. The main topics include mathematical diagrams, rounding & units of measure, factors & order of operations, the Pythagorean theorem, nets & surface area, ratio & proportion, data analysis, integers, algebra & fractions, probability, basic geometry, polygons & symmetry, and circles and cylinders.
Social Studies	Grade 6: Map and geography skills tied to a country or culture; early history of mankind/ Indus Valley; ancient Mesopotamia and Egypt; ancient Greece and Rome. Grade 7 and 8: a two-year rotating course - Year 1: Ancient/Medieval Far East History, medieval Middle East and West African History (intersection), Medieval India, Mongols - Year 2: Medieval Europe and Middle East (intersection), Renaissance, Reformation, American Empires, Age of Exploration, Enlightenment, Revolution
Science	MS Integrated Science (physical science, life science, earth science) Grade 6: Gravity, Sun-Moon-Earth system, Thermal Energy, Waves, Ecosystems, Cells and Body systems, Matter Grade 7 and 8: a two-year rotating course

	- Year 1: Energy, Electromagnetic spectrum & digital signals, Electricity and magnetism, Renewable & nonrenewable resources, Climate change, Earth's water and weather, Synthetic materials (matter), Natural selection and evolution - Year 2: Force & Motion, Earth's history & plate tectonics, Rock cycle & weathering, Cell organelles and cell cycle, Growth & development of organisms, Chemical reactions All Years: Annual science fair project and presentation
Life and Human Flourishing	The Wisdom for Life classes (2 periods each week in grades 6-8) help students grow in identity, character, relationships, decision-making, resilience, and responsibility. Through discussion, reflection, case studies, and practical activities, students learn to make wise choices and contribute positively to their communities.
Languages	Grade 6 and 7: Hindi Grade 8: Intro to Spanish. (4 periods a week, preparing students for Spanish 2 in high school)
Specials	PE twice a week for all grades Art, Music, and/or Drama are offered on a semester basis or twice a week throughout the year

Specific Course Descriptions

Course descriptions are handed out by the teachers within the first week of lessons with specific details of units and the timing of summative assignments. Course descriptions are also available on each subject's Google Classroom sites.

Students for whom English is a Second Language

In Middle School, the ESL program is structured to help students acquire English proficiency and develop in subject knowledge as well. Students at the pre-intermediate level (Level 1 or 2) are enrolled in an ESL language course as well as pull-out support classes for language-heavy subjects. After reaching the Intermediate level (Level 3 or 4), students continue in an Intermediate ESL language course but join the mainstream classes for their subjects so that they can develop their spoken and academic English more quickly. Subject teachers will differentiate tasks and assignments to an appropriate level of English. Students in the ESL program are tested twice a year, at the end of Semester 1 and the end of Semester 2, to determine the English level which they have reached. Once they pass Level 4.5, they will graduate from the ESL program and fully join mainstream classes without support.

Middle school students are advised NOT to use their translation apps on their phones to translate whole English paragraphs. They should look up words in a dictionary. This will help them learn English much faster. Likewise, they are advised NOT to write in their first language and then translate into English. Though it is difficult and time-consuming, writing in English from the beginning, even with mistakes, will lead to greater fluency later.

III: High School Academic Program (Grades 9-12)

MDIS US Graduation Diploma Requirements

To gain a High School Diploma from MDIS, students are expected to complete the following credits during grade 9-12.*

Subject	Credit	Details	
English Language Arts (ELA)	4.0	9th and 10th - World Literature & Speech (1) - American Literature (1) <i>Both courses aligned with Cambridge English as a First Language (0500) for skills and assessments</i>	
		Standard track in 11th and 12th British Literature (1) Language & Composition (1) <i>*Students can do the standard track one year and AP the next (or vice versa) with teacher approval, depending on their overall course load or level achieved in the previous year's course</i>	AP Track in 11th and 12th AP Literature and Composition (1) AP Language and Composition (1)
Social Studies	3.0	Grade 9 and 10: Modern World History (2 credits over 2 years) - Year 1: 1900-1945 - Year 2: 1945 - present <i>Aligned with Cambridge IGCSE History (0470)</i>	
		Grade 11 and 12: Options based on student requirements (many courses will be offered alternate years) and teacher availability - AP Microeconomics or AP Macroeconomics or AP Business and Personal Finance (alternate years) - AP Psychology - AP World History or AP European History - Non-AP: Business Studies, Intro to Economics, Intro to Psychology, Philosophy - A 0.5 credit Comparative Government course is compulsory for grade 12 students.	
Mathematics	3.0	Grade 9 and 10 Integrated Mathematics (2 credits over two years) <i>Aligned with the Cambridge Mathematics syllabus (0580)</i>	
		Grade 11: AP Precalculus (required for students who want to take AP Calculus in grade 12) OR AP Statistics Grade 12: AP Calculus or AP Statistics (optional)	
Science	3.0	Grade 9 and 10 Coordinated Sciences: Biology, Chemistry, Physics (2 credits over 2 years) <i>Aligned with the IGCSE Coordinated Sciences syllabus (0654) and skills & concepts from the Next Generation Science Standards (NGSS)</i>	
		Class of 2026-2029 (choose at least one of the following) - Grade 11: Physics (1 credit) - Options in grade 11 and 12: AP Biology, AP Chemistry, AP Physics 1 (grade 12 only) Class of 2030 onwards: choose at least 1 of the following - Non-AP option: Environmental and Earth Science (1 credit)	

		AP options: AP Chemistry, AP Biology, AP Physics 1, <i>grade 12 only</i> AP Physics C
World Language	2.0	Two years of the same language (see points 2-4 in section IV below) - Spanish 1, 2, and 3 will be aligned with the Cambridge IGCSE Spanish (0530) as well as the DELE (international Spanish certification). - ESL courses are available for students still learning English and will count towards the World Language credit. - Korean Literature courses are also available for Korean students.
Physical Education/Health	1.5	Students are required to do 1.5 credits of PE & Health, usually in grades 9-11. <i>*In grade 11 and 12 teacher-aiding in a PE class is considered a PE credit.</i>
Life and Human Flourishing	(2.0)	Students will do 0.5 credits of a Life and Human Flourishing course each year they are at MDIS. Ethics, Life, and Society helps students explore what it means to live a meaningful, responsible, and flourishing human life. Across Grades 9–12, students move from questions of identity, character, habits, relationships, purpose, and service to more complex issues involving justice, human rights, work, diversity, suffering, bioethics, wisdom, and community. They examine these questions through ethical reasoning, philosophy, history, literature, psychology, religious traditions, contemporary research, and real-life situations. The course develops careful thinking, respectful dialogue, responsible decision-making, and the ability to contribute thoughtfully to the lives of others and the wider community.
Arts	1.0	Arts credits can be completed from a range of Art, Drama, Music, Magazine Design, or Photography courses as available. Students can choose to do AP Art in grade 11 and 12 if they have the prerequisite Arts background (teacher approval required).
College and Career counseling	0.5	This compulsory course for our grade 11 students will prepare them for their post-school continuing education.
Electives	2+	Teacher aiding, dual enrollment, additional subject credits beyond . requirements (eg. Spanish 3)
Other requirements	-	See IV below
total	22	N.B. Students must register for at least 5.5 credits per year, although they can do more. <i>Students must have conversations with the College counselor if they are to take more than 6.5 credits and if they are to take more than two AP subjects in a year.</i> <i>Students who want to study independently for an AP exam for a course not offered at MDIS should also discuss this with the College Counselor before registering for the exam.</i>

** Students who are not aiming to do their University years in America or are not planning to attend a university that requires the American High School Diploma may apply in writing to take a slightly different course mix to the one given above, but they must state their reasons for this based on the Universities or other courses they are interested in attending. This request will be considered in consultation with school management, students, and guardians, and with respect to the career path the student is following.*

Pass/Fail courses. Students may choose to take ONE pass/fail course per semester. These are only from subjects where the student has already gained the required credits in that subject area for the diploma OR are non-compulsory credits. AP courses and Honors courses will not be pass/fail courses. Students must get a C or above to get a Pass. (D will be marked on the transcript as a D, not a Fail.) Students must choose whether a subject is a Pass/Fail within a month of the course beginning.

Courses completed with other organizations while the student is studying at MDIS: Sometimes students do online courses (ex: from Northstar Academy) or courses with other institutions (ex: Alliance Francaise) that are not offered at MDIS. These courses may be considered as part of the credits given in the table above when the organization is considered to be reliable and they are convincingly assessed. Outside institutions either must be on our approved list, or the Head of Academics must approve the course, so please do not enroll for courses from outside institutions before receiving approval from MDIS. Once the

course is completed, students should submit the documentation to the Head of Academics to be registered for credit.

Minimum and maximum course load. We have found that students can begin the year with great energy - and so they decide to take on too great an academic load. If students want to do more than 6.5 credits, they must consult with the College Counselor and get specific permission from MHS Head of Academics. A similar process is necessary if they wish to take less than the minimum course load. A decision about the course choices will be based on consultation with the student, family and other teachers.

Taking AP subjects. Students taking AP subjects must average A's and B's in their prior courses. Students wanting to do more than two AP subjects must do so in consultation with the College Counselor. Where students really wish to take an AP subject but have not been averaging A's and B's, there must be a conversation between parents, student and college counselor, and then a formal written request by a parent must be made. Final approval will be made by the school. All of the above decisions about course choices will be based on consultation between student, family and teachers of those courses.

Students wanting to take 4 or more APs may take fewer than the minimum required 5.5 credits, as long as required credits in all subject areas are being met.

Sequence of courses:

Ideally courses are taken in this order (the sequence may differ according to availability of course offerings in that academic year), many of the courses alternate between 9/10 or 11/12 years

	Grade 9	Grade 10	Grade 11**	Grade 12
<i>Math</i>	Integrated Mathematics, Year 1 (IGCSE-aligned)	Integrated Mathematics, year 2 (IGCSE aligned)	AP Precalculus OR AP Statistics	AP Calculus (optional) AP Statistics (optional)
<i>Science</i>	Coordinated Sciences, year 1 (Integrated Biology, Chemistry, Physics, IGCSE-aligned)	Coordinated Sciences, year 2 (Integrated Biology, Chemistry, Physics, IGCSE-aligned)	Physics (until 2029) AND/OR AP Biology or AP Chemistry After 2029: AP Physics 1 (optional)	Optional: AP Physics 1 AP Chemistry or AP Biology AP Physics C
<i>English</i>	American Literature (aligned with IGCSE English as a First Language)	World Literature & Speech (aligned with IGCSE English as a First Language)	Language and Composition OR AP Language and Composition	British Literature OR AP Literature and Composition
<i>Social Studies</i>	World History, year 1 (IGCSE-aligned)	World History, year 2 (IGCSE-aligned)	Choose one: AP Microeconomics or AP Macroeconomics AP Business Studies Intro to Psychology AP European History (courses may be offered alternate years)	Comparative Government (Required half credit course) AP World History AP Psychology Intro to Economics Philosophy (courses may be offered alternate years)
<i>World Language</i>	Spanish 1 or Spanish 2 (if Spanish 1 was completed in grade 8)	Spanish 2 or Spanish 3	Optional: Spanish 3 or Spanish 4	Optional: Spanish 4 or AP Spanish
<i>PE & Health</i>	0.5 credits PE	0.5 credits PE	0.5 credits PE OR Honors PE (optional)	Honors PE (optional)

<i>Life and Human Flourishing</i>	0.5 credits	0.5 credits	0.5 credits	0.5 credits
<i>Arts/Electives</i>	Art or Drama or Music (optional)	Art or Drama or Music (optional)	Required: Career course Art or Drama or Music (optional)	Art or Drama or Music (optional)

MDIS Graduation *Certificate minimum requirements:**

The US Diploma is required if a student is to go to an American University - and for Colleges in other countries that specify the American diploma.

However, some students intend to do vocational training rather than university, or they are planning to attend universities in other countries that have different requirements. They therefore may not need to follow the academic course that is expected for the High School Diploma (although the Diploma is still recommended). For these students we offer the Graduation Certificate, which is equivalent to the American general high school diploma (vs. the college preparatory high school diploma). The table for the requirements of the Graduation Certificate are given below.

When a student is going to follow this path they must do so in consultation with the career guidance the school provides, their teachers and their parents/guardians.

Subject	Credit	Details
English Language Arts (ELA)	4.0	For each year of High School, two from grade 9-10 level and two from grade 11-12 level 9/10: World Literature/Speech, American Literature, ESL LA 11/12: British Literature, Language & Composition, ESL LA <i>9/10 Literature courses (not ESL) are aligned with IGCSE English as a First Language OR English as an Additional Language</i>
Social Studies	2.0	From any of the Social Studies courses including History courses, Economics courses, Comparative Government (Compulsory at grade 12), ESL SS programmes <i>9/10 courses will be aligned with IGCSE History.</i>
Mathematics	2.0	IGCSE Mathematics (2 years, completed before grade 12)
Science	2.0	IGCSE Coordinated Sciences and / or other science courses
World Language	1.0	One year of studying a World Language. This can include an ESL course. <i>IGCSE Spanish alignment possible</i>
Physical Education/Health	(1.5)	Students will do 0.5 credits each year of PE & Health until requirements are met.
Life and Human Flourishing	(2.0)	Students will do 0.5 credits of a Life and Human Flourishing course each year
Fine Arts	1.0	This can come from a range of Art, Drama, Music, Photography or video courses as availability dictates. <i>Some 9/10 - level courses aligned with IGCSE Music or Art & Design.</i>

Other	4.5+	A variety of other subjects are provided that the student can choose from to make up a <i>minimum</i> total of 20 credits
Other requirements	-	See below IV (includes service learning hours and annual camp attendance)
total	20	<i>It is generally expected that students complete the equivalent of at least 5.5 credits per year.</i>

IV: Other MDIS Graduation requirements or notes

1. The Service-Learning requirement is **40 hours** of unpaid service in the community over the four years of High School. Students entering MDIS in 10th, 11th or 12th grade will be expected to account for the same number of hours.
2. Language mastery of a World Language from non-MDIS and non-transfer credit courses will be awarded only through successfully passing internationally recognized tests. Students wishing to receive credit for academic mastery of a non-English language (i.e. French or Japanese) will need to show their mastery by passing an internationally recognized test for 1 year and/or 2 years of study in the language. Special consultation will need to be made with the Guidance Counselor about how many credits an exam result will be worth. *It is important to discuss this very carefully before embarking on such a course of action.*

Students who learn a language from an external source will not have a *grade* entered into their reports or as part of GPA calculations, but the subject will be registered on the student's transcript as a Pass, and the credit of the course will be part of the school's calculations of credits achieved.

3. Students can earn World Language credits in a heritage (natively-spoken) language if they are completing high school-level courses in Composition and Literature in that language. We will consider that these courses could also take the place of English Literature Arts credits, *but this will be a concession to a given situation, rather than expected practice.*
4. High school students who are currently ESL students before coming to MDIS will be exempted from having to learn another World Language. Their focus must be in gaining mastery of English, for which ESL courses are provided. Students who are ESL students but are fully conversant in English when they join MDIS will not be in this category.

In High School, the ESL program is structured to help students acquire English proficiency and develop in subject knowledge as well. Students at the pre-intermediate level (Level 1 or 2) are enrolled in an ESL language course as well as ESL subject courses in language-heavy subjects (i.e. ESL History, ESL LA). After reaching the Intermediate level (Level 3 or 4), students continue in an Intermediate ESL language course but join the mainstream classes for their subjects so that they can develop their spoken and academic English more quickly. Subject teachers will differentiate tasks and assignments to an appropriate level of English. Students in the ESL program are tested twice a year, at the end of Semester 1 and the end of Semester 2, to determine the English level which they have reached. Once they pass Level 4.5, they will graduate from the ESL program and fully join mainstream classes without support.

MHS students are advised NOT to use their translation apps on their phones to translate whole English paragraphs. They should look up words in a dictionary. This will help them learn English much faster. Likewise, they are advised NOT to write in their first language and then translate into English. Though it is difficult and time-consuming, writing in English from the beginning, even with mistakes, will lead to greater fluency later.

5. There are 31 academic periods in a week. Of these, students may opt for "Study Hall" periods to a maximum of 8 periods if they do not need to take a class being offered at that time. During these times the students are expected to be in class studying and will be supervised.

6. Students are required to participate in the external class programme while attending MDIS. This is the 'school camp' and/or service-learning component. The MS and HS camps are regarded as school days, and attendance will be taken for these dates.

V: Course Enrollment and Selection

MS Students will all (with small exceptions) have the same courses as their grade level peers. Lower HS Students (Grades 9-10) can expect to have most of the same classes as their grade-level peers, though there may be exceptions such as arts electives. Upper HS Students (Grades 11-12) should expect to have between one to three elective options in their distribution, although they may have less flexibility if they have missed required credits earlier in their HS years. The Upper HS students should attend the Open House at the beginning of their 11th and 12th grade years, and maintain communication with the College Counsellor in the summer prior, to ensure they are assigned to the correct courses before Day One of the new school year.

The following are special guidelines for families requesting non-standard course options:

- I. All HS students are expected to maintain, at a minimum, a 5.5 credit course load each academic year, though many may have a 6-credit load and some a 7-credit course load.
- II. Students will be allowed to disenroll from, or not enroll in, an MDIS class that has been scheduled for their class/grade in the respective school year if and only if one of A-C is true and D or E is true:
 - A. The request is made within -
 1. two weeks (of the semester beginning) for a full year / 1 credit class and one week (of the semester beginning) for a semester / 0.5 credit class for students enrolled from the beginning of the school year.
 2. one week for students who enroll after the school year has begun.
 3. *These same timelines apply for courses that begin Semester 2. Requests must be made in Semester 2 by these timelines above.*
 - B. The student shows previous completion of the same course as a transfer student through the transcript from an accredited educational institution.
 - C. The student is in grades 11 or 12 and does not need the credits, and it is not a required course.
 - D. The class will be replaced by another course (on or off campus) that has been agreed upon between the family, the teacher in charge of that subject and the MHS Head, and that will fulfill needed credit requirements.
 - E. There is a faculty member available to facilitate the student's self-study period on campus, and/or the family has made arrangements for the student to be off campus for the completion of the course, acknowledging the family's responsibility for the student while off-campus and their round-trip transportation. Students should not be missing enrolled MDIS classes for off-campus courses.
- III. Additional courses beyond the standard course load may be required for students if they are:
 - A. transferring to MDIS High School (Grades 9-12) from another secondary school and missing required classes or credits taken in prior semesters by their corresponding class at MDIS
 - B. entering the HS from any ESL Program at MDIS and needing to complete missed credits.

In these cases, we often recommend students take a summer course through an accredited school. Speak with the Head of Curriculum or career guidance counselor for recommendations.

A word of caution

If a student is considering taking additional courses or exams outside of their coursework for MDIS, then they should first meet with the MDIS guidance counselor or MHS Head (whoever is advising students on graduation requirements and courses) to ensure that they do not unnecessarily take courses that are already offered at MDIS, and that they maintain a reasonable and healthy course load.

- IV. Off-campus courses (including higher education dual enrollments) will be recognized on student transcripts (with appropriate notations) and in subject credit distributions if and only if the course:
 - A. is through an accredited educational institution.
 - B. meets the distribution requirements (e.g. foreign language distribution - school offers Spanish but student wants to take Japanese)
 - C. is a physical classroom course, not an online course (for Indian nationals & those planning to attend Indian universities)
- V. Full fees will be assessed for all MHS students.
 - A. Part-time enrollment fees will not be granted. Families choosing (as personal choice or preference) to take a class off-campus will still be assessed full fees.
- VI. Costs of off-campus/non-MDIS courses will only be covered by MDIS when the student:
 - A. has not received any scholarship from MDIS for the applicable school year (unless it is a required course not offered on campus), AND
 - B. is in grades 11 or 12, AND
 - C. needs a subject distribution for graduation, and the course is not scheduled to be taught in the student's standard timeline for graduation (i.e. student is completing grade level requirements at a rate of two full semesters each year), AND
 - D. has been enrolled in the most economical of the accredited options (with an appropriate timeline within the school year's calendar), based on the recommendation of the MHS Head of School and MHS Curriculum Head.
- VII. All requests will be negotiated on a case-by-case basis, including a conference with the family in consultation with the principal and teachers involved.

VI: High School Transfers

If a student transfers from another high school mid-year with up to a quarter of a full-year course “missing” in their transcript for the most recently enrolled term (before Quarter 2 or Quarter 4), the student may receive credit by passing the final semester exam (in Quarter 2 and in Quarter 4, respectively). This is subject to the student having satisfactory attendance for the semester, at both the prior school and their new term at MDIS.

All previous school transcripts must be submitted to MDIS before the start of the school term. Transfer students will have the same graduation requirements as stated in Sections III and IV of this Curriculum Guide.

VII: External Testing / Exams

Measures of Academic Progress (MAP) Test:

Since 2015, MDIS has used the Northwest Evaluation Association's (NWEA's) Measures of Academic Progress (MAP) assessment program to monitor the progress of our students and instruction, in comparison with American curriculum schools in the US and abroad. MAP is standards-based and measures student growth in Math, Reading, and Language. MAP is now a widely-used assessment tool across international schools, and provides for ease of reporting when families experience the need to move between school communities.

MDIS administers the MAP Tests twice a year, for Kindergarten through Grade 11, in Quarter 1 and in Quarter 4.

Cambridge International Certificate of Education (new option in 2026 for incoming 9th graders)

<https://www.cambridgeinternational.org/programmes-and-qualifications/cambridge-upper-secondary/cambridge-ice/>

Cambridge ICE is a group award for Cambridge IGCSE, and is very popular in the USA and South America. It allows schools to offer a broad and balanced curriculum by recognising the achievements of learners who pass examinations in at least seven Cambridge IGCSE subjects from five different subject groups, including two different languages.

The Cambridge IGCSE subjects are grouped into five curriculum areas:

- Group I: Languages
- Group II: Humanities and Social Sciences
- Group III: Sciences
- Group IV: Mathematics
- Group V: Professional and Creative

Learners must take two different languages from Group I and one subject from each of Groups II, III, IV and V. The seventh subject can be taken from any of the five subject groups.

At MDIS, the 9th and 10th grade subject curriculum has been structured to allow students to prepare for exams in each area.

- Group I: English as a First Language, Spanish as a Foreign Language
- Group II: World History
- Group III: Coordinated Sciences (a double award - or two subjects)
- Group IV: Mathematics
- Group V: Music, Art & Design, or Physical Education

In order to receive the International Certificate of Education, students will need to register for and pass the June series of Cambridge exams at the end of their 10th grade year. Students can take these exams at MDIS, which is a registered Cambridge exam centre. IGCSE exams will generally be required for Indian students and optional for students of other nationalities, depending on their expected higher educational requirements. Exams and course requirements can be discussed with the school Guidance Counselor.

Note: Students who join in grade 9 needing ESL instruction will not be able to complete the full range of courses for the International Certificate of Education. However, they may still be able to take exams and receive results in particular subjects such as English as a Second Language, Mathematics, Sciences, or Group V subjects. Families and students should discuss options with the Guidance Counselor.

Advanced Placement (AP) Exams:

The Advanced Placement (AP) exams for grade 11 and grade 12 are college-level examinations used by many US universities/colleges for granting college credit and/or waiving courses. The APs are increasingly used in other countries as part of the admissions process. A score of 4 or 5 (and possibly a 3) on an examination may earn the student course credit or advanced standing upon entering college. However universities around the world have a variety of requirements; for some, AP courses are a requirement, and for others, they are not. We recommend that students in Grade 11 take one to three AP courses and that students in Grade 12 take two or three AP courses. Students are not required to take the AP exams for MDIS graduation requirements, but they must take the exams if they need an external exam result for university admissions or to receive college credit.

AP Exams are administered in the first two weeks of May. MDIS is a registered testing center for the AP exams, and registration opens in February/March.

Preliminary Scholastic Assessment Test (PSAT):

Grades 9-11 students should consult with the High School Dean if interested in taking the PSAT, a cheaper version of the SAT that is good practice for the SAT. US citizen students who are planning to return to the US are highly encouraged to take this exam in their junior (Grade 11) year, as it is only junior year PSAT scores that are considered for the National Merit Scholarship (limited to US Citizenship and US Permanent Residents).

The PSAT is administered in October each year. MDIS is a registered testing center for the PSAT exams.

Scholastic Aptitude Test (SAT) - Reasoning and Subject Tests:

The SAT is accepted by all and required by many US, Canadian, and UK colleges as part of the admissions process. Khan Academy offers a free online study portal: <https://www.khanacademy.org/sat>.

The SAT is administered six times throughout the school year. MDIS is a registered testing center for the SAT exams; consult with the High School Guidance Counselor for registration dates.

American College Testing (ACT):

The ACT is required by many US colleges and some UK universities as part of the admissions process. Please check the requirements for shortlisted universities to see if the ACT is listed as a requirement.

The ACT is administered six times throughout the school year. Students should view:

<http://www.act.org/content/act/en/products-and-services/the-act/taking-the-test/test-center-locator.html> for a local testing center.

Test of English as a Foreign Language (TOEFL):

TOEFL is required for US university admission to all passport holders of countries in which English is not the official language. Many international universities also require TOEFL scores, including Australian and UK institutes. The paper-based test is being phased out, and students should be prepared to test online.

Testing centers can be found here: <https://www.ets.org/bin/getprogram.cgi?test=toefl>.

International English Language Testing System (IELTS):

IELTS is required for Canadian university admission to all passport holders of countries in which English is not the official language. Many international universities also require IELTS scores, including Australian, New Zealand, and UK institutes. Students should register for the IELTS Academic Test. Testing centers can be found here: <https://www.ielts.org/book-a-test/find-a-test-location>.

Diploma de Español Lengua Extranjera (DELE):

The DELE is an internationally recognized assessment of Spanish language proficiency. It is an official qualification via The Spanish Ministry of Education and Science with permanent validity. Examinations are held in April, May, July, October and November. MDIS students test at Instituto Cervantes New Delhi under the guidance of our Spanish Faculty.

Please note that **MDIS's College Board code is 671868.**

This code allows MDIS to receive students' SAT, PSAT/NMSQT, or ACT scores; and receive SAT or ACT publications. MDIS students must use this number when registering for either the SAT Program or the ACT Assessment.

If students enter the incorrect code number, copies of their score report will not be sent to MDIS.

VIII: General University Entry Requirements

It is important for students to begin their college planning early in their high school career. Since each college establishes its own particular requirements, it is important to follow the guidelines given on the websites of colleges under consideration.

Students considering attending non-US universities are advised to learn the admission requirements of those universities and how standardized examination results are evaluated for admission.

Many European and Korean universities will require multiple AP exams of score 3 or higher for admissions.

Knowing admissions requirements well in advance can help in making appropriate course selection decisions.

The Career Guidance counselor is available to assist students in planning their college preparatory programs. We have some compulsory career courses that students will be required to attend over the school year. These are important as we assist students to understand the world beyond school and to help them navigate this.

If students are speakers of English as a second language, then enrolling for and passing a **TOEFL** and/or **IELTS** exam with proficiency is very advisable if you are intending to apply for International universities which may require proof of English ability. This is done at the student's own expense and outside of school hours.

It is important to be aware that many US universities require students' results from SAT or ACT exams. Students going to the US should therefore find out the requirements of the universities they are going to study at, and take these assessments if they are required.

IX: Homework, Assignment and Test Policies

Homework is assigned to aid in the development of individual study/inquiry/skill, to support classroom learning, and to promote extended learning. It should not be used to introduce complicated material that requires teacher direction.

Other objectives of homework include helping students develop a sense of responsibility, learning to research, and involving parents with their child's work and progress. With these purposes in mind, the following are guidelines that the MDIS staff will follow when assigning homework:

Homework Timing Guide (*for a student of average ability*):

Grades 6-8: 1 to 1.5 hrs per day (approx. 10 hrs per week)

Grades 9-10: up to 2.5 hours per evening.

Grades 11-12: up to 3 hours per evening.

Note: Students may take varying amounts of time to complete homework based on their English language level and other individual abilities/work habits (i.e. some students may take 15 minutes and others 1 hour to complete the same homework assignment). If parents see their child has worked beyond a reasonable time on any piece of homework they should write a note on their child's work or their homework diary to this effect. The teacher will then not mark that student's homework as incomplete. If this situation occurs regularly please contact the teacher and discuss the matter.

Late Submission of Assignments for MHS

Asking for an extension

Teachers will notify students of summative assessments at least two weeks in advance. Summatives will also be written into the year outline for courses.

If a student is not able to complete a summative assessment because of serious issues such as illness or a family crisis, they should ask their parent (guardian) to write to the teacher concerned with the reasons for requesting an extension. Requests must be cc'd to the Head of MHS: Mr Aidoo.

The request will be considered, and the answer should get back to the student and parent the next day. There is no certainty that the request will be accepted, but the circumstances will be carefully considered.

Where a request for an extension is accepted, the assessment due date can be delayed for up to a week.

When summative assessment work is handed in late and no permission has been granted

When a due date has passed and a student has not handed in work:

- The teacher must email the student and their parent within 24 hours to say that the work is late
- The student has a further week to complete the work and hand it in.
- The student's final mark for this assignment will go down one grade. (e.g. "A" goes down to a "B")
- If the student does not complete the assignment by the end of seven days after the due date, then the assignment is too late and will not be graded.

Tests and in-class assessments that are missed due to absences

If a student will be absent from school on the day that a summative assessment (i.e. a test or a presentation) is scheduled or due, then a parent must write the HelpDesk and cc the concerned teacher before the scheduled assessment time. The reason for the absence must be major (for example: sickness, death in the family), or the student's final mark will go down one grade. Non-major reasons are doctor's appointments, family events such as birthdays, visitors, headaches, tiredness, stress.

If students do not turn up for tests/presentations and the parent has not emailed in a reason, or if the reason is not convincing, the student will immediately lose a grade (e.g. An A goes down to a B).

When a student is absent from an assessment (whether permission has or has not been obtained), he or she must immediately talk with the teacher on returning to school to schedule a time for the assessment to be done. The onus is on the student to talk to the teacher about scheduling a time. In general, assessments should be completed within one week of returning to school.

Missing exams

The student is not allowed to miss a semester exam unless the reason is major. Certification must accompany such a situation, and the school has the right not to accept the reasons if they do not think they are well-founded enough. Parents should inform the school as soon as possible if a child is not able to come to an exam. If the reason for missing an exam is major and the certification is accepted, the school may choose to assess a grade for the student based on the semester's summative assessments, or they may organize for the student to do the exam at a later date.

Not handing in minor assessments such as small homework assignments.

For non-submission of formative assessments, which may be merely daily homework assignments or maybe assessments like projects designed to help the students grow in skills and knowledge (rather than assess skills and knowledge):

- How these affect a student's grade will be at teacher discretion. These are less likely to be rigorously graded, but non-submission is serious and students will find their formative assessment grades will dwindle if work is not handed in.

X: Grading, Grade Point Average (GPA), and Assessments

Grading in MHS is based on a **description** and then from this description flows the letter grade, the GPA reference and the percentage. **The percentage is NOT the focus - it is merely a way of making calculations easier.**

Description of grade levels: Teachers focus on this description when grading the student work, NOT the marks gained. <i>Summative assessments are set so that students can display whether they are working at an A B or C level with different types of questions for each of these levels</i>	Grade range	GPA weighting (Not referring to AP or Honors courses)	% <u>reference</u>
Understanding of the content and skills of the unit are broad <i>and</i> deep. Able to combine the different elements in their course effectively to solve complex problems (within the scope of the level of learning).	A+, A, A-	4 4 3.8	97-100% 93-96% 90-92%
Understanding of the content and skills is broad <i>or</i> deep. Students have a solid grasp of the content and skills that have been taught.	B+, B, B-	3.5 3 2.8	87-89% 83-86% 80-82%
Students show a good understanding of the straightforward content and skills taught in the course. There is little depth and knowledge and understanding is patchy.	C+, C, C-	2.5 2 1.8	77-79% 73-76% 70-72%
Students are able to do work correctly and show a basic understanding of the skills and the content of the course - but with teacher support or extra scaffolding.	D+, D D-	1.5 1 1	67-69% 63-66% 60-62%
Below this level is considered a Fail			
Students complete requirements with teacher help and extra scaffolding, but their understanding and/or skills are very patchy and limited. OR Students show understanding (even good understanding) but have not quite completed enough work to meet the lowest criteria.	E/F	0	50-59%
Students complete <i>some</i> requirements with teacher help and extra scaffolding, but their correct understanding and/or skills are very patchy and limited. OR Students show understanding (even good understanding) but are still some way from completing enough work to reach the lowest criteria.	E/F	0	40-49%
Students may complete some work but very little is done, OR work is mostly incorrect.	E/F	0	20-39%
Work is not handed in. <i>OR</i> The work contains plagiarism. (including: student has cheated or used AI as if it was their own work - or if they have relied on AI too much)	E/F	0	20%

We do not award grades from 0 up to 19%. This is so that assessments where the student has not done well, or has failed to hand in work, do not unduly bias the final grade toward that one (or more) assessment(s). The important thing is to look at the description, not the percentage.

GPA weighting: normal courses, honors courses, AP courses

Courses have different GPA weightings. Most courses carry a maximum weight of 4, honors courses carry a maximum weighting of 4.5, and AP courses carry a maximum weighting of 5. See the table below for the weightings of various grades.

Letter Grade	Most courses	Honors courses	AP courses	Percentage reference
A+	4	4.5	5	97% - 100%
A	4	4.5	5	93% - 96.9%
A-	3.8	4.2	4.8	90% - 92.9%
B+	3.5	4	4.5	87% - 89.9%
B	3	3.5	4	83% - 86.9%
B-	2.8	3.2	3.8	80% - 82.9%
C+	2.5	3	3.5	77% - 79.9%
C	2	2.5	3	73% - 76.9%
C-	1.8	2.2	2.8	70% - 72.9%
D+	1.5	2	2.5	67% - 69.9%
D	1	1.5	2	63% - 66.9%
D-	1	1	1.5	60% - 62.9%
E/F	0	0	0	0 - 59.9%

GPA is calculated by dividing a student's summed grade for all their subjects by the number of credits they have completed, with the exception of the courses students have allocated as pass/fail. (Please see Section III about pass/fail courses).

How grades are calculated for MHS report cards:

Teachers are advised to give three summative assessments in a semester. There may be a few more, but there should not be fewer. There is also an exam.

Each summative assessment will be signaled to the students clearly in advance. Summative assessments have clear criteria in the creation of the assessment and in the grading of the assessment. Assessments are objective and measurable.

Formative assessments are usually graded based on completion rather than content. (All work done - full mark, some work done - partial marks, irrespective of the ability shown.) They are more subjective and flexible than summative assessments and vary markedly between subjects. However, students should be made aware of what is being graded and how.

Weighting of grades in most subjects (AP's may be different, and non-exam subjects will be different):

	Middle School	High School
<i>Summative assessments</i>	45%	45%
<i>Formative and ESLRs assessment</i>	35%	30%
<i>Semester exam</i>	20%	25%

If a student has a question over the grades received

If a student feels that their grades misrepresent their work or ESLR at any point, they may apply in writing to the teacher concerned explaining the reasons for their thoughts. They should cc. the MHS Head if they do this. The teacher will then consider the request (accepting or rejecting the complaint) and reply in writing to give some explanation as to how the grade came about.

If the student does not consider that this response is adequate they can then apply directly to the MHS Head to follow through with the request, who will inquire and then issue a final verdict on the situation, after which there will be no further discussion.

At all times students must remain respectful of the teachers. If respect is not shown, there will be no opportunity for the student to have their grades adjusted.

Types of assessments (MHS)

Semester exams for High School students count as 25% of the final grade (except for some courses such as visual arts, PE, Music, etc.) and 20% for Middle School students. Semester 1 exams, which cover the material from semester 1, are held in mid-December before the winter vacation; while Semester 2 exams, which cover the material from semester 2, are held at the end of May.

Summative assessments are generally given at the end of a unit of teaching. Summative assessments assess how well the student has grasped the content and skills taught in the unit and can be tests, assignments, research projects, speeches, debates, or group or individual projects.

Formative assessments are given throughout a unit of work. The purpose of these are to

1. Give information to the teacher about how well the students are learning the material, and how best to proceed in teaching the unit.
2. Give feedback to the student about how well they are doing and how they can improve.

Formative assessments primarily are graded to give feedback to the students so that they can better learn the material.

ESLR assessments (part of formative assessments)

ESLR = Expected School-Wide Learning Results.

Confident, Holistic, Leaders, Original, Respect, Inquirers, Diligent, Equipped.

The teachers consciously teach one to three of these above skills/character traits in their classes and then report on students' growth in these areas.

Throughout the year, students also complete a portfolio of their work, reflecting on how it shows growth in the ESLRs. They use their portfolio to discuss their learning and growth with teachers and parents during the student-led parent-teacher conferences in January and are assessed on completion and organization of their portfolios for the report card (though not for a GPA grade).

XI: Awards

Valedictorian and Salutatorian

Valedictorian and Salutatorian is an award that looks back over the last three years of High School. It takes into account both the students' grades and the number of credits the students have achieved. The credit totals for all the subjects for grades ten through twelve are added. Students cannot get this award if they have been at the school for only one year. If a student has been at the school for two years and is a clear contender for the award, then the last two years (or 2.5 years if relevant) of GPA credits will be calculated, and a decision will be made. If it is still not clear, then only core subjects (Maths, LA, Science and Social Studies subjects) will be considered for the last three years. If still no decision can be made then only exam grades in the main academic courses for the last three years will be considered. If there is still equality after this then two valedictorians will be awarded.

Subject Awards

These two awards will be given in each subject based on evidence of growth or achievement in four of the school ESLRs (Expected Student Learning Results):

- For **Diligence** in becoming more **Equipped**
- For critical **Inquiry** and creative **Original** work / design*

Grade-level Awards

These two awards will be given to students from different grade levels based on evidence of growth or achievement in the other four school ESLRs:

- For **Holistic** progress and growth in **Confidence**
- For **Respectful** servant-Leadership

Dean's List Awards (HS) / Honor Roll Awards (MS)

- All students who earn a combined GPA of 3.5 -3.99 (A- average in all their courses) will be enrolled on the Dean's List (HS) or Honor Roll (MS) and recognized with a certificate.
- All students who earn a combined GPA of 4.0 or above (A average in all their courses) will be enrolled on the Dean's List with Honors (HS) or the Highest Honor Roll (MS) and recognized with a certificate.
- The Dean's List and Honor Roll are published each semester.

**This award will replace the previous Achievement award which was solely based on highest percentage, with the goal of encouraging students to focus on personal growth in important lifelong-learner attributes that are part of reaching academic excellence, rather than solely competing for the highest percentage.*

Some subjects like PE may have an award based on a different ESLR like Leadership.

XII: Technology in the Classroom (BYOD and Google Classroom)

Students in Grades 6–8 (Middle School) are no longer required to bring their own devices to school for daily use, nor are they expected to use devices regularly for homework. This shift is designed to:

1. help students build equal confidence and competence with standard printed materials and organizational tools, and

2. give parents more oversight and control over device use at home, until students reach an age and maturity where they can manage technology responsibly.

Middle School teachers will primarily use printed resources and student planners. When major projects require extended use of technology for research, writing, or editing, clear guidelines and expectations will be shared with both students and parents in advance.

HS Students (grades 9-12) are required to use their own laptops for use in class, and parents need to make sure that there is adequate internet access for online classes, which still occasionally occur when the Government suddenly closes schools for reasons of pollution or temperature. Students should sign up for Google Classroom on the first day of starting school; the teachers will supply students with a class code for each subject. A letter and Code of Conduct regarding using the BYOD program at MDIS will need to be signed by students and parents. Terms and conditions apply that relate to sensible and common sense use. Abuse of the system will not be tolerated.

XIII: Academic Integrity Policy

Cheating and plagiarism.

Wherever a student passes work off as their own but they have gathered this from another source, this is considered as cheating. The student is at risk of getting an immediate fail grade:

For any summative assessment where it has been found that a student has copied another student's work, then both students' grades will be immediately marked as a fail (20% grade) - unless the student who has been copied from can convincingly show that they were blameless.

Plagiarism is stealing other authors' words or ideas and presenting them as your own. Teachers have guidelines for students on how to avoid plagiarism--in short, by paraphrasing, by using quotation marks when they do use someone else's words, and by always recording bibliographic information for every piece of information they collect so that they can cite where the ideas in their papers come from. Intentionally plagiarizing another person's work is a Level 3 Discipline offense at MDIS.

When a student is discovered to have plagiarized or copied for any assignment (formative or summative):

Middle School

1. The first time a student is caught plagiarizing or copying from another student's work they (**and** the student whose work was copied from) will have an interview with the subject teacher and the Head of MHS, who will explain how serious plagiarizing/copying is; and their parents will be sent a letter to explain the seriousness of what has occurred. There will be an after-school detention where the student (or students) will need to re-do their work.
2. Any similar subsequent event will result in a letter home and an immediate after-school detention. The student (or students in the case of copying) will not get a grade for that work.

High School

3. Where the work is part of a summative assessment, the student (or students in the case of copying) will receive no grade. Parents will be informed by letter.
4. Where the work is part of smaller class assignments, the students will have to repeat the work. They will receive an after-school detention based on the circumstances and there will be a letter home.

XIV: AI Use Policy

At MDIS, we recognise the powerful potential of generative AI tools to strengthen teaching, learning, and school operations. At the same time, we are deeply committed to nurturing students to think critically, learn actively, and take ownership of their growth. Our policy provides a framework for the thoughtful, ethical, and responsible use of AI across our school community.

While AI can support creativity, research, and productivity, its misuse—particularly the outsourcing of thinking—can undermine the learning process itself. Our aim is to integrate AI in a way that supports genuine intellectual development and aligns with our values of integrity, diligence, and discernment.

Values to guide the use of AI tools at MDIS (students and staff):

- a. **Growth towards skill mastery.** *When learning new skills and concepts, we need to personally engage in the difficulty of the learning process because that is the only way that we will truly develop. We should only use AI tools in a way that helps, not hinders, the development of our skills and knowledge. For example, we may use AI tools to give us practice problems or feedback to improve our skills, but not to avoid the work involved in the learning process. Training is needed to develop skills in using AI tools well, rather than using them as a crutch.*
- b. **Empowering (not destroying or replacing) a person's unique voice.** *Each person has unique perspectives and gifts to contribute, some of which have been developed through previous experiences, and some of which are being developed now through learning experiences. Additionally, the power of authentic human interaction and communication is incomparable to AI-mediated communication. AI tools should never be used in a way that replaces human voices.*
- c. **Honesty and integrity in our use of outside sources,** *including AI sources and tools (i.e., citing sources). We will be transparent about how and why we are using AI tools or other sources, rather than hiding our use of AI tools or misrepresenting their work as our own. We will give proper credit to other sources or tools for their work and take genuine pride in the original work that we do ourselves.*
- d. **Critical evaluation of an AI product for accuracy and fairness.** *Sources and facts need to be checked for accuracy and reliability, and must be assessed to make sure they are not biased or imbalanced. Anything produced by AI must also be evaluated for relevance and appropriateness to the needs of the people and the context. People using AI tools should be the masters of the tools, not dependent on them.*
- e. **Respect.** *Because AI use inherently involves data sharing and data generation, our use of AI tools should not risk or harm the privacy and safety of human beings (our own or others'). In addition, it is important to be responsible with the extent to which we use AI tools, with the awareness that the data centers that power AI are resource-hungry, and that each search or prompt has a cost in water and energy for the environment and the people who live there.*

Examples of inappropriate use of AI: generating answers, essays, or other creative work that you are supposed to create yourself; rewriting sentences to be more advanced; using AI as a single source for research; translating for a language class

Examples of how AI can be used with caution: simplifying high-level texts to an easier level, asking for feedback on writing

Examples of appropriate use of AI tools: translating sources from other languages, asking for lists of sources to use for research, generating practice questions or exercises

Students should check with their teachers before using AI tools to make sure that the use of AI is appropriate for the task and necessary learning outcomes.

Consequences for Misuse of AI in Academic Work

Teachers and students will explore together how to use AI tools for learning in a responsible way that aligns with the values above. Major assessments will have formative stages for teachers to check students' understanding and growth so that the final product genuinely reflects students' personal voice, learning, and skill development. AI tools must not be used for plagiarism, cheating, or any other form of academic dishonesty. Work generated by AI should never be submitted as a substitute for a student's own work.

Students who submit AI-generated work in place of their own work will have the following consequences:

1st Offense: student will get a 0 for the assignment, but will have the opportunity to redo the assignment.

2nd Offense: student will get a 0 on the assignment with no chance to redo the assignment. A parent-teacher conference will be scheduled.

3rd Offense: The student will receive a **failing grade for the course for that quarter** due to repeated violations of the academic integrity policy. A parent-head of school conference will be scheduled.

Additional offenses will result in suspension from school.

Note: The above consequences are for **summative assignments**. For **homework**, the consequences for the first and second offenses (above) also apply.

XV: High School Course Catalogue

Credits

One-credit courses (full-time) are scheduled 4-5 periods a week throughout the academic year. Half-credit courses will be offered for either one semester or 2-3 periods a week throughout the academic year. Some courses may be offered in alternate years depending on student numbers and interests.

Specific Course Descriptions

Course descriptions are handed out by the teachers within the first week of lessons with specific details of the timing of summative assignments. Also many handouts will be made available on the Google Classroom sites.

SCIENCE

9/10 Integrated Science (Physics, Biology, Chemistry) (2 credits over two years)

Description: In this two-year course, students study Physics, Chemistry and Biology topics. Studying all three sciences each year will help them develop their understanding of a world governed by natural forces such as gravity and electromagnetism; built and shaped by atoms, molecules and chemical reactions; and inhabited by intricate organisms living within delicately balanced earth-systems. This course will involve investigating real-world phenomena, performing experiments and analyzing data, problem-solving with math calculations, mastering science content, thinking critically and defending ideas with evidence. This course is aligned with the IGCSE Coordinated Sciences syllabus (0654) and incorporates practices and concepts from the next generation science standards (NGSS). *Since this course covers three sciences in two years, students wishing to take the IGCSE extended exam or pursue AP Sciences may need to do deeper study of certain topics.*

Prerequisites: Middle school level Physical Science and Life Science

Physics (1 credit)

Description: This course presents the fundamental principles of classical Physics: motion, forces, electric fields, electromagnetism, and waves. Besides exploring and discussing phenomena and problem-solving using maths methods, hands-on lab experiments and projects are performed. Students interested in taking AP Physics in the future must take this course.

Prerequisites: Students need to have completed Geometry and Algebra 2. Usually taken in grade 11 after taking Chemistry and Biology in grade 9 and 10. This course will be phased out after the 2027-28 school year as the content is covered in the 9/10 Integrated Science syllabus.

AP Physics 1 (1 credit)

Description: AP Physics 1 builds on the high school Physics course, exploring topics including motion, rotational motion, uniform circular motion, momentum, energy, oscillations, and fluid dynamics through discussion and hands-on lab experiments and projects. Students develop specific physics-related skills and understanding, as well as broader skills such as logical reasoning, problem-solving, laboratory principles, and clear communication. This course helps students prepare for the AP (Advanced Placement) Physics 1 exam.

Prerequisites: Successful completion of HS Physics (B or above in semester exams). Successful completion of Algebra 2 or Pre-Calculus (B or above in semester exams). Students who don't meet the above prerequisites can take an entrance exam at the end of the summer break. Good text comprehension in English. This course includes a mandatory summer assignment in the summer before beginning the course. Usually taken in grade 12

AP Biology (1 credit)
Description: This advanced level Biology course covers topics such as biochemistry, cellular processes, genetics, evolution, ecology and physiology, and is structured around four big ideas and laboratory investigations. The course engages in scientific practices such as asking questions, analyzing data, communicating scientific information and designing experiments. It develops a deeper appreciation and understanding of the living world, along with the skills and knowledge to pursue university studies related to this field.
Prerequisites: Satisfactory completion of grade 9 and 10 Integrated Science and Integrated Mathematics. For grade 11 or 12 students, offered alternate years.
AP Chemistry (1 credit)
Description: AP Chemistry is a college-level course covering nine units: atomic structure and properties, compound structure and properties, properties of substances and mixtures, chemical reactions, kinetics, thermochemistry, equilibrium, acids and bases, and thermodynamics and electrochemistry. AP Chemistry emphasizes designing experiments to test predictions, creating graphs, diagrams and models, explaining how the microscopic structure of a substance determines its chemical properties, writing chemical equations and using them to calculate quantities, and making a scientific claim and supporting it with evidence.
Prerequisites: Satisfactory completion of grade 9 and 10 Integrated Science and Integrated Mathematics. For grade 11 or 12 students, offered alternate years.

MATHEMATICS
9 Integrated Mathematics (1 credit)
Description: This is the first of a two-year mathematics program. Through this course, students develop mathematical fluency, confidence, and logical reasoning and problem-solving skills by exploring various mathematics concepts. The main topics include numbers, geometry, algebra and graphs, coordinate geometry, mensuration, trigonometry, transformations and vectors as well as statistics and probability, and students learn to apply mathematical concepts to both abstract and real world contexts. The course also equips them to be able to sit for both the IGCSE maths exam and American curriculum-based exams at the end of the two-year program.
Prerequisites: success in Grade 8 maths (C and above)
10 Integrated Mathematics (1 credit)
Description: This is the second year of a two-year mathematics program. In this course students continue to explore maths topics like measurements, financial mathematics, trigonometry, introduction to calculus, functions and mathematical proofs to achieve fluency, better reasoning skills, communication and real-world problem-solving skills. Students learn how algebra can be used to model more complex real world situations.
Prerequisites: Success in 9 maths. (C and above)
AP Pre-Calculus (1 credit)
Description: Topics in AP Precalculus include families of functions, trigonometry, vectors, and statistics. In addition to developing specific mathematical skills, in this course, students will grow in their ability to reason logically, solve problems systematically and creatively, and communicate their ideas clearly. It prepares students to take the AP Pre-Calculus exam and to take AP Calculus in the following year.
Prerequisites: Successful completion of grade 10 maths. This course is one option for the final required third credit of mathematics at MDIS.

AP Statistics (1 credit)
Description: Statistics is the discipline that concerns the collection, organization, analysis, interpretation, and presentation of data. It is an important framework for making inferences when limited information is available and for helping us make decisions. Statistical methods are important in many fields such as science, economics, and the social and medical sciences. This course develops broader skills such as logical reasoning, problem-solving, and clear communication. It prepares students for the AP (Advanced Placement) Statistics exam.
Prerequisites: Successful completion of grade 10 maths. This course is another option for the final required third credit of mathematics at MDIS.
AP Calculus (1 credit)
Description: AP Calculus builds upon AP Pre-Calculus. It is the mathematical study of continuous change and is needed in many areas, including physics, biology, chemistry, electrical engineering, economics, and computer science. This class helps students prepare for the AP (Advanced Placement) Physics 1 exam and the AP Physics C (calculus-based) exam.
Prerequisites: As an AP course, this course requires a strong commitment to diligence and perseverance. Students must have successfully completed Pre-Calculus (B or above in semester exams). This course includes a mandatory summer assignment.

English Language Arts
9/10 World Literature and Speech. Honors course option available (1 credit)
Description: In this course, students read ancient epics, novels, and memoirs from authors and cultures all around the world; and each quarter they learn how to write and give different kinds of speeches, building confidence in public speaking. Vocabulary, language interpretation, and grammar are part of the course as well, building on what students have learned in earlier grades. Skills are aligned with IGCSE English as a First Language.
Prerequisites: No prerequisites. Offered alternate years.
9/10 American Literature. Honors course option available (1 credit)
Description: In this course, units of study are focused on different genres like short stories, poetry, autobiography, novel, and drama (all by American authors), with concurrent writing units. Vocabulary (Latin/Greek roots of English words) and grammar are part of the course as well, building on what students have learned in earlier grades. Skills are aligned with IGCSE English as a First Language.
Prerequisites: No prerequisites. Offered alternate years.
11/12 British Literature or AP Literature and Composition (1 credit)
Description: This course starts with older English epic stories and poems and Shakespeare's Macbeth in semester 1; then, in semester 2, it shifts to the Romantic poets, Victorian novelists (like Dickens or Bronte), and more modern poetry and novels. Students do both creative writing projects and analytical writing to deeply explore story development and themes. In vocabulary, they focus on learning the history of the English language and how that has affected the vocabulary that we use today. The reading and skills for the AP Literature course are at the level of a first-year university literature course.
Prerequisites: For AP Literature, a B or higher in the regular grade 10 or 11/12 LA course. Offered alternate years.
11/12 Language and Composition or AP Language and Composition (1 credit)
Description: This course is focused on rhetoric and writing, learning how to effectively communicate for various

purposes and contexts. Students learn to analyze structures, purposes, and rhetorical choices in different types of nonfiction texts and speeches, and they complete several essays and complex writing projects, including a major research-based argument paper. Vocabulary and grammar instruction help students to develop more sophisticated language and syntax in their own writing. The reading and skills for the AP Language course are at the level of a first-year university writing course. Both the regular and AP courses equip students with essential reading and writing skills for success in university.

Prerequisites: For AP Language, a B or higher in the regular grade 10 or 11/12 LA course. Offered alternate years.

SOCIAL STUDIES

9/10 Modern World History, Year 1 (1 credit)

Description: This course is an exploration of modern world history from Imperialism and Industrialization to the end of World War II, focusing heavily from the years of 1919 to 1947. Students learn to read, analyze and evaluate different sources, and they discuss historiography. One goal of the course is for students to learn nuance and complexity in their understanding of history, approaching history with humility and seeking understanding. This course aligns with the first part of the IGSCE World History course and will help students prepare for the external exam. They will complete a research paper that they can use as their paper 3.

Prerequisites: None

9/10 Modern World History, Year 2 (1 credit)

Description: This course continues the exploration of modern world history, beginning with a recap of issues caused by industrialization, and different solutions that were tried to solve them. Topics include the Russian Revolution, the rise and rule of Stalin, and the Cold War's causes and its impact on countries around the world, with case studies in Korea, Cuba, and Vietnam. The course will also explore the USSR's relationship with Eastern European countries. This course aligns with the second part of the IGSCE World History course and will help students to prepare for the external exam. If for any reason a student wishes to take the IGCSE qualification and missed the research paper in year 1 that is required for the Paper 3 component, a paper on the Russian Revolution can be written as an additional assessment with permission and guidance from the teacher.

Prerequisites: None

US History (1 credit)

Description: This course covers American history from the early Native American tribes to European colonization; wars for independence; the geographical, social, and economic development of the United States as a nation; and the emergence of the United States as an international superpower during the 20th century, including how it interacted with other nations. We learn to read and interpret different primary and secondary sources, and we connect themes from U.S. history events with themes in the rest of world history (labor rights, wars for independence, principles of self-government or civil liberties, etc.).

Prerequisites: There will be a lot of reading and writing. Students should preferably have earned a C or higher in previous LA and history classes. This is an 11/12 course offered in alternate years, based on student interest or need.

AP European History (1 credit)

Description: This course is an introduction to European history at a college level. Students learn to think like historians as they read and interpret different primary and secondary sources, and they connect themes from European history events with themes in the rest of world history (labor rights, wars for independence, principles of self-government or civil liberties, etc.). This course prepares students to take the AP European History exam.

Prerequisites: There will be a lot of reading and writing. Students should preferably have earned a C or higher in previous LA and history classes. For grade 11/12 students, offered alternate years

AP World History (1 credit) For grade 11/12 students, offered alternate years
Description: AP World History is an exploration of world history from 1200 CE onwards. Students learn to think like historians as they read and interpret different primary and secondary sources, developing a complex understanding of people's interactions through various empires, trade, colonization, innovations, tensions, co-operation, and de-colonization that gives them important background for understanding undercurrents of current world events. This course prepares students to take the AP World History exam.
Prerequisites: There will be a lot of reading and writing. Students should preferably have earned a C or higher in previous LA and history classes. For grade 11/12 students, offered alternate years
Business Studies (1/2 or 1 credit)
Description: In this course, students will learn business objectives, business organisation, business structure, business environment and how businesses function to be successful. They may identify business opportunities and prepare to run a business to serve the society or their community. This course will provide the knowledge and skills required to become an entrepreneur.
Introduction to Economics (1/2 or 1 credit)
Description: The Economics semester course (1/2 credit)/yearlong course (1 credit) is an introductory course in Economics designed to give students an overview of economic theory. During the semester, students learn an economist's way of thinking, look at tools used by economists, and develop a range of skills to understand economic concepts and use those concepts to analyze specific questions. Students will become familiar with principles of economics and understand the economic behavior of individuals and businesses. The Curriculum is based on the National Standards for Economics provided by the Council for Economic Education (CEE) and Foundation for Teaching Economics (FTE).
Prerequisites: For grade 11/12 students, offered alternate years.
AP Macroeconomics (1 credit)
Description: Macroeconomics is the study of a nation's economy as a whole (it is most of what we hear in the news!). The topics covered include Gross Domestic Product (GDP), inflation, unemployment, and monetary policies, with real-world examples to understand how economic models actually work in the real world. This course prepares students for the AP Macroeconomics exam.
Prerequisites: There will be a lot of reading and writing. Students should preferably have earned a C or higher in previous LA and history classes, as well as basic mathematical skills. There will be a summer reading assignment (newspaper headlines and columns) related to economics, government policy etc. For grade 11/12 students, offered alternate years.
AP Microeconomics (1 credit)
Description: Understanding the principles of microeconomics changes the way we think about decision-making and resources in the world around us, particularly how consumers and firms make decisions to maximize their benefit and output respectively. Topics covered in this course include the principles of supply and demand, production, cost, competition, and market behavior. This course prepares students for the AP Microeconomics exam.
Prerequisites: There will be a lot of reading and writing. Students should preferably have earned a C or higher in previous LA and history classes, as well as basic mathematical skills. There will be a summer reading assignment (newspaper headlines and columns) related to economics, government policy etc. For grade 11/12 students, offered alternate years.
AP Business with Personal Finance (1 credit)
AP Business with Personal Finance is an introductory, project-based course that blends entrepreneurship with financial literacy. It covers key areas such as business management, marketing, accounting, and strategic planning, giving students opportunities to create business plans and evaluate real-world case studies. The Personal Finance component of the course builds practical money skills by addressing topics like budgeting,

saving, investing, and managing debt, helping students make sound financial choices. As a rigorous university entry-level course, this course equips learners with career-ready skills for business-related fields and prepares them for the AP exam as well as long-term financial independence.
Prerequisites: An interest to be an entrepreneur or to learn about businesses and how they grow and serve the community. For grade 11/12 students, offered alternate years.
Comparative Government (1/2 credit)
Description: This course examines how political power is organised, exercised, distributed, and limited in different countries. Students study the functions of the state, constitutions, executives, legislatures, judiciaries, federal and unitary systems, elections, political parties, and political ideologies. Through direct country comparison, case studies, data, constitutional sources, and structured argument, they learn to analyse how institutions shape representation, accountability, government action, and the protection or abuse of power.
Prerequisites: Basic research, analysis, and academic writing skills. Required for Grade 12 students.
Applied Psychology / AP Psychology (1 credit).
Description: Psychology is one of the fastest-growing fields in the world today, with applications in not only clinical practice and counselling but also education, sports, management, health, HR, marketing, economics, AI, and law. Students learn about the biological basis of behavior, cognition, the stages of human development, social psychology and personality, and physical and mental health. They also learn how to connect psychological concepts and theories to real-life scenarios, how to understand and interpret data, and how to analyze research studies in psychology. The AP level of this course is equivalent to a first-year university course; it additionally teaches students how to analyze research studies and prepares them for the AP Psychology exam.
Prerequisites: Basic understanding of analysis, research skills, and writing skills. For grade 11/12 students, offered alternate years.
Philosophy (1 credit)
Description: This course introduces students to major philosophical questions about reality, knowledge, the mind, logic, science, ethics, religion, society, beauty, and art. Students study influential thinkers and compare different philosophical, scientific, religious, historical, and cultural perspectives. Through discussion, source analysis, thought experiments, research, and written argument, they learn to examine assumptions, evaluate evidence, construct clear arguments, respond to counterarguments, and develop reasoned conclusions about complex human questions.
Prerequisites: For grade 11/12 students, offered based on student interest.

WORLD LANGUAGE
Spanish 1 (1 credit)
Level: Beginner A1 Description: Spanish 1 introduces students to the foundations of listening, speaking, reading, and writing in Spanish. Students learn to exchange basic personal information, describe people and places, talk about school, family, routines, hobbies, shopping, celebrations, travel, weather, and future plans, and participate in simple everyday conversations. The course also develops pronunciation, grammar, vocabulary, presentation skills, and intercultural understanding through projects, songs, videos, short texts, and the study of Spanish-speaking countries and cultures.
Prerequisites: None

Spanish 2 (1 credit)
Level: Intermediate A2 Description: In this class, students will develop basic language skills in reading, listening, speaking, and writing. By the end of the course, they will be able to communicate in simple and routine tasks, express basic personal and family information, and describe aspects of their background and immediate environment. They will also be able to understand simple everyday material, such as advertisements, menus, timetables, and short, clear, simple messages and announcements. Students will be introduced to vocabulary related to areas of immediate relevance, including shopping, local geography, and employment. They will learn how to ask and answer questions about their preferences, sizes, and habits related to shopping for clothing. Additionally, they can describe ongoing and habitual actions in the past, talk about holidays, events, and activities at the beach and in the countryside, and state indefinite ideas and quantities.
Prerequisites: Spanish 1 or equivalent language level.
Spanish 3 (1 credit)
Level: Advanced A2 and Intermediate B1 Description: In this class, students will continue to develop language skills in reading, listening, speaking, and writing, focusing on more complex language structures and functions. They will be able to communicate in simple and routine tasks requiring a direct exchange of information on familiar topics and activities, handle short social interactions, and use a series of phrases and sentences to describe family and other people, living conditions, educational background, and present or recent job. They will also be able to catch the main point in short, clear, simple messages and announcements and read simple everyday material, such as prospecti and short personal letters. Students will be introduced to more specialized vocabulary related to areas of immediate personal relevance, including health, leisure, and education. By the end of the class, they will be able to describe aspects of their personal and professional life in simple terms, make requests and ask for information, and narrate the past.
Prerequisites: Spanish 2 or equivalent language level.
Honors Spanish 4 (1 credit)
Level: Advanced B1 Description: In this class, students will develop their language skills to communicate effectively in various situations, including those that demand higher complexity and sophistication. Through the course, students can comprehend and produce more intricate language structures, read and comprehend more challenging texts, and engage in more extended conversations and discussions on a wide range of topics. Furthermore, students will be introduced to specialized vocabulary relevant to their personal and professional lives, such as politics, society, and culture. By the end of the class, students will have the ability to express their opinions and justify them, describe their experiences, and give reasons and explanations for their views and plans. This class aims to expand students' linguistic abilities and equip them with the tools to confidently tackle complex situations in a Spanish-speaking environment. Overall, the course will prepare students for advanced levels of Spanish communication, both in personal and professional contexts, and encourage them to develop a deeper appreciation for Hispanic culture.
Prerequisites: Spanish 3 or equivalent language level.
Honors Spanish 5 (1 credit)
Level: Intermediate B2 Description: In this course, students will develop the ability to use the language confidently and effectively in a wide range of situations, including those requiring high complexity and sophistication. They will acquire the skills to comprehend and produce complex language structures, read and comprehend challenging texts, and engage in longer and more intricate conversations and discussions on various topics. Furthermore, they will acquire specialized vocabulary related to personal and professional fields, such as science, technology, and the arts. By the end of the course, students will be able to use the language flexibly and effectively in social, professional, and academic contexts. They will be able to express opinions, support them with arguments, and give detailed descriptions and narrations. These skills will allow students to engage in critical thinking and problem-solving tasks in real-world situations and achieve high proficiency in the language.

Prerequisites: Spanish 4 or equivalent language level.
Beginner Hindi (1 credit)
Description: In Beginner Hindi, students will learn how to hold a simple conversation in Hindi with a native speaker, basic grammar rules and how to apply them. They will learn how to read and write in Hindi using Devanagari script and how to correctly pronounce vowels and consonants in Hindi. Students will be able to use common words and phrases used in Hindi language. The course focuses on all learning areas - reading, writing, speaking and listening.
Prerequisites: Currently grades 11/12 only, offered based on student interest or need.
Intermediate Hindi (1 credit)
Description: In this course students will acquire a relatively large knowledge of Hindi vocabulary and be adept at writing and reading common Hindi words. The objective of this course is to make students confident in their speaking and enhance writing structure through stories, letters and articles. Students will learn to understand and summarize Hindi writing and make connections between the text and their own life. This course will prepare students to create detailed, complex sentences and paragraphs using a solid knowledge of grammar.
Prerequisites: Currently grades 11/12 only, offered based on student interest or need.
9/10 Academic Korean (1/2 or 1 credit)
Description: To dig to deep Korean academic language levels, students will learn high-level Korean vocabulary, and they will also study modern Korean literature with some poetry and novels to understand past generations and their culture which may be unfamiliar to the current generation of students
Prerequisites: Korean speakers with middle school level
11/12 Academic Korean (1/2 or 1 credit)
Description: To be ready for university in Korea, this course will be helpful to level up a student's Korean language ability, especially in writing skills for essays. Students will read Korean literature and learn how to write high-level essays by studying examples of critical articles. Students will also learn level 6 Chinese letters to understand difficult vocabulary and expressions.
Prerequisites: Korean speakers with high school level
ESL Pre-Intermediate
Description: This course will help students develop their English language skills to communicate effectively in a variety of everyday situations. They will engage in activities which are based on vocabulary, grammar, listening, speaking, reading and writing. By the end of the course, they will be confident in expressing themselves in English, will understand others, and will be able to participate in basic interactions, such as ordering food, asking for directions, and starting a conversation. This course is for students who have tested at Level 1 or 2 on the Wida assessment.
Prerequisites: None
ESL Intermediate
Description: ESL Intermediate is the second course to help students improve their English language skills. Through engaging activities and exercises, they will build on existing knowledge and gain even more confidence in their ability to communicate effectively in English. They will refine their grammar, expand their vocabulary, improve their reading and writing abilities, and develop their listening and speaking skills further. This course will provide them with the English language skills they need to succeed academically. Students should be at Level 3 when they begin this course, and they will graduate from ESL once they pass level 4.5 on the Wida assessment.
Prerequisites: ESL Pre-Intermediate or equivalent language level

PHYSICAL EDUCATION
PE and Health (½ credit each year)
Description: The aim of this course is to develop and maintain a healthy and active lifestyle, through a variety of different activities such as group sports, fitness exercises, endurance training, and studies of factors that affect the health of our bodies.
Prerequisites: None. For grade 9, 10, and 11 students
Honors PE (1 credit)
Description: This course aims to refine techniques and skills for students who already like sports and would like to improve in strategies, tactics, decision making, etc. It differs from the ½ credit PE course not only in the number of days per week (every day) but also in the intensity of the activities.
Prerequisites: For grade 11/12 only. Students who choose this course should be people who enjoy physical workouts.

ARTS
Art & Design (½ or 1 credit)
Description: This course teaches the basics of drawing such as shaping objects and adding depth by shading techniques, as well as painting in different media. Students explore art elements and principles and different art styles and methods and how to apply them in their own art. They also learn about artists throughout history and take inspiration from them to create new art.
Prerequisites: None
AP Art (1 credit)
Description: This course requires advanced art skills to be successful, as well as the ability to explain one's own art and research artists and art styles. Each student will set up their own inquiry questions or theme for the year and will make 15 developing artworks- including experimentations- that all connect in some way to the theme or inquiry question. Five of these works need to be well polished, showcasing advanced drawing skills. Students also learn how to keep written records of their concept development and artistic techniques.
Prerequisites: At least one year of High School Art and teacher endorsement
Performance Music (½ or 1 credit)
Description: Performance Music provides space for students to play a musical instrument or sing as a band, and focus on developing their skills in performing music in front of an audience. Emphasis is placed on writing original songs and also doing covers, and practicing, developing stage presence, and learning how to engage and entertain an audience. In addition to practicing in the classroom, students in a performance music class may have opportunities to perform in different places. This could include performances at school events, local events, or even professional venues such as music festivals or gigs.
Prerequisites: Should be able to play an instrument or sing in pitch.
Studio Music (½ credit)
Description: The focus of the class is on developing the technical skills necessary to use GarageBand IOS, a software tool designed to make music production accessible to beginners. Students learn how to use various virtual instruments, effects, and mixing tools to create a professional-sounding track from scratch. Students also learn about the creative process of music composition: brainstorming ideas, developing themes, and refining

their compositions over time. By the end of the course, students will have developed their own original compositions that they can share with their peers, and may even have the opportunity to perform or record their music outside of the classroom.
Prerequisites: Should have interest in making and producing music.
Magazine Design (1/2 credit)
Description: Magazine Design students learn the basics of graphic design and work with open-source versions of industry-level software in both photo-editing and desktop-publishing. They also learn the basics of photography and get to take photos of school events. The course involves working with teachers throughout the school in a designer-client relationship to design pages that accurately communicate the story of class events and whole-school events throughout the year. Editors chosen for Zeitgeist will use a combination of literary skills and design skills to produce the school's annual magazine, which publishes student art, poetry, fiction, and other prose. This course can be repeated each year.
Prerequisites: None
Drama (1/2 credit, 1 semester)
Description: In this class, students learn the fundamentals of theatre and performance, with an emphasis on practical application. This can include exploring character development, scene work, script analysis, and performance skills such as vocal projection, stage presence, and audience engagement. Students also have opportunities to work collaboratively and develop creativity through improvisation exercises and other group activities. The goal of the class is to give a solid foundation in theatre and performance, as well as the confidence and skills to express one's self creatively and effectively on stage. The class will culminate with a performance of a full play or drama. This course can be repeated as the skills will be developed at a greater depth and the projects and play will be different each time.
Prerequisites: None
Arts for Theatre (1/2 credit)
Description: Students in this course learn how to create backdrops, costumes, props, etc. for plays, and are expected to help as a stagehand in the plays as well. This course is parallel with the Drama course.
Prerequisites: None

LIFE AND HUMAN FLOURISHING
Ethics, Life, and Society — Year 1 (1/2 credit)
Description: This 9/10 course helps students explore what it means to live a meaningful, responsible, and flourishing human life. Students examine identity, dignity, gratitude, integrity, excellence, communication, citizenship, hospitality, and service. Through case studies, discussion, reflection, and practical projects, they learn to evaluate influences, make responsible decisions, build healthy relationships, and contribute positively to their communities.
Prerequisites: None
Ethics, Life, and Society — Year 2 (1/2 credit)
Description: This 9/10 course examines major human questions about truth, meaning, happiness, suffering, character, freedom, and purpose. Students compare philosophical, religious, scientific, psychological, historical, literary, and cultural perspectives. They learn to interpret evidence, compare viewpoints respectfully, and consider how habits, relationships, work, and service contribute to a meaningful and responsible life.
Prerequisites: None

Ethics, Life, and Society — Year 3 (½ credit)
Description: This 11/12 course helps students examine major contemporary ethical challenges and learn how to think carefully, discuss responsibly, and act with integrity in a plural world. Topics include human rights and dignity; conflict, peace, and reconciliation; environmental responsibility; poverty and economic justice; work and technology; cultural diversity and racism; gender and equality; relationships and family life; and bioethics. Students research evidence, compare ethical frameworks, identify stakeholders, construct arguments, respond to counterarguments, and develop responsible proposals.
Prerequisites: None
Ethics, Life, and Society — Year 4 (½ credit)
Description: This 11/12 course explores what contributes to a rich, responsible, and flourishing human life through the study of attention, dignity, compassion, justice, work and service, and community. Students engage with human experience, history, literature, philosophy, psychology, social thought, and religious traditions. They interpret complex sources, compare perspectives, make reasoned judgements, and design responsible contributions to community life.
Prerequisites: None

ELECTIVES
College and Career (½ credit)
Description: The College and Career Guidance Class helps students explore their strengths, interests, and future goals while building practical skills for life after school. Through tools like BridgeU, college research, mock applications, and career exploration platforms, students develop clear pathways toward university or career options. The course combines reflective classwork, applied homework, and quarterly projects including resumes, essays, and a final portfolio. This is with the goal to ensure that students are prepared, responsible, and confident in planning and pursuing their post-secondary futures.
Prerequisites: Required for grade 11
Subject: Teacher Aiding (½ or 1 credit)
Description: Students learn the fundamental skills of teaching in this practical course by assisting a teacher of a lower-level middle school or grade 9/10 course on a daily basis. They complete observation/reflection essays and practical components like teaching mini-lessons, creating teaching aids, and helping grade assignments.
Prerequisites: grade 11/12 students, only 1 teacher aiding credit per year. Strong prior knowledge of the subject and teacher approval.
Other Electives
Description: If a student needs to make up missed credits or will require a specialty course (i.e. AP Computer Science or AP Chinese) that is not currently offered at MDIS, the school will help them enroll in an approved external online course. Earned credits will be added as “transfer credits” to the MDIS transcript. Extra course fees will apply.
Prerequisites: Approval from the guidance counselor and Academic Head