



GERMAN SCHOOL BROOKLYN UPPER SCHOOL  
COURSE DESCRIPTIONS, 2021-2022  
(working draft)

<p style="text-align: center;"><b>9th Grade</b></p> <ul style="list-style-type: none"><li>● Language &amp; Literature I</li><li>● German I</li><li>● Integrated Math I</li><li>● Biology &amp; Integrated Science I</li><li>● Contemporary World History</li><li>● Sport</li><li>● Spanish or French</li><li>● Studio in Art I</li><li>● Elective</li><li>● Advisory</li></ul>	<p style="text-align: center;"><b>11th Grade</b></p> <ul style="list-style-type: none"><li>● IB English I</li><li>● IB Integrated Math I</li><li>● IB Biology I-II (sem. 1 &amp; 2)</li><li>● IB German I</li><li>● IB History I</li><li>● IB Elective</li><li>● IB Theory of Knowledge I</li><li>● Elective</li><li>● Advisory</li></ul>
<p style="text-align: center;"><b>10th Grade</b></p> <ul style="list-style-type: none"><li>● Language &amp; Literature II</li><li>● German II</li><li>● Integrated Math II</li><li>● Biology and Integrated Science II</li><li>● European History</li><li>● Sport/Health</li><li>● Studio in Art II</li><li>● Elective</li><li>● Advisory</li></ul>	<p style="text-align: center;"><b>12th Grade</b></p> <ul style="list-style-type: none"><li>● IB English II</li><li>● IB Integrated Math II</li><li>● IB Biology I-II (sem. 3 &amp; 4)</li><li>● IB German II</li><li>● IB History II</li><li>● IB Elective</li><li>● IB Theory of Knowledge II</li><li>● Extended Essay (to be completed over the course of two years)</li><li>● CAS - Creativity, Activity, Service (extracurricular sport/art/service)</li></ul>

## 9th Grade

- English
- German
- Integrated Math
- Biology & Integrated Science
- Contemporary World History
- Sport
- Studio in Art I
- Elective

### LANGUAGE & LITERATURE I: Self & World

In this course, students deepen their understanding of literary and non-literary texts. As they study these forms, students will develop skills in critical reading and in writing analytical and descriptive essays. This year focuses on the theme Self & World and includes literature that addresses social and cultural issues as well as learning about MLA research practices and formatting. Students study a 20th and 21st century novel and contemporary short stories. Study of poetry introduces students to written literary commentaries and oral presentation. The year includes a study of Shakespearean drama and related texts, and our year culminates with student selected young adult novels/literature circles. Vocabulary study is also an integral part of the curriculum. Class discussions and student essays focus on content and style; students learn to appreciate diction, imagery, tone and structure and deepen their understanding of literary techniques.

### GERMAN I

This German course will include an emphasis on fluency, accuracy and a more focused study of grammar. Additionally, emphasis will be placed on communicating ideas through both oral and written expression. Students will discuss German material read in or outside of class and a review of grammar and vocabulary will be focused on proficiency. This course will focus on speaking, reading, writing and comprehension skills as well as an examination of German culture. Students will study basic elements of narratives, analyze poetry, short stories, novels and drama.

In increasingly complex contexts, students apply, deepen and develop the skills they have acquired so far.

German lessons aim to create essential prerequisites for successful participation in social life, for interpersonal interaction, for independence as well as for a willingness to take responsibility and cooperate.

### INTEGRATED MATH I

Integrated Math I is designed as an enhancement course for topics in secondary mathematics education. Topics introduced in Integrated Math I will provide the foundation required for future success in IB mathematics as well as more concrete mathematical knowledge. Areas of Concentration: algebraic concepts, geometric relationships, fractions and quadratic functions. In particular, there will be an extension of rational numbers and equations to include interpreting and building linear, polynomial, and exponential equations and functions, as well as interpreting

quantitative data to make predictions and justify conclusions. Geometric studies will include congruence, parallel lines, quadrilaterals, parallelograms and related properties, similarity, right triangles and associated topics, circles, construction, area, volume, coordinate geometry, and transformations. Emphasis will be placed on problem solving and real-world applications.

\*Taught in English and German

### BIOLOGY AND INTEGRATED SCIENCE

Integrated Science introduces basic concepts of scientific inquiry, physical science, earth and space science, and environmental science. Areas of Concentration: Energy, Motion and Forces (Unit 1), Investigating Matter (Unit 2), Earth's Place in the Universe (Unit 3), Earth's Interactions (Unit 4), Ecology (Unit 5) and Introduction to the Biological Sciences (Unit 6).

\*Taught in English

### CONTEMPORARY WORLD HISTORY

This course is an in-depth study of the peoples of the world and the influence of geography as it affects the social, political, religious, cultural, and economic structures of a people. Students will have the opportunity to establish a conceptual framework of both historical and geographical knowledge. Some highlights of the course will include changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Periodic group discussions, creative activities, research paper and/or projects are required.

\*Taught in German

### SPORT

This physical education course is designed to acquaint the students with a variety of team sports, lifetime sports, dance, yoga technique and activities. This course gives students the opportunity to understand and practice the value of teamwork, sportsmanship and fitness. One goal of the physical education program at GSB is to introduce wellness programs that encourage student interest in lifelong activities.

\*Taught in English

### Studio in Art I

This art and design course is designed to provide a foundation for high school art courses. Students will explore various artists, examine different art processes and materials and class activities will include drawing, painting, printmaking, two & three-dimensional design, and digital art. Class assignments will be both short exercises as well as larger projects with influences and inspiration from Art History or the student's creativity.

\*Taught in German

### **10th Grade**

- Language & Literature II
- German II
- Integrated Math II
- Biology and Integrated Science II

- European History
- Sport/Health
- Studio in Art II
- MYP Design

### Language & Literature II: Language & Rhetoric

Language and Rhetoric focuses on a strong command of language and literary interpretation skills. It builds on the concepts presented in English 9/Language & Literature I by further exposing students to a wide range of authors, styles, and literary periods. *Rhetoric* refers to the art of persuasion, and we study the abilities that writers and speakers need to inform, persuade, and motivate particular audiences. Language Arts Standards regarding reading, understanding, and analyzing literature along with oral commentary are an integral part of this course. Genres to be studied may include poetry, short stories, plays, novels, novella, and non-fiction. Students respond to literature through speaking, writing, and digital projects.

### GERMAN II

The German II course will emphasize communication through the application of interpersonal, interpretive and presentational skills. Emphasis will be placed on vocabulary usage, language control and communication. Other areas of concentration will include fluency and accuracy in both written and spoken language. Finally, culture will be emphasized by reading complete works and excerpts of works from the German speaking world. Students will analyze and interpret epic, drama, lyrics and nonfiction texts. Students will also learn how to debate, argue and take a stand orally and in written form.

### INTEGRATED MATH II

This course extends the concepts of the first year Integrated Math I course in greater depth and continues to provide the foundation required for future success in IB Mathematics courses. Areas of Concentration: Algebra II, Trigonometric functions and Precalculus. Advanced topics include a detailed study of linear, polynomial, rational, and exponential functions as well as an introduction to complex numbers. An introduction to trigonometric functions and statistics with emphasis on probability is presented in the second half of the course. Reinforcement of topics from Geometry is integrated into this course including the topics of area and perimeter, the Pythagorean Theorem and its applications and geometric proportion. Finally, this course culminates with the first key topics of calculus with the study of continuity and limits.

### BIOLOGY AND INTEGRATED SCIENCE II

This course allows students to continue to develop their understanding of the core ideas in the physical, life and Earth and space sciences with a focus on biology and closely related Earth science concepts. The course will provide a strong foundation for IB biological sciences and will increase students' understanding of the living world. Areas of Concentration: biochemistry, molecular biology, genetics, evolution, cell biology, cellular energy systems, and ecology. Regular laboratory investigations will serve to reinforce concepts covered.

### EUROPEAN HISTORY

This modern European History course will explore political, diplomatic, social, economic, cultural, and intellectual themes in European history from 1450 to the present. The course is planned to give students insight into the historical forces that continue to define Europe. There will be particular emphasis on events in the 20th century. Students will employ critical thinking, reading, writing, and oral communication skills as a part of this course.

### PHYSICAL EDUCATION & HEALTH

This physical education course is designed to acquaint the students with a variety of team sports, lifetime sports, dance, yoga technique and activities. This course gives students the opportunity to understand and practice the value of teamwork, sportsmanship and fitness. One goal of the physical education program at GSB is to introduce wellness programs that encourage student interest in lifelong activities.

### Studio in Art II

This course relies on the student's acquired media skill from Art I to begin to develop strong composition concepts. Media used: pencil, charcoal, ink, color pencil, watercolor, pastel (oil/chalk), and acrylic. Students will complete required and relevant research, and participate in group critiques.

#### **11th Grade**

- IB English I
- IB German I
- IB Integrated Math
- IB Biology I-II (sem. 1 & 2)
- IB History I
- IB Elective
- IB Theory of Knowledge I

### IB ENGLISH I

#### **Studies in Language & Literature: English A Language & Literature, HL**

The language A: language and literature course aims to develop skills of textual analysis and the understanding that texts, both literary and non-literary, can relate to culturally determined reading practices. The course also encourages students to question the meaning generated by language and texts. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is especially important to IB DP students because it contributes to a global perspective. Texts are chosen from a variety of sources, genres and media.

#### [Subject Brief](#)

### IB GERMAN I

#### **German IB Ab Initio I**

German 1 introduces students to the specific culture and to the four basic language skills: listening comprehension, speaking, reading, and writing. Students acquire skills through oral repetition, dialogue, short composition, dictation, reading, and written exercises. In doing so, they also develop conceptual understandings of how language works. Communication is evidenced through receptive, productive and interactive skills across a range of contexts and purposes that are appropriate to the level of the course.

### [Subject Brief](#)

#### **Language B SL & HL**

Both language B SL and HL students learn to communicate in the target language in familiar and unfamiliar contexts. The distinction between language B SL and HL can be seen in the level of competency the student is expected to develop in receptive, productive and interactive skills.

At HL the study of two literary works originally written in the target language is required and students are expected to extend the range and complexity of the language they use and understand in order to communicate. Students continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyse and evaluate arguments on a variety of topics relating to course content and the target language culture(s).

### [Subject Brief](#)

#### **IB INTEGRATED MATH**

##### **IB Mathematical Studies (SL)**

The IB DP mathematical studies standard level (SL) course focuses on important interconnected mathematical topics. The syllabus focuses on: placing more emphasis on student understanding of fundamental concepts than on symbolic manipulation and complex manipulative skills; giving greater emphasis to developing students' mathematical reasoning rather than performing routine operations; solving mathematical problems embedded in a wide range of contexts; using the calculator effectively. There is an emphasis on applications of mathematics and statistical techniques. It is designed to offer students with varied mathematical backgrounds and abilities the opportunity to learn important concepts and techniques and to gain an understanding of a wide variety of mathematical topics, preparing them to solve problems in a variety of settings, develop more sophisticated mathematical reasoning and enhance their critical thinking.

### [Subject Brief](#)

##### **IB Mathematics (HL)**

The IB DP further mathematics higher level (HL) course caters for students with a very strong background in mathematics who have attained a high degree of competence in a range of analytical and technical skills, and who display considerable interest in the subject. Most of these students will expect to study mathematics at university, either as a subject in its own right or as a major component of a related subject. The course is designed specifically to allow students to learn about a variety of branches of mathematics in depth and also to appreciate practical applications. It is expected that students taking this course will also be taking mathematics HL.

The nature of the subject is such that it focuses on different branches of mathematics to encourage students to appreciate the diversity of the subject. Students should be equipped at this stage in their mathematical progress to begin to form an overview of the characteristics that are common to all mathematical thinking, independent of topic or branch.

### [Subject Brief](#)

#### IB BIOLOGY I-II (SEM. 1 & 2)

\*Instruction for this course will be in German

#### **IB Biology (SL & HL)**

Biology is the study of life. The vast diversity of species makes biology both an endless source of fascination and a considerable challenge. Biologists attempt to understand the living world at all levels from the micro to the macro using many different approaches and techniques. Biology is still a young science and great progress is expected in the 21st century. This progress is important at a time of growing pressure on the human population and the environment.

By studying biology in the DP students should become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it is the emphasis on

a practical approach through experimental work that characterizes the sciences. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyse results, collaborate with peers and evaluate and communicate their findings.

### [Subject Brief](#)

#### IB HISTORY I

\*Instruction for the course will be in German

The DP history course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social and cultural, and provides a balance of structure and flexibility.

The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past. Teachers explicitly teach thinking and research skills such as comprehension, text analysis, transfer, and use of primary sources.

There are six key concepts that have particular prominence throughout the DP history course: change, continuity, causation, consequence, significance and perspectives.

### [Subject Brief](#)

## IB ELECTIVES

### **Dance**

Focuses on the composition, performance, and analysis of dance, or "expressive movement," which is practiced among peoples of various backgrounds, and for a variety of purposes, throughout the world. Students create, participate in, and reflect upon dance forms and styles from a range of cultures and traditions, both familiar and unfamiliar.

### **Film**

Aims to develop students as proficient interpreters and makers of film texts. Through the study and analysis of film texts, and through practical exercises in film production, the film course develops students' critical abilities and their appreciation of artistic, cultural, historical, and global perspectives in film.

### **Music**

Students develop their knowledge and potential as musicians, both personally and collaboratively. Exposes students to forms, styles, and functions of music from a wide range of historical and socio-cultural contexts.

### **Theatre**

Encourages discovery through experimentation, the taking of risks, and the presentation of ideas to others. Gives students the opportunity to make theatre as creators, designers, directors, and performers. Emphasizes the importance of working both individually and collaboratively as part of an ensemble.

### **Visual Arts**

Encourages students to challenge their own creative and cultural expectations and boundaries. A thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers.

## [Subject Brief](#)

### THEORY OF KNOWLEDGE (TOK I)

Theory of knowledge (TOK) provides an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

### **12th Grade**

- IB English II
- IB German II
- IB Biology I-II (sem. 3 & 4)
- IB Mathematics
- IB History II
- IB Elective
- IB Theory of Knowledge II
- Extended Essay  
(to be completed over the course of two years)
- CAS - Creativity, Activity, Service (extracurricular sport/art/service)

### IB ENGLISH II

#### **Studies in Language & Literature: English A Language & Literature, HL**

The aims of language A: language and literature higher level courses are to:

- introduce students to a range of texts from different periods, styles and genres
- develop in students the ability to engage in close, detailed analysis of individual texts and make relevant connections
- develop the students' powers of expression, both in oral and written communication
- encourage students to recognize the importance of the contexts in which texts are written and received
- encourage an appreciation of the different perspectives of other cultures, and how these perspectives construct meaning
- encourage students to appreciate the formal, stylistic and aesthetic qualities of texts
- promote in students an enjoyment of, and lifelong interest in, language and literature
- develop in students an understanding of how language, culture and context determine the ways in which meaning is constructed in texts
- encourage students to think critically about the different interactions between text, audience and purpose.

### [Subject Brief](#)

### IB GERMAN II

#### **German IB Ab Initio II**

German 2 furthers the study of grammar, vocabulary, an understanding of the culture and uses supplementary materials like movies, videos and magazines. Students improve listening, speaking, reading and writing skills. Students begin to develop reading comprehension skills through short stories, plays and poetry.

## [Subject Brief](#)

### **Language B SL & HL**

The following language acquisition aims are common to both language ab initio and language B.

- Develop international-mindedness through the study of languages, cultures, and ideas and issues of global significance.
- Enable students to communicate in the language they have studied in a range of contexts and for a variety of purposes.
- Encourage, through the study of texts and through social interaction, an awareness and appreciation of a variety of perspectives of people from diverse cultures.
- Develop students' understanding of the relationship between the languages and cultures with which they are familiar.
- Develop students' awareness of the importance of language in relation to other areas of knowledge.
- Provide students, through language learning and the process of inquiry, with opportunities for intellectual engagement and the development of critical- and creative-thinking skills.

## [Subject Brief](#)

### **IB MATHEMATICS**

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### EXTENDED ESSAY

The extended essay is an independent, self-directed piece of research, finishing with a 4,000-word paper.

One component of the International Baccalaureate (IB) Diploma Programme (DP) core, the extended essay is mandatory for all students.

### [What is the extended essay?](#)

### CAS - CREATIVITY, ACTIVITY, SERVICE

The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

- Creativity – arts, and other experiences that involve creative thinking.
- Activity – physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the DP.
- Service – an unpaid and voluntary exchange that has a learning benefit for the student. The rights, dignity and autonomy of all those involved are respected.

In order to demonstrate these concepts, students are required to undertake a CAS project. The project challenges students to:

- show initiative
- demonstrate perseverance
- develop skills such as collaboration, problem solving and decision making.

CAS enables students to enhance their personal and interpersonal development by learning through experience. It provides opportunities for self-determination and collaboration with others, fostering a sense of accomplishment and enjoyment from their work. At the same time, CAS is an important counterbalance to the academic pressures of the DP.

### **WHY IB?**

German School Brooklyn plans to be an International Baccalaureate (IB) World School, offering the Middle Years Programme for students in 9th and 10th grades and the Diploma Programme for students in 11<sup>th</sup> and 12<sup>th</sup> grades. The internationally recognized Diploma Program curriculum consists of challenging two-year courses in English, Mathematics, History, Science, World Languages, and the Arts; in all IB courses, the focus is on developing critical thinking skills, and emphasis is placed on how students learn. IB courses are active, thought-provoking, and move far beyond memorization of content, preparing students extremely well for college-level study. Supported by a comprehensive and creative assessment program, the IB Diploma Program is held in high regard by colleges and universities.

Student choice is central to the design of GSB's IB program: students can opt to take individual IB courses as part of their individualized curriculum, or they can choose to take IB courses in every subject and become candidates for the IB Diploma, in addition to their German School Brooklyn

diploma.

According to the International Baccalaureate Organization, the Diploma Program prepares students for effective participation in a rapidly evolving and increasingly global society as they acquire breadth and depth of knowledge and understanding, studying courses from 6 subject groups; develop physically, intellectually, emotionally, and ethically; and develop a positive attitude toward learning that will prepare them for higher education. In addition to the six major subject areas, core components of the Diploma Program encourage students to make connections across traditional academic disciplines and explore the nature of knowledge through a unique Theory of Knowledge course, undertake in-depth research into an area of interest through the lens of one or more academic disciplines in the Extended Essay, and enhance their personal and interpersonal development through the co-curricular Creativity, Action and Service program. For more information about the IB Diploma Program at GSB, please see our IB brochure.

### **The DIPLOMA PROGRAMME CORE COURSES**

**Theory of Knowledge (ToK):** Theory of Knowledge (TOK) stands at the center of the IB program, guiding students to think about everything they're learning in their other classes. TOK asks one deceptively simple question: "How do you know?" The question starts out that general, exploring how we know anything at all. Then it focuses on specific courses such as science, history, or literature. In science the question may be, "How do you know that the scientific method is valid?" In history it may be, "How do you know Montezuma was the last Aztec ruler?" And in literature it may be, "How do you know a good poem from a bad one?" But the goal of TOK is not to make students doubt everything they hear. Instead, it is to help them listen carefully, think clearly, and express themselves confidently. Ultimately, the goal is to help students know how they know.

**CAS (Creativity, Action, and Service):** CAS is an integral component of the IB Program. The goal of CAS is to use experiential learning to educate the "whole person". I look forward to seeing students use their energy and talents as individuals as well as working cooperatively to make a difference. CAS will not only foster responsibility and compassion for our community but also make each student more self-aware.

**Extended Essay:** The extended essay (4,000 words) asks students to engage in independent research through an in-depth study of a question relating to one of the DP subjects they are studying. The world studies extended essay option allows students to focus on a topic of global significance that they examine through the lens of at least two DP subjects.

### **IB DIPLOMA ATTAINMENT REQUIREMENTS**

Students at German School Brooklyn have the choice of either pursuing the full IB Diploma Programme or individual IB Course Certificates. IB Diploma candidates take six subjects, three at Higher Level (HL) and three at Standard Level (SL), and complete three additional IB core components of Theory of Knowledge, CAS and an Extended Essay.

- **Disciplines/Courses, Assessments**
- Group 1 – Language & Literature

- Group 2 – Language Acquisition
- Group 3 – Individuals & Society
- Group 4 – Sciences
- Group 5 – Mathematics
- Group 6 – The Arts