



المدرسة الأمريكية الدولية
American International School

Middle School

Course Guide



LANGUAGE AND LITERATURE

MYP 0

In Grade 5 Language and Literature, students explore how language and stories shape our understanding of ourselves and the world. They engage with a variety of challenging texts, studying character development, narrative point of view, and structure. Throughout the course, students develop critical Thinking skills through textual analysis and Communication skills through essay writing and collaborative discussions. This inquiry-based learning empowers students to become Knowledgeable readers and Caring individuals who appreciate human differences.

MYP 1

In Grade 6 Language and Literature, students transition from foundational reading to critical engagement with complex texts. They create personal narratives, conduct in-depth novel studies, analyze informational texts, and refine their public speaking skills, grappling with the concepts of Communication, Relationships, and Change. Students develop their Communication skills by adapting their voice for different audiences and their Research skills by evaluating non-fiction sources. This empowers them to become Reflective learners and skilled Communicators.

MYP 2

In Grade 7 Language and Literature, students recognize the power of language as a tool for personal expression and global advocacy. They craft personal narratives linked to a Sustainable Development Goal (SDG), connecting self-expression to the concepts of Relationships and Responsibility. They analyze novels, focusing on symbolism and Perspective, and develop media literacy by comparing how different systems present facts. The curriculum develops Research and Communication skills, empowering students to become Inquirers and Open-Minded communicators who can advocate for global concerns. respect, and shared achievement.

1000 MYP 3

In Grade 8 Language and Literature, students become active, critical consumers, and producers of text. They analyze theme and figurative language in short stories to understand Identities and Relationships before studying journalism and bias to explore Perspective in media. The curriculum then delves into the dystopian genre to examine societal Systems and Change, culminating in a rigorous research essay. The course emphasizes Thinking and Research skills, empowering students to become Inquirer and Principled Communicators.

1121 MYP 3 Extended

In Grade 8 Extended Language and Literature, students deconstruct and synthesize meaning across complex texts, becoming sophisticated analysts and powerful communicators. They engage in a deep analysis of J.R.R. Tolkien's *The Hobbit*, examining how theme and figurative language drive the concepts of Identity and Change. Simultaneously, they dissect bias and rhetorical devices in media, connecting their work to the concepts of Perspective and Causation. This advanced curriculum prioritizes Thinking and Research skills, empowering students to become Inquirers and Knowledgeable global citizens prepared for complex academic discourse.

Eligibility: students must achieve a min. MAP RIT score of 222 in the Winter session and 224 in the Spring session, while also securing a level 6 in Criterion A and an overall grade of 6 in MYP 2. Note that eligibility is subject to MS Admin discretion.

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LANGUAGE AND LITERATURE CONT.

MYP 0 Public Speaking

In Grade 5 Public Speaking, students will begin their journey as confident speakers by discovering that their voices matter and can be shared with clarity and expression. The course focuses on foundational oral communication through storytelling, show-and-tell presentations group demonstrations, reader's theatre, and improvised speaking. Students will explore how ideas are organized and expressed through the concepts of Creativity and Identity. They will develop Social and Self-Management skills and will grow into Caring and confident learners who are willing to express ideas and perform for an audience.

MYP 1 Public Speaking

In Grade 6 Public Speaking, students will transition from expressive speaking toward structured, informative, and analytical communication. They will analyze speeches and begin forming arguments through informative talks, media narration, and introductory debate. Their learning will be connected to the concepts of Structure, Purpose, and Perspective. By the end of the course, students will strengthen their Thinking and Research skills to become Inquiring and Reflective learners who can explain and support ideas with growing clarity and control.

MYP 2 Public Speaking

1241

In Grade 7 Public Speaking, students will develop advanced communication skills by learning how spoken language can influence thinking, decisions, and public discourse. They will engage in persuasive speaking, structured debate, media analysis, and issue based advocacy, exploring the concepts of Perspective, Influence, and Change. This course continues to emphasize Thinking and Research skills and will support students in becoming Principled and Open-Minded learners who can argue ideas responsibly.

MYP 3 Public Speaking

1341

In Grade 8 Public Speaking, students will refine their voices through a TED-inspired capstone experience, learning how ideas are researched, crafted, and shared to inspire change. Their learning will be grounded in the concepts of Systems and Global Interaction as students explore how ideas circulate within societies and influence real-world issues. This course prioritizes Research, Thinking, and Self-Management skills through sustained inquiry, rehearsal cycles, and performance reflection. By the end of the course, students will become Knowledgeable and Communicative learners who are prepared to speak with purpose, impact, and responsibility.

ARABIC

MYP 0

1018

Grade 5 students explore how all living things are interconnected and how responsible human actions affect life on Earth. They enhance their Thinking skills by reflecting on how their choices impact themselves, others, and the environment. In language study, students learn to distinguish between verbs, nouns, and articles, as well as analyze the rules governing the writing of the medial and final hamza. This course encourages students to become Reflective learners who understand that small choices can make a big difference in caring for the world around them.

MYP 1

1156

Grade 6 students examine various values and their influence on relationships with others. They learn to accept and apply constructive feedback to improve their actions and contribute to making the world a better place. This process fosters a stronger commitment to positive principles and behaviors both inside and outside of school. Through these units, students strengthen their sense of responsibility, respect, and cooperation in their interactions within and beyond the school community.

MYP 2

1260

Grade 7 students explore the importance of perseverance, faith, and courage in overcoming life's difficulties. Through open communication and collaboration, they complete their projects while appreciating one another's abilities and upholding the values of respect and teamwork. Students also practice writing letters in Ruq'ah script, study paragraph construction with proper punctuation, and explore the differences among present tense verb forms. This course helps students connect values to real-life situations and develop an understanding of diverse perspectives.

MYP 3

1360

Grade 8 students deepen their appreciation for the values of Kuwaiti culture by studying a variety of poems, stories, Hadiths, and prose that highlight the nation's culture, history, customs, and traditions. They also refine their understanding of Arabic grammar through lessons on word conjugation, text analysis, and summarization. This course guides students to become reflective learners who recognize that their actions can make a meaningful difference in their communities and the wider world.

LANGUAGE ACQUISITION

Arabic Phase 1

In Arabic Phase 1, students embark on a journey to discover the Arabic language and culture. The course encourages curiosity and appreciation for the richness of the Arabic-speaking world while building a solid foundation. Their exploration of themes such as identity, family, and community helps them grasp the concepts of Communication, Culture, and Identity. Through interactive activities, they develop Communication, Self-Management, and Social skills, becoming Communicators, Inquirers, and Open-Minded learners.

Assort. French Phase 1

Assort.

In French Phase 1, students discover the beauty and purpose of learning a new language. The course inspires them to become curious communicators who can connect with others across cultures. They explore topics such as personal introductions, family, food, and hobbies, helping them apply key concepts like Communication, Culture, and Connections. Students develop essential Communication, Thinking, and Self-Management skills as they build vocabulary and express ideas with growing confidence, becoming Communicators, Inquirers, and Open-Minded individuals.

Arabic Phase 2

In Arabic Phase 2, students continue their learning journey with growing confidence, using Arabic in a wider variety of meaningful situations. Topics such as daily routines, hobbies, and celebrations provide a framework for understanding the concepts of Change, Communication, and Culture. Through storytelling and class discussions, students expand their vocabulary and use more complex sentence structures, strengthening their Thinking, Communication, and Research skills as they develop into Reflective and Balanced learners.

Assort. French Phase 2

Assort.

In French Phase 2, students continue their linguistic journey as confident and curious communicators, using French in more authentic contexts. They explore real-world topics such as daily routines, friendships, and leisure activities, deepening their understanding of Communication, Culture, and Connections. Through interactive projects and discussions, students strengthen their language skills and expand their grammar range. They develop their Communication, Thinking, and Social skills, embodying the attributes of Communicators, Inquirers, and Open-Minded learners.

Arabic Phase 3

Assort.

In Arabic Phase 3, students grow into independent communicators who can express themselves with greater detail and creativity. The course invites them to explore deeper themes, engaging with the concepts of Culture, Connections, and Perspective. Students engage with more complex texts, such as short stories and cultural articles, and participate in discussions and debates to share their viewpoints. They refine their Research, Communication, and Thinking skills, becoming Knowledgeable, Open-Minded Thinkers.

INDIVIDUALS AND SOCIETIES

MYP 0

1032

In Grade 5 Individuals and Societies, students are introduced to the disciplines of history, geography, economics, and civics. They explore online safety, the changes in Kuwait's settlement over time, their own family histories, and the ethics of global trade. Students build foundational Communication skills through note-taking and Thinking skills through annotating, paraphrasing, and summarizing. This inquiry-based course helps students become principled thinkers and Open-Minded Risk Takers who can engage in challenging dialogues about human actions, past and present.

MYP 1

1131

In Grade 6 Individuals and Societies, students use their foundational skills to dive into the history and geography of the MENA region. Students build subject-specific skills around analyzing maps and learn how the region has changed from ancient civilizations to the present day. Building on the skills from Grade 5 with greater independence, students work to develop their Self-Management. This exploration allows students to become more Knowledgeable about the place they live and more Open-Minded toward the diverse peoples and beliefs of the MENA region.

MYP 2

1231

In Grade 7 Individuals and Societies, students take their learning to a global level, comparing places, governments, and historical events. From supply and demand to globalization and systems of government, students use case studies to analyze, question, and form arguments about the world around them. Focused on developing their Thinking and Research skills, students learn to work with sources and construct evidence-based arguments. This course pushes students to become more balanced and reflective thinkers who can make informed decisions.

MYP 3

1331

In Grade 8 Individuals and Societies, students use their cumulative skills to develop independent and innovative analysis. Blending disciplines, they analyze the integrity of constitutions, discover how organizations shape narratives through propaganda, confront the consequences of population changes, and develop ideas for a thriving business. In preparation for high school, students push their Thinking and Self-Management skills to build greater independence and critical self-reflection, becoming more Caring and inquisitive lifelong learners.

SCIENCE

MYP 0

1070

In Grade 5, students develop their scientific reasoning through hands-on engagements and real-world applications. They delve into topics such as states of matter, physical and chemical changes, the Law of Conservation of Mass, and ecological models like photosynthesis and food chains. Students are introduced to the scientific method, learning to formulate questions, write hypotheses, identify variables, design procedures, and interpret data. This journey nurtures their growth as critical thinkers and knowledgeable learners.

MYP 1

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In Grade 6, students expand their scientific literacy through experimentation and modeling. They inquire into Earth's cycles, explore forces and Newton's laws of motion, and examine ecological systems and chemical reactions. They strengthen their scientific skills by designing and carrying out investigations and communicating their findings with precision. Working collaboratively on research into real-world applications of science, they develop their social, communication, and research skills, growing as curious inquirers and knowledgeable learners.

MYP 2

1211

In Grade 7, students deepen their understanding of scientific concepts through inquiry and laboratory investigation. They explore the periodic table, atomic composition, the classification of matter, and Newton's laws of motion. They also inquire into models that represent the rock cycle and interactions within ecosystems. Students extend their research and critical-thinking skills as they analyze and evaluate scientific ideas, fostering their growth as inquirers and thinkers.

MYP 3

1311

In Grade 8, students engage in self-directed projects that serve as a culmination of their middle school science learning. They strengthen their science and engineering skills by designing and evaluating investigations about chemical reactions and celestial bodies, and they inquire into wave technologies and natural phenomena. Students showcase their projects and have the opportunity to participate in the NESa Virtual Science and Engineering Fair, developing their self-management and communication skills as they share their findings. Throughout this journey, students grow as Risk Takers and reflective learners.

MATHEMATICS

In Grade 5 Mathematics, students embark on a journey to understand how numbers and patterns explain the world around them. By exploring fractions, decimals, volume, and data interpretation, students deepen their grasp of Relationships and Change. Through problem-solving and collaborative tasks, they strengthen their Thinking and Communication skills by reasoning mathematically and articulating their strategies. Learners grow as reflective Thinkers and Principled individuals who approach challenges with curiosity and confidence.

In Grade 7 Extended Mathematics, students are challenged to think more deeply about the structures that underpin mathematical systems. They explore topics like algebraic manipulation and the application of geometry in unfamiliar contexts, which challenges them to engage with the concepts of Relationships, Logic, and Creativity. Students refine their higher-order Thinking and Research skills, fostering their growth as independent, reflective Inquirers.

Eligibility: students must achieve a min. MAP RIT score of 224 in the Winter session and 227 in the Spring session, while also securing a level 6 in Criterion A and an overall grade of 6 in MYP 1. Note that eligibility is subject to MS Admin discretion.

In Grade 6 Mathematics, students build upon their foundational skills. They investigate how mathematical systems bring order to everyday situations by studying ratios, percentages, integers, and algebraic expressions, which are framed by the concepts of Systems and Logic. As they plan investigations and evaluate solutions, students develop their Research and Self-Management skills, becoming balanced Risk Takers and Inquirers who apply mathematical reasoning creatively.

In Grade 8 Mathematics, students expand their understanding of how mathematics models complex systems and change. They study linear functions, transformations, and exponents to see how mathematics models the world, engaging with the key concepts of Change and Systems. Through inquiry and application, students refine their Thinking and Transfer skills, preparing them to solve authentic problems and make connections across disciplines as principled and Knowledgeable Learners.

In Grade 7 Mathematics, students dive deeper into abstract reasoning and mathematical patterns. Working with linear equations, proportional relationships, and probability allows students to engage with the concepts of Relationships and Patterns in geometric reasoning. As they tackle real-world problems, they strengthen their Critical Thinking and Communication skills by explaining their reasoning and justifying solutions, nurturing them as reflective Thinkers and Communicators.

In Grade 8 Extended Mathematics, students delve into more sophisticated and abstract areas of mathematics. Their investigation into simultaneous equations, quadratic relationships, and data modeling is guided by the concepts of Change, Systems, and Generalization. Students strengthen their Transfer and Communication skills through exploration and collaboration, empowering them to become Open-Minded, Risk Takers who apply mathematical insight to innovate and solve complex problems.

Eligibility: students must achieve a min. MAP RIT score of 229 in the Winter session and 232 in the Spring session, while also securing a level 6 in Criterion A and an overall grade of 6 in MYP 2. Note that eligibility is subject to MS Admin discretion.

VISUAL ARTS

MYP 0

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In Grade 5 Visual Arts, students learn to express themselves creatively through hands-on exploration. They investigate the Elements of Art and how historical and cultural art movements, including Arabic Calligraphy, influence aesthetics. Through these studies, students explore the concepts of Aesthetics, Communication, Structure, and Identity. As they experiment with materials and produce their own creations, students strengthen their Thinking, Communication, and Self-Management skills. This creative journey helps them grow into Risk Takers, Thinkers, and Knowledgeable learners.

MYP 1

1141

In Grade 6 Visual Arts, students build upon their foundational knowledge to explore how creativity and personal style can communicate ideas effectively. They investigate the Principles of Design and various influential art movements, examining how artists convey meaning and experiment with style. Through these studies, students discover how artists use Aesthetics, Communication, Identity, and Composition to connect with an audience. As they produce original artworks, students strengthen their Thinking, Communication, and Self-Management skills, inspiring them to become Risk Takers, Communicators, and Reflective learners.

MYP 2

1243

In Grade 7 Visual Arts, students explore how creativity reflects and transforms the world. They investigate the elements and principles of art, perspective, and cultural expression, while exploring Pop Art and other influential art movements. Students discover how artists use Aesthetics, Identity, Communication, and Style to convey meaning and connect with audiences across cultures. As they create original compositions, students strengthen their Thinking, Communication, and Research skills. This creative journey empowers them to become Inquirers, Thinkers, and Reflective learners.

MYP 3

1343

In Grade 8 Visual Arts, students explore how imagination, technique, and style communicate powerful ideas. They study topics such as Surrealism, symbolism, and mixed-media composition, examining how artists challenge reality and express emotion. Students discover how artists use Aesthetics, Representation, Communication, and Style to connect with diverse audiences. As they research artists and refine their work, students strengthen their Thinking, Communication, and Self-Management skills. This creative process empowers them to become Risk Takers, Communicators, and Reflective learners.

PERFORMING ARTS

MYP 0 Music

In Grade 5 Music, students embark on a journey to discover the joy of making music through performance and creative exploration. They explore musical elements through singing, body percussion, and introductory instrumental work, connecting their learning to the concepts of Creativity and Identity. As they collaborate and perform, students develop key Communication and Social skills. This course nurtures students into Open-Minded and Caring Communicators who appreciate diverse musical expressions.

MYP 1 Music

Grade 6 Music invites students to deepen their musical understanding by exploring rhythm, melody, and harmony. A key focus is hands-on learning with the trombone and flute, giving students the opportunity to experience the unique challenges of playing band instruments. Students compose simple rhythmic patterns and engage with the concepts of Change and Structure. Through practice and reflection, they build essential Thinking and Self-Management skills, becoming reflective Risk Takers who embrace creativity and develop confidence.

MYP 2 Band

In Grade 7 Band, students take their first steps into ensemble performance. Through guided practice and teamwork, they learn instrument technique, ensemble playing, and basic music theory, exploring the concept of Collaboration. As they rehearse and perform together, students enhance their Self-Management and Communication skills, developing the discipline required for group performance. The course empowers students to become principled team players and balanced learners who value effort, respect, and shared achievement.

1061 MYP 3 Band

Grade 8 Band challenges students to elevate their musical abilities and work as an ensemble toward polished performances. They explore more complex musical pieces, refine their instrumental skills, and study how different musical systems work together, unpacking the concepts of Structure and Expression. Students develop their Research and Thinking skills by reflecting on their progress and evaluating performances. This course fosters the attributes of Reflective and Caring performers who contribute positively to their musical community.

1140 MYP 2 Drama

Grade 7 Drama offers students the opportunity to express themselves through movement, voice, and improvisation. Students engage in activities like tableaux, role-play, and script work, investigating the concepts of Perspective and Relationships. Through collaborative scenes and reflections, students strengthen their Social and Creative Thinking skills, learning to communicate emotion and narrative effectively. This course encourages students to be empathetic Inquirers and Communicators who take creative risks in a supportive environment.

1240 MYP 3 Drama

In Grade 8 Drama, students dive deeper into theatrical performance, using their voices, bodies, and imaginations to bring stories to life. They explore monologues, scripted scenes, and devised theatre while examining the concepts of Expression and Transformation. With opportunities to direct and perform, students build strong Collaboration and Self-Management skills. This course helps students develop into confident Risk Takers and Reflective thinkers who use drama to connect with audiences and express complex ideas.

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ISLAMIC STUDIES

MYP 0

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In Grade 5 Islamic Studies and RFL, students study the historic bond of brotherhood established by the Prophet between the people of Madinah and the migrants from Makkah to strengthen their social bonds and achieve personal discipline. By reflecting on these historical examples of sacrifice and generosity, students learn how to build inclusive communities in their own school environment. They study the value of simple deeds, focusing on kindness and mutual support, understanding that even small acts of charity can have a profound impact on society. Students develop social skills and Self-Management skills for effective personal practice. This fosters Collaborative and Principled learners committed to a life of virtue and purpose.

MYP 1

1170, 1171

In Grade 6 Islamic Studies and RFL, students study the components of a Muslim's character to help them live ethically and develop good character. Exploring Purity (Taharah) helps them be spiritually and physically ready for worship, teaching them that cleanliness is a reflection of internal mindfulness and respect. Through discussion and practice, students build Thinking and valuable Self-Management skills. These support them in making good choices and contributing positively to their community. This fosters Principled learners who connect their faith with their daily practice, viewing ethical living as a continuous process of self-improvement,

MYP 2

1270, 1271

In Grade 7 Islamic Studies and RFL, students build a strong spiritual foundation by learning to keep their hearts pure from malice and envy which helps them rely on reason and scripture. This focus on inner purity helps students set personal growth goals and gain the resilience needed to face modern challenges with grace. They use the Prophet as a role model to guide their choices in daily life. This inspires students to be Thinkers and emphasizes the spiritual health necessary for sustained development and intellectual inquiry.

MYP 3

1370, 1371

In Grade 8 Islamic Studies and RFL, students concentrate on manners with parents and relatives, and caution against anger to lead a thoughtful and guided life. They study the Prophet's exemplary demeanor and the story of Al-Isra' and Al-Mi'raj to see the importance of moral integrity and how central prayers is to a believer's life. While improving Communication skills by discussing virtuous conduct, the curriculum supports students in strengthening social bonds and personal values. This study of emotional regulation equips them to resolve conflicts peacefully, knowing that ethical fortitude benefits the spirit and overall well-being. and helps them develop a strong sense of self.

PHYSICAL AND HEALTH EDUCATION

MYP 0

1050

In Grade 5 Physical and Health Education, students develop the foundational skills and attitudes that support an active, healthy lifestyle. Through engaging in team-based games such as Ultimate Handball, they learn the importance of inclusivity, cooperation, and sportsmanship. Students practice giving and receiving constructive feedback to improve individual and team performance while fostering a positive and supportive environment. This year emphasizes building confidence, participating with enthusiasm, and understanding that physical activity is beneficial for physical, emotional, and social well-being.

MYP 1

1190

Grade 6 students explore how physical health and emotional well-being are interconnected, deepening their understanding of what it means to live a balanced and healthy life. The focus this year is on Health and Wellbeing, with units that include learning about the cardiovascular system and developing key social-emotional learning (SEL) skills. Through a variety of physical activities and discussions, students examine how regular exercise strengthens the heart, improves endurance, and contributes to mental clarity and emotional stability. This holistic approach helps students understand that caring for the body and mind together leads to long-term health and happiness.

MYP 2

1290

In Grade 7, students take greater ownership of their health by investigating how nutrition and lifestyle choices impact overall well-being. This year's Health and Wellbeing focus encourages students to make informed decisions about their diets and to reflect on how technology influences their mental and physical health. Through inquiry-based learning and personal reflection, they identify strategies to achieve balance, manage stress, and stay active. The goal is to empower students to understand that small, consistent choices in diet, movement, and technology use play a major role in shaping lifelong wellness.

MYP 3

1390

Grade 8 students engage in Team Sports to refine their interpersonal and performance skills, preparing them for the demands of high school athletics. Through sports such as Football and Volleyball, students explore different forms of communication, learning how to express encouragement, give feedback, and lead effectively. They analyze how positive communication and cooperation contribute to building trust and achieving collective goals. This final year of Middle School PHE emphasizes leadership and community, encouraging students to carry forward the values of teamwork, respect, and self-improvement.

DESIGN

MYP 0

1091

In Grade 5 Design, students begin their journey as creators and responsible digital citizens. Through projects like designing public parks and creating interactive stories with Scratch, students engage with the core concepts of Creativity, Function, and Community. They also learn to act safely online and develop essential Office 365 skills. Throughout the course, students strengthen their Communication, Collaboration, and Self-Management skills, growing as Caring Communicators and balanced thinkers.

MYP 1

1180

In Grade 6 Design, students continue to develop as creative problem-solvers. They plan and create projects in Minecraft, develop instructional video tutorials, and design games using Scratch. Their work on these projects is framed by the concepts of Creativity, Function, and Development. Throughout the course, students strengthen their Communication, Collaboration, and Self-Management skills as they work through the design cycle, growing as reflective thinkers and confident Communicators.

MYP 2

1280

In Grade 7 Design, students develop as innovative thinkers who turn ideas into tangible creations. Creating graphic design movie posters, designing sustainable fashion garments, and producing stop-motion videos allows students to explore the concepts of Creativity, Function, and Sustainability. Throughout the course, students strengthen their Research, Communication, and Self-Management skills, growing as Open-Minded and principled learners who apply design thinking to make thoughtful choices.

MYP 3

1380

In Grade 8 Design, students become independent problem-solvers who develop innovative solutions to real-world challenges. By designing and 3D printing cultural monuments and building functional Arduino projects, students apply their understanding of Creativity, Function, and Culture. Throughout the course, they strengthen their Thinking, Communication, and Self-Management skills, growing as reflective and Knowledgeable learners who use design to innovate responsibly.

IDU AND COMMUNITY PROJECT

Interdisciplinary Units (IDU)

Interdisciplinary Units challenge students to synthesize knowledge from two or more subject areas to explore a complex theme or problem. This approach breaks down traditional subject barriers, encouraging students to see how concepts from different disciplines connect and enrich one another. By engaging in these units, students strengthen their Thinking skills, particularly in making connections and transferring knowledge, as well as their Communication and Collaboration skills. This fosters a holistic understanding of the world, nurturing them as knowledgeable Thinkers and Open-Minded inquirers.

Note that students in grades 6-8 must receive a 3 or above in the IDU to be eligible for Academic Distinction.

Community Project

In the Grade 8 Community Project, students consolidate their learning and take principled action by independently or collaboratively investigating, planning, and executing a service project that addresses a genuine need within a community. This long-term, student-led inquiry connects them to the key concepts of Community, Service, and Global Interactions. Throughout this capstone experience, students develop crucial Self-Management, Research, and Communication skills. The project empowers them to become Caring, Reflective, and Principled global citizens who understand their capacity to make a positive impact on the world.

Note that students in grades 8 must receive a 4 or above in the CP in addition to the IDU to be eligible for Academic Distinction.

