

# INTRODUCTION TO INVINCIBILITY SCHOOLS

## Total Knowledge for Every Student

### Invincibility for the Nation

*Validated by 40 years of Experience Worldwide, Hundreds of Scientific Research Studies, and Exceptional Educational Outcomes*

Appendix 1. Academic Courses on Consciousness

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Appendix 3. Sample Course Listings

(Ed. 5/5/07)

Invincibility Schools offer an approach to middle and secondary education that has proven over decades to be uniquely effective in developing the intellectual abilities, academic performance, social behaviour, and inner happiness of the students; and to benefit society as well.

This education offers study of the traditional school subjects in light of the knowledge of the full potential of human consciousness, together with a technology for directly developing the consciousness of every student—their latent brain potential—so that they awaken to the experience of total knowledge within themselves.

With this approach, as the students are learning the different subjects, they are becoming more alert, more intelligent and creative, less stressed, more tolerant and harmonious, and more receptive, so that with increasing ease and enjoyment they absorb and apply the knowledge they are gaining.

The technology for the development of consciousness used in Invincibility Schools is the Transcendental Meditation technique and its advanced practice, the TM-Sidhi program, including Yogic Flying, from Maharishi Mahesh Yogi. Hundreds of scientific research studies document the benefits of this technology for mind, body, behaviour, relationships, and society (please see the document, “Consciousness-Based Education: Summary of Scientific Research”).

Particularly significant for society is the repeated finding that when large groups practice the TM-Sidhi Yogic Flying program together in one place, negative and disorderly social trends measurably decrease and positive trends increase (please refer to the document cited above). With a critical number of Yogic Flyers in the country, the whole national consciousness becomes so integrated that no detrimental or weakening influences from within the country or outside its borders can take hold—the nation becomes increasingly invincible.

## UNIQUE FEATURES OF INVINCIBILITY SCHOOLS

- (1) Study of the traditional subjects in light of the knowledge of higher states of consciousness.** Students take the usual subjects—mathematics, science, language, social sciences, sports, the arts, writing, computer skills, etc. (Please see Appendix 3, “Sample Course Listings.”) The unique feature is that the main topics of each course and the main points of each lesson are related to the knowledge of the full potential of human development, the knowledge of consciousness, which gives each field deeper meaning for the students and greater relevance to their daily life.

(2) **Courses on consciousness.** The courses on consciousness, which are a required part of the academic curriculum, have both intellectual and experiential components.

**a. The experiential component is the Transcendental Meditation program and TM-Sidhi program, including Yogic Flying.** The full program is practiced twice daily at school, before and after classes, in a group. In addition, after every two academic classes there is also a group practice of Transcendental Meditation—10-minute for students 12 to 14 years old, 15-minutes for students 15 years old and above. As explained by Maharishi, these meditation periods during the academic day ensure that the students assimilate and integrate what they have learned in their classes at the deepest level of their consciousness and physiology.

Through this practice students easily experience the most creative, intelligent, powerful, and blissful field of their own awareness, Transcendental Consciousness. At the same time the body becomes deeply relaxed, releasing any tension or stress. The students come out of meditation feeling refreshed and self-assured; and naturally start expressing more of their latent potential in daily life. The result is increasingly dynamic and life-nourishing thought, speech, and action.

**b. Intellectual study of consciousness is given through courses that focus on the field of Transcendental Consciousness,** the field of the student's full potential, from the perspectives of modern science, Vedic Science, and scientific research; how experience of the field unifies all disciplines (the known) with the student (the knower); and the practical value of the development of consciousness for daily life. Through this courses on consciousness added to the standard curriculum students feel increasingly at home with whatever they are studying; they begin to experience and understand life as a whole. (Please see Appendix 1, "Courses on Consciousness," for more details.)

Other special features of curriculum and instruction help the students assimilate knowledge more easily, and contribute substantially toward their holistic development. For example, students summarize at the end of each class, each day, and each week; and they analyze, synthesizing, and present what they have learned in light of their own growth toward living their full potential (please see Appendix 2, "Other Unique Features of the Curriculum").

(3) **Consciousness-Based teaching techniques unify objective and subjective knowledge, and make learning easy and fulfilling.** The principles of curriculum design and instruction used in Invincibility Schools are based on the laws of nature that govern learning. They take into account, for example, the importance of alternating objective understanding of a discipline, and subjective experience to integrate that understanding in the student's awareness.

One highly effective instructional technique in Invincibility Schools is the use of several wall charts in each classroom that (1) give an overview of the topics of the entire course; (2) give the main points of each lesson, and connect them to

the student's experience of developing consciousness; (3) "map" the whole subject of study and show visually the common unified basis of objective knowledge and subjective experience. All these charts culture the students' ability to maintain broad comprehension of the whole while sharply focus on the part; and their appreciation of the unity of knowledge and life.

Teachers learn the instructional techniques in faculty development seminars held full-time for a week prior to the beginning of school; then weekly throughout the academic year.

- (4) Stress-Free, Healthy Atmosphere.** Invincibility Schools emphasize a healthy, stress-free routine and environment, with balance among focused study, the meditation program, and physical exercise. The school buildings are constructed according to architectural principles of Natural Law, bringing an influence of vitality and clarity to the students. Vegetarian organic food is served; and the entire atmosphere, due the practice of Transcendental Meditation by everyone in the institution, radiates peace and harmony, and alertness—an atmosphere most conducive to learning.

#### VALIDATION BY SCIENTIFIC RESEARCH AND EDUCATIONAL OUTCOMES

**Note:** For a comprehensive description of the scientific findings and educational outcomes on Consciousness-Based education, including the results cited below, please see the following documents:

- "Consciousness-Based Education: Summary of Scientific Research" (16 pages)
- "Scientific Research Findings on the *Transcendental Meditation and TM-Sidhi program* Relevant to Students and Teachers" (5 pages)
- "Developing the total Brain for Academic Excellence" (5 pages)

More than 600 scientific research studies conducted at over 250 research universities and research institutes in 33 countries document the profound benefits of the Transcendental Meditation and TM-Sidhi program for all areas of life. Findings relevant to education include greater use of latent reserves of the brain; improved academic achievement; increased creativity; increased fluid intelligence (IQ); improved moral reasoning; reduced stress and anxiety; decreased alcohol and drug use; increased self-esteem; improved general health; increased tolerance and appreciation; increased field independence (less easily influenced by others).

**Outstanding Student Performance.** Students in Consciousness-Based schools in different countries perform at the top level of state examinations and national tests. This is a natural result from students whose intelligence, comprehension, creativity and confidence are increasing. These students also continue to win top regional and national prizes in science, mathematics, poetry, history, art, drama, creative problem-solving competitions, and other areas.

**Developing Total Brain Functioning for Increased Effectiveness, Success,**

**and Fulfillment.** Conventional education, through its mode of studying one piece of information or one principle at a time, activates only isolated areas of the brain. The experience of Transcendental Consciousness, the simplest, most expanded state of human awareness, gained during Transcendental Meditation, activates the entire brain. This directly develops its full potential, as confirmed by increased use of latent reserves of the brain and increased coherence (orderliness) of EEG (encephalogram).

**Girls and Boys in their own Schools—Young students develop more fully in their own atmosphere.** Extensive experience, corroborated by research, shows that when boys and girls are educated separately they focus and learn more easily, perform at higher academic levels, more readily develop leadership (girls), and are more satisfied that their education prepared them for life (girls). When combined with the practice of Transcendental Meditation, which cultures the natural experience of feeling at home with everyone and everything, Consciousness-Based education prepares graduates who are strong and confident, comfortable with themselves, and increasingly able to make right choices as their life unfolds.

**Creating Coherent Collective Consciousness and an Invincible Nation.** The advanced practice of Transcendental Meditation, the TM-Sidhi program with Yogic Flying, greatly enhances one's ability to fulfill desires and achieve goals without strain. Scientific research has repeatedly found that when this program is practiced in sufficiently large groups, the entire community and society benefits, with increased positive economic and social trends, decreased negative trends, and an effect of integration in the whole nation that is so powerful that it dispels destructive influences coming from within or outside the country.

*“Developing the full creative potential of consciousness makes the student a master of his life; he spontaneously commands situations and circumstances. His behaviour is always nourishing to himself and everyone around him. He has the natural ability to fulfill his own interests without jeopardizing the interests of others. Such an ideal, enlightened individual is the result of ideal education—Consciousness-Based education.” —Maharishi*

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APPENDIX 1.

**Academic Courses on Consciousness**

In Invincibility Schools the courses on consciousness have two aspects: direct experience through the Transcendental Meditation and TM-Sidhi program; and intellectual study. In their study of consciousness, students learn about their own full creative potential by becoming familiar with the field of Transcendental Consciousness the most subtle, unified field at the basis of human physiology (in terms from modern physics, the Unified Field of all the laws of nature); and how this field, as it becomes more lively in individual awareness, benefits all aspects of life and society.

In Invincibility Schools this course on consciousness is taught for two to five times a week during a standard class period—ideally directly after the students practice Transcendental Meditation.

Three main courses on consciousness, offered at Invincibility Schools at different times in different years, are described below.

1. THE SCIENCE OF CREATIVE INTELLIGENCE COURSE FOR AGES 12 TO 18

**Goal of the Science of Creative Intelligence (SCI).** The goal of the Science of Creative Intelligence, as stated in the curriculum outline, is this:

“Unlimited is the potential of human life. The Science of Creative Intelligence unfolds this unbounded potential. It cultures every student’s vision to appreciate and live the full potential of life. The student grows in the fruit of all knowledge—life free from mistakes, spontaneously lived in harmony with Natural Law. Such students will rise to fulfill their highest aspirations and prove to be enlightened citizens of their nations.”

**Study of the Science of Creative Intelligence.** The first course in consciousness that students in grades 7-12 take is the Science of Creative Intelligence. This curriculum is organized around fundamental, universal principles of orderly growth in Nature—principles of creative intelligence. These principles, expressed in simple language, are laws of nature that uphold the growth and progress of everyone and everything. In this course these principles are studied (1) in the students’ daily life; (2) in nature; (3) in scientific research findings, validated by the students’ personal experience; (4) in modern scientific theory; (5) in expressions of Total Knowledge from Maharishi Vedic Science; and (6) in the arts.

**Sample principles studied in the Science of Creative Intelligence course:**

The 16 principles of creative intelligence studied in the first course include: “Rest and Activity are the Steps of Progress;” “Every Action has a Reaction;” “Harmony Exists in Diversity;” “The Whole is Contained in Every Part.”

**The value of the Science of Creative Intelligence course for the students:** This study makes the students increasingly aware of how they are growing to actualize their total potential. Through this study the students increasingly appreciate the deeper more

powerful reality beyond the surface of their perception, from where their whole life can be more effectively organized and fulfilled. They become aware of the unifying principles that are common to all areas of study and their own subjective experience of developing consciousness. With this growing intimacy between objective and subjective approaches to knowledge, learning becomes increasingly relevant and satisfying, and students become aware of the essential unity of life as a whole.

The twice-daily practice of Transcendental Meditation gives the direct experience of the *source* of all principles of creative intelligence, the field of pure intelligence, Transcendental Consciousness—the simplest state of their own awareness. This experience, together with the study of the Science of Creative Intelligence, awakens the principles of creative intelligence more and more fully in the students' own thinking, action, and behaviour, so that their lives are increasingly healthy, happy, progressive, and intelligently conducted.

As Transcendental Consciousness is increasingly enlivened in *collective* consciousness through group practice of the advanced TM-Sidhi Yogic Flying program by entire school populations, the principles of creative intelligence become increasingly lively in the whole society, resulting in every area of national life—Education, Health, Administration, Economy, Defence, etc.—more effectively serving the good of the citizens and the nation as a whole.

**The standard academic disciplines are taught in light of the principles of creative intelligence.** These unifying principles are integrated into the study of every discipline in middle and secondary Consciousness-Based schools. All the conventional academic subjects during these Middle School years are taught with reference to these principles of the full development of the student's potential.

This integration of all their subjects of study on the ground of common principles—principles they find becoming more lively in their own lives as their latent potential unfold—makes everything the students are learning more intimate to their lives, more relevant, and more fulfilling.

## 2. MAHARISHI VEDIC APPROACH TO HEALTH:

### GOOD HEALTH THROUGH LIVING IN HARMONY WITH NATURAL LAW

A second course on consciousness that the students take in the Invincibility Schools gives fundamental, practical principles of good health, as recorded in the Vedic Literature, and brought to light for their full value by experienced Vaidyas (physician experts in the Vedic knowledge of health) and other doctors, working with Maharishi.

**Goal of the health course:** The goal of “Good Health through Living in Harmony with Natural Law” is to teach the students the most important knowledge they will need throughout their lives for preventing ill health and maintaining good health. Students learn the most life-nourishing health habits through knowledge of diet, daily and seasonal routines, exercise, and positive behaviour. Study of this knowledge, together with the twice-daily practice of Transcendental Meditation, develops the students' motivation and ability to maintain good health—which fundamentally is based on living in harmony with Natural Law.

**Sample themes in the health curriculum for Grade 9 (age 14):**

- The intelligence that structures our bodies is the same intelligence that manages the universe;
- Maintaining good health by maintaining balance in mind, body, behavior, and environment;
- Eating to maintain balance in the physiology;
- Ideal daily routine—Developing daily habits that promote a healthy, happy life
- Ideal seasonal routines—To maintain good health in all seasons
- Exercise for energy, balance, and bliss
- Ideal behaviour—How healthy thinking, speech, emotions, and behavior create and maintain strength, flexibility, and life-long good health, while developing most rewarding relationships

**3. MAHARISHI VEDIC SCIENCE**

Students take advanced courses in consciousness after they have taken the Science of Creative Intelligence course. The principles of the Science of Creative Intelligence, simply stated in familiar language, are based on the fundamental knowledge of natural law contained in the ancient and timeless Veda and the Vedic Literature. Maharishi has restored this body of knowledge as a complete science of consciousness, with the practical technologies and theoretical knowledge for systematically developing higher states of consciousness in the individual and society.

**Study of the unified basis of all disciplines.** In these courses on Maharishi Vedic Science, students study in more detail the field of pure intelligence, Transcendental Consciousness, from the understanding of both modern science and Vedic science.

Students learn how different modern sciences have glimpsed this Unified Field of all the laws of nature through objective investigation; how this field is described fully in the Vedic Literature; and how Maharishi Vedic Science gives the practical technologies to transform human life to be more and more in harmony with natural law—increasingly successful and fulfilling.

The knowledge of this course is summarized on large illustrated charts, developed by scientists who are experts in both their discipline and in Maharishi Vedic Science. These charts compare and contrast the modern scientific approach to the understanding of the Unified Field of all the laws of nature with the knowledge of this field from Vedic Science based on clear subjective experience of the enlightened sages of the Vedic tradition.

**Studying human physiology as an expression of Veda and the Vedic Literature.** In their study of physiology and Vedic science, students are introduced to the profound recent discovery that the fundamental structures and functions of human physiology correspond precisely to the structures and functions of the 40 fundamental areas of Veda and the Vedic Literature. These 40 aspects of Veda and the Vedic Literature are in essence the fundamental structures of Natural Law reverberating within Transcendental Consciousness, the Unified Field of all the Laws of Nature. Students

appreciate that by developing their consciousness, they awaken the most subtle and powerful levels of their own intelligence, through which they can achieve mastery of life.

This study, as in all the courses on consciousness, is made relevant, personal, and practical to the students' daily life in their direct experience of the field of their own total potential through the twice-daily practice of the Transcendental Meditation technique.

The 40 fundamental qualities of intelligence expressed in the 40 aspects of Veda and the Vedic Literature constitute the main part of this course on consciousness for Grades 10 to 12, and are also integrated into the standard academic subjects during those years.

### **Overview: Sequence of Courses on Consciousness for Grades 7–12**

Courses for students starting in grade 7 (12 years old):

**Grade 7:** The 16 Principles of Creative Intelligence: Upholding all Progress and Growth in Life

**Grade 8:** The 16 Principles of Creative Intelligence: Creative Intelligence, Tradition, and Culture

**Grade 9:** Maharishi Vedic Approach to Health: Good Health through Living in Harmony with Natural Law (First Semester); Maharishi Vedic Science: The Science and Technology of Total Knowledge (Second Semester)

**Grade 10:** Maharishi Vedic Science: The 40 aspects of Veda and the Vedic Literature—the Fundamental Structures of Natural Law and their Qualities

**Grade 11:** Life in Accord with Natural Law—Spontaneous Right Action

**Grade 12:** Human Physiology as an Expression of Veda and the Vedic Literature

New students in the middle school level take an abridged version of the basic 16 Principles of Creative Intelligence course before joining their classmates in the more advanced courses. Students joining the secondary level will additionally take an abridged version of the Maharishi Vedic Approach to Health and Maharishi Vedic Science courses prior to the advanced courses.

### **Overview: Sequence of Courses on Consciousness for Grades 9–13**

Courses for students starting in Grade 9 (14 years old):

**Grade 9:** The 16 Principles of Creative Intelligence: Upholding All Progress and Growth in Life

**Grade 10:** Maharishi Vedic Approach to Health: Good Health through Living in Harmony with Natural Law (first semester); Maharishi Vedic Science: The Science and Technology of Total Knowledge (second semester)

**Grade 11:** Maharishi Vedic Science: Maharishi Vedic Science: The 40 aspects of Veda and the Vedic Literature—the Fundamental Structures of Natural Law and their Qualities



**Grade 12:** Life in Accord with Natural Law—Spontaneous Right Action

**Grade 13:** Human Physiology as an Expression of Veda and the Vedic Literature

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Through these courses on consciousness, which include both study and direct experience, the students become increasingly able to make choices and guide the progress of their life, not on the basis of surface perceptions, or even from thought, analysis, feeling, or ego alone; but from the most evolutionary, nourishing, creative, and intelligent field of their existence, Transcendental Consciousness, their Self. Experience and understanding of this field spontaneously enriches all levels of their personality, making the students (and teachers) aware of the unbounded possibilities open to them, and the understanding that they have within them the ability to know anything, do anything, and achieve any great goal.

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APPENDIX 2.

**Other Unique Features of The Curriculum**

(in addition to the courses on consciousness)

Invincibility Schools offer a profound and practical educational program for awakening Total Knowledge—enlightenment—in the students. The daily and weekly schedules are structured to culture this fully developed state of consciousness while simultaneously enabling the students to learn their subjects most efficiently and completely.

In addition to the study and experience of the development of consciousness, Invincibility Schools have other unique and helpful features:

- **“Homework” is done primarily during school hours**

At Invincibility Schools, students do all of their learning with their teachers, including “homework,” which is not done at home, but under the guidance and supervision of the teacher during school hours.

In the evening students present to their parents what they have learned during the day, which serves as a review for the students (see next point), as well as the important opportunity to spend meaningful time with their parents. Students also do readings from their literature classes in the evenings for a short period of time.

- **Review of the Day**

At the end of every school day, the students have a Review of the Day class, which help them integrate, express, and retain what they have learned during the day. In this class the students review all of the handouts and notes they’ve taken in each class, which are filed and organized in a ringed binder.

They write brief summaries of the main idea of each class, and connect it to the knowledge of their own development of consciousness. One or two students present their summaries to the rest of the class, so that all courses are covered.

The students then take these summaries home to present to their parents in the evening (who sign them), returning them to their teachers the next day. The teachers collect these Review of the Day summaries in a portfolio of work for each student.

- **Review of the Week**

Like Review of the Day, this class provides students with the opportunity to integrate, express, and more deeply assimilate the most important ideas they learn during the week.

At the end of every week, the students review all the main points from each one of their classes. The students will then select (or be assigned) one or two subjects and create a chart, using graphic techniques, which displays the main concepts and principles of those subjects, in light of their own development of consciousness. The students will

present their charts to the whole class. This type of review not only helps them easily assimilate what they have learned; it also exercises the higher cognitive abilities of analysis and synthesis, and develops skill of speaking and precise expression.

- **Creative Integration and Expression of what is being learned**

Along with intellectual review of their subjects, at Invincibility Schools students also review what they have learned during the week through artistic methods. Three Saturdays each month, the school day is devoted to integrating what they have learned into a musical, theatrical, and/or artistic presentation, which they perform for their parents once a month on Saturday evenings. The students will learn the skills they need to be able to create these performances and presentations: i.e., write enlightened, uplifting scripts, sing, dance, draw, etc. as part of their regular academic program.

- **2-week orientation and overview at the beginning of the school year**

The academic year begins with a 2-week orientation program, during which the students are prepared for their Research in Consciousness classes, and gain an overview, with the use of large wall charts and special teaching technique, of the full range of knowledge they will be learning that year.

- **Competitions that Allow the Students to Maintain their Routine**

Achieving through competitions is a feature of modern education that is exhilarating to the students and brings out their best performance, once they have attained a level of competence and confidence in the area of competition.

The Invincibility School program enables students to participate in competitive activities without disrupting the unique routine that has been established to accelerate their growth to enlightenment.

Teachers are encouraged to research local, regional, and national competitions that meet the School guidelines. These include academic contests in mathematics and sciences; poetry and writing contests; photography and art; and other competitions that do not disrupt the ideal routine of the school day and week.

Because most sports competitions occur at times that would disrupt the Invincibility School routine, Invincibility Schools will host special competitions on site, which other schools will be invited to attend. For example, one Saturday per month is devoted to sports competitions—“Sports Saturday,” during which other teams may be invited.

- **Etiquette**

At Invincibility Schools, students learn the proper way to behave respectfully, according to the rules and traditions of their nation, as well as universal principles of kindness and gentility. Students learn the rules of etiquette to culture refinement in their speech, dress, and behaviour, training them to become leaders of their society. Etiquette classes are offered several times each week as an integral part of the program.

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APPENDIX 3.

**Sample Course Listings for Grades 9–13**

**Grade 9**

Math: Advanced Algebra  
 Science: Biology  
 Social Studies: National Geography  
 Language: English I \*  
 Art: \*\* Drawing and Art Appreciation I  
 Music: \*\* : Music Appreciation and Singing I  
 Preparing Enlightened Presentations I  
 Physical Education: Sports and Dance  
 Research in Consciousness I  
 Study of Consciousness I  
 Review of the Day  
 Review of the Week

**Grade 10**

Math: Geometry  
 Science: Chemistry  
 Social Studies: National History  
 Language: English II; and any other required language  
 Art: Drawing and Art Appreciation II  
 Music: Music Appreciation and Singing II  
 Preparing Enlightened Presentations II  
 Physical Education: Sports and Dance  
 Research in Consciousness II  
 Study of Consciousness II  
 Review of the Day  
 Review of the Week

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\* If a second foreign language is required, and there is a choice, Sanskrit would be best because of its direct relationship with the science of consciousness.

\*\* The music and art courses can be designed around the traditions of the country in which the school is located. Each of the courses will include practical (direct experience), theoretical, and historical components, rather than separating these elements into distinct courses.

**Grade 11**

Language: English III); and any other required language

Math: Trigonometry and Pre-Calculus

Science: Physics

Social Studies: National Government, Business and Law

Art: Painting or Sculpture; Art Appreciation III

Music: Music History and Singing III

Preparing Enlightened Presentations III

Physical Education: Sports and Dance

Research in Consciousness III

Study of Consciousness III

Review of the Day

Review of the Week

**Grade 12:**

Language: English IV; and any other required language

Math: Trigonometry and Pre-Calculus

Science: Physics II or Earth Science/Geology, plus Computer Technology

Social Studies: National Civics, Culture, and Traditions (first semester);

Economics (second semester)

Art: Painting or Sculpture; Art Appreciation IV

Music: Music History and Singing IV

Preparing Enlightened Presentations IV

Physical Education: Sports and Dance

Research in Consciousness IV

Study of Consciousness IV

Review of the Day

Review of the Week

**Grade 13**

Language: English III; and any other required language

Math: Calculus

Science: Physiology

Social Studies: World History and Cultures

Art: Photography; Art Appreciation V

Music: Music History and Singing V

Preparing Enlightened Presentations V

Physical Education: Sports and Dance

Research in Consciousness V

Study of Consciousness V

Review of the Day

Review of the Week

### **Brief Descriptions of Academic Subjects**

Note: All courses are taught in light of the knowledge of the full development of human consciousness.

- (1) Language and Literature—includes training in composition and essay-writing, poetry, grammar, spelling, vocabulary, communication skills; exposure to the best of their national literature, world literature, and other nationally required topics
  - (2) Mathematics—includes courses in Algebra, Advanced Algebra, Geometry, Trigonometry, Pre-Calculus, Discrete Math, and Calculus
  - (3) Science—includes courses in Earth Science and Geology, Biology and Ecology, Chemistry, Physics, and Physiology
  - (4) Social Studies—includes courses in national history, world history, civilizations and cultures, civics and government, and economics
  - (5) Art—includes courses in the fundamentals of drawing, painting, sculpting, photography; and art appreciation and history
  - (6) Music—includes courses in the fundamentals of singing, instrumental, and theory (if teacher available); music appreciation and history
  - (7) Preparing Enlightened Presentations—The content is taken from the students' courses of study during the month. Instruction includes fundamentals of enlightened play writing, speaking, chart-making, and presenting.
  - (8) Etiquette—includes lessons in the fundamentals of ideal behavior for leaders of society
  - (9) Physical Education—includes courses in the standard national or regional sports, and dance (for girls schools)
  - (10) Computer Science—includes courses in the fundamentals of information technology and the use of computers for research, communication, and business
  - (11) Review of the Day and Review of the Week—a structured supervised year-long class which integrates, supplements, and reviews all classes taught during that year, on a daily and weekly basis
  - (12) Examination Preparation: One week per quarter in grades 9-12/13 is devoted to preparation for the national exams given at the end of upper secondary school.
  - (13) Study of Consciousness (year-long courses):
    - a. Science of Creative Intelligence—a systematic study of universal principles, or natural laws, governing evolution in human consciousness and nature; studied in grades 7–9, or 8–10.
    - b. Maharishi's Vedic Science—a systematic, scientific study of the unified field of natural law, and how it is expressed in the fundamental laws of nature governing human physiology, consciousness, and nature as a whole; studied in grades 10–12 or 11–13
  - (14) Research in Consciousness (year long course): The Transcendental Meditation and TM-Sidhi program, with Yogic Flying constitutes the “laboratory,” direct experience component of the study of consciousness.
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