



UPPER SCHOOL CURRICULUM GUIDE 2022-2023



Upper School: Becoming Global Citizens

GSB's Upper School creates Global Citizens. We are an IB Candidate School, where our students can graduate with either a bilingual IB Diploma in German and English or an IB Diploma with a German Language component. Students will also earn the German Language Diploma (DSD), which means they can matriculate to universities in Germany, Austria, and Switzerland. We structure our core curriculum around GSB's guiding values: critical inquiry, empathy, social justice, and global citizenship. We offer myriad opportunities outside of the classroom so students can apply what they have learned in the community and beyond. Our Upper School students are taught to seek multiple perspectives, as well as expand their critical thinking, research skills, scientific analysis, and mathematical fluency. At the root of the GSB Upper School experience is the space we give students for self-direction, self-reflection, and the development of their creativity. Our students will leave GSB with the academic and social tools to succeed in the world's top universities.

The IB learner profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

9th Grade	
GIB Track	IB+ Track
<ul style="list-style-type: none"> ● Language & Literature I: Self & World ● German I ● Integrated Math I ● Integrated Science I ● Biology <i>in German</i> ● Contemporary World History <i>in German</i> ● U.S. History ● Sport ● Spanish or French (elective) ● Studio in Art I ● Advisory 	<ul style="list-style-type: none"> ● Language & Literature I: Self & World ● German as Foreign Language ● Integrated Math I ● Integrated Science I ● Biology <i>in English</i> ● Contemporary World History <i>in English</i> ● U.S. History ● Sport ● Spanish or French (upon approval) ● Studio in Art I ● Advisory

10th Grade	
GIB Track	IB+ Track
<ul style="list-style-type: none"> ● Language & Literature II: Language & Rhetoric ● German II ● Integrated Math II ● Biology II <i>in German</i> ● Integrated Science II <i>in English</i> ● European History <i>in German</i> ● U.S. History ● Sport/Health ● Studio in Art II ● Spanish or French (elective) ● Advisory 	<ul style="list-style-type: none"> ● Language & Literature II: Language & Rhetoric ● German as a Foreign Language ● Integrated Math II ● Biology II <i>in English</i> ● Integrated Science II <i>in English</i> ● European History <i>in English</i> ● U.S. History ● Sport/Health ● Studio in Art II ● Spanish or French (upon approval) ● Advisory

11th Grade	
GIB Track	IB+ Track
<ul style="list-style-type: none"> • IB English I • IB Integrated Math I • IB Biology I-II (sem. 1 & 2) <i>in German</i> • IB German A, native language • IB History I <i>in German</i> • IB Elective • IB Theory of Knowledge I • Elective • Advisory 	<ul style="list-style-type: none"> • IB English I • IB Integrated Math I • IB Biology I-II (sem. 1 & 2) <i>in English</i> • IB German B, foreign language • IB History I <i>in English</i> • IB Elective • IB Theory of Knowledge I • Elective • Advisory

12th Grade	
GIB Track	IB+ Track
<ul style="list-style-type: none"> • IB English II • IB Integrated Math II • IB Biology II <i>in German</i> • IB German A, native language • IB History II <i>in German</i> • IB Elective • IB Theory of Knowledge (TOK) II • Extended Essay • CAS - Creativity, Activity, Service (extracurricular sport/art/service) 	<ul style="list-style-type: none"> • IB English II • IB Integrated Math II • IB Biology II <i>in English</i> • IB German B, foreign language • IB History II <i>in English</i> • IB Elective • IB Theory of Knowledge (TOK) II • Extended Essay • CAS - Creativity, Activity, Service (extracurricular sport/art/service)

Course Descriptions

Grade 9

Self & World (Language & Literature I)

- How does your perspective and experience shape how you see the world?
- How do the stories we tell shape the way we view ourselves?
- What are the universal themes in literature that could relate to all cultures and societies? Is it realistic to think that these exist?
- What are the characteristics of a piece of literature that cause it to endure over time?

In this course, students use these guiding questions to deepen their understanding of literary and non-literary texts. As they study these forms, students develop critical thinking skills and refine their practice of analytical and descriptive writing. This year includes literature that addresses social and cultural issues as well as learning about MLA style. Students study 20th century classics such as *The Catcher in the Rye* by J.D. Salinger along with 21st century self chosen novels such as *I Am Not Your Perfect Mexican Daughter* by Erika Sánchez, and contemporary short stories. The study of poetry, from a range of poets including Walt Whitman, Ocean Vong, and Amanda Gorman, introduces students to written literary commentaries and oral presentation. The year includes a study of Shakespearean drama and related texts, and Grade 9 culminates with student selected young adult novels/literature circles. 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: Algebra I and Geometry

*Taught in English and German

Fields of Concentration: Graphing and solving linear equations, solving and simplifying equations and inequalities involving fractions, systems of equations, surface area and volume of three-dimensional figures, right triangle trigonometry and coordinate geometry, quadratic functions, one and two variable statistics. Inquiry questions include:

- How can I use generated data to make predictions?
- Where should the goalkeeper position the wall for a freekick?
- What angle do we need to make a ramp to make a building accessible for people in wheelchairs?
- How can I calculate the distance to a tall building using just my hand and a ruler?

This course helps students develop visualization and algebraic skills and concepts. Both algebraic and geometric models are introduced and developed, as students use geometry to model a variety of real-world situations. Problem solving is emphasized to promote the growth of each student's critical thinking skills. Students survey geometric concepts including surface area, volume, and transformations of geometric shapes. Students will also explore various functions and their properties and the impact of transformations on these functions. They will explore quadratic functions more in depth, including graphing and solving quadratic functions.

Algebra 1 & Geometry [Text](#)

IN THE LAB: Integrated Science

*Taught in English

With inquiry at the core, the integrated sciences framework aims to guide students to independently and collaboratively investigate issues through research, observation and experimentation, while exploring the connections between science and everyday life. As students investigate real examples of science applications, they will discover the tensions and dependencies between science and morality, ethics, culture, economics, politics, and the environment. Areas of Concentration include:

- Chemistry: The Chemistry of Change
- Physics: Energy Transformations, Thermodynamics
- Biology: Genetics, Inheritance, and Evolution

- Inquiry Project - The Process & Impact of Climate Change: Where We've Been and Where We Need to Go

Contemporary World History

*Taught in German

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 establish a conceptual framework for both historical and geographical knowledge. Highlights include changes in international frameworks and their causes and consequences, as well as comparisons among major societies. Periodic group discussions, creative activities, and a research paper or project is required.

U.S. HISTORY: Immigration and Industrialization

*Taught in English

- How does population change affect individuals & societies?
- Can urban systems & environments be managed sustainably? How do we decide what to produce?
- How does the U.S. affect the standard of living of developing countries? What is the role of the U.S. in climate justice?

Using these questions as a guide, students will engage in case studies in various areas: Immigration in the 1800's, the Industrial Age, the Great Migration, and the 1960's. Culminating the year will be an exploration of current day immigration policies.

Physical Education/Sport

This physical education course is designed to acquaint 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 I: From Drawing to Digital Design

This art and design course integrates both freehand and digital artistic practices. Students will explore various artists and examine a wide range of art processes and materials. 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 and the student's own creativity.

Grade 10

The Art of Persuasion: Language & Rhetoric (Language & Literature II)

- How can we convince others to agree with our point of view?
- How are we motivated, encouraged, and/or manipulated by the words of others? Where do we see this in history and current events?
- How do authors and speakers use rhetoric effectively to spark societal change?

This course 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. Texts may include *The Jungle* by Upton Sinclair and *Fast Food Nation* by Eric Schlosser, along with related multimedia materials. Reading, understanding, and analyzing literature along with oral commentary and project based work are an integral part of this course.

German II

The German II course emphasizes communication through the application of interpersonal, interpretive, and presentational skills. Emphasis is on vocabulary usage, language control, and communication. Other areas of concentration include fluency and accuracy, written and spoken. Finally, we emphasize German culture by assigning reading in German. Students analyze epics, drama, lyrics, and non-fiction texts. Students also learn how to debate, argue, and take a stand orally and in written form.

Integrated Math II: Algebra II, Geometry and PreCalculus

Fields of Concentration: Functions - quadratic, absolute value, exponential, logarithmic, trigonometric, and circular, parent functions and their properties and the impact of transformations on these functions; solving and simplifying, complex fractions, properties of exponents; imaginary and complex numbers. Inquiry questions include:

- How can I use trigonometric functions to model the tides?
- What are negative radicals?! Hint: a new kind of number!

- How can we describe the development of populations using math and biology concepts?

Integrated Math II develops students' mathematical skills and problem solving abilities to support them in becoming capable and flexible mathematicians. The content builds on concepts learned in Integrated Math II and prepares students for IB Math*. Students explore families of functions, including absolute value, radical, quadratic, exponential and logarithmic, trigonometric and circular functions, and possibly vectors. Throughout the course, students will simplify and solve expressions, equations, and inequalities related to the topics above.

IN THE LAB: 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 include:

- Biology: Biochemistry, Ecology
- Physics: Force and Motion, Relativity, Optics
- Chemistry: Chemical bonding, chemical reactions, gasses & kinetic molecular theory
- Globally Minded Inquiry Project - Student choice, with teacher approval

Modern European History

*Taught in German

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 gives students insight into the historical forces that continue to define Europe, with a 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.

U.S. HISTORY: The Role of the U.S. in Global Politics

*Taught in English

This course closely examines events and key figures of World War I, World War II, the Cold War, global interactions, and inequalities of development. Students will be encouraged to draw a throughline through History, and understand how these and other events are related. Units include *The 20th Century: War and the Rise of Liberal Democracy*, *Political Systems and Globalization*, *Peace and Conflict*, and *Global Investigation* (student-driven research projects).

Physical Education/Health

This physical-education course acquaints students with team sports, lifetime sports, dance, yoga technique, and other activities. Students learn the value of teamwork, sportsmanship, and fitness. One goal of physical education at GSB is to introduce wellness programs that encourage lifelong interest in movement and sport.

Studio in Art II: Composition & Critique

This course builds on the media skills from Art I to develop strong composition concepts, and there will be a large focus on artmaking based on student-led ideas. Media used: pencil, charcoal, ink, colored pencil, watercolor, pastel (oil/chalk), and acrylic. Students will also pursue art related research and participate in group critiques.

Grade 11

Cultural Considerations: Understanding, Empathy, and Criticism (IB ENGLISH I)

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

- How does literature help us experience and interpret the world? How does it let us into the lives of others?
- How do authors represent the complex pursuits of humans effectively? How can writing be used to inspire empathy?
- How does your prior knowledge and personal interests influence your reading and understanding of a text? Why is it important to study texts from different cultures?

This course aims to develop skills of textual analysis and the understanding that texts 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 is combined with an exploration of how that meaning is affected by culturally defined reading practices and by the circumstances of production and reception. In the first part of this course, we study works in translation to expose students to other cultural perspectives through literature. Texts include *Persepolis* by Marjane Satrapi, Haruki Murakami short stories, and *Pedro Paramo* by Juan Rulfo. In the second part of the course, students independently select a topic that reflects their personal interests, and prepare an in depth presentation, along with accompanying written work. Choice of text includes:

- *Sing, Unburied, Sing* by Jesmyn Ward

- *The House of the Spirits* by Isabel Allende
- *The Handmaid's Tale* by Margaret Atwood

[Subject Brief](#)

IB German A or B (detailed description forthcoming)

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, analyze and evaluate arguments on a variety of topics relating to course content and German culture(s).

[Subject Brief](#)

IB Mathematics: Applications and Interpretation I (SL or HL)

Fields of Concentration: Numbers and Algebra, Functions, Geometry and Trigonometry, Probability and Statistics, Calculus

Mathematics and technology play a growing role in a wide variety of fields. This course prioritizes the meaning of mathematics in context and focuses on topics often used as applications or in mathematical modeling. This course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics, to ensure students have a strong foundation of mathematical concepts. Students use technology to explore and construct mathematical models. This course appeals to students who enjoy the practical application of mathematics to real life situations and is suitable for students who may go on to further study in subjects that utilize mathematics such as biology, the human sciences and business.

[Subject Brief \(SL\)](#)

[Subject Brief \(HL\)](#)

IB Biology I-II

*Taught in German

IB Biology (SL & HL)

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 various approaches and techniques. Biology is 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, and our students will explore this challenge head on.

By studying biology in the DP students learn how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it emphasizes a practical approach through experimental work. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers, and evaluate and communicate their findings.

[Subject Brief](#)

IB History I

*Taught 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](#)

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.

Grade 12

Challenging the Canon: Criticism, Analysis & Expression (IB English II)

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

- How can you express your point of view alongside paying homage to great works of literature and art? What is the importance of context - time and place?
- Why is it important to read critically and articulate one's opinions clearly and with evidence?
- How can an author's message be interpreted and analyzed effectively?

This course encourages students to appreciate the artistry of literature and to develop an ability to reflect critically, while challenging historically held norms. Students engage in close study of individual works and passages as well as in independent literary criticism of both familiar and unfamiliar texts, many of which are deemed to be part of the literary canon. Students will continue to develop their powers of expression and analysis. Ultimately, students will be prepared for the written and oral demands of the IB HL exam. Texts often include: *Oedipus Rex*, *A Doll's House*, *Crime and Punishment*, *The Stranger*, *Heart of Darkness*, *Voyage in the Dark*, essays by Virginia Woolf, poetry by Blake, works by Audre Lorde, *Hamlet*, *Rosencrantz and Guildenstern are Dead*, and *Beloved*.

[Subject Brief](#)

IB German A or B (detailed description forthcoming)

Language B SL & HL

- Develop international-mindedness through the study of language, culture, and ideas and issues of global significance.
- Enable students to communicate in German 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.
- 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: Application and Interpretation II (SL or HL)

Fields of Concentration: Numbers and Algebra, Functions, Geometry and Trigonometry, Probability and Statistics, Calculus

Mathematics and technology play a growing role in a wide variety of fields. This course prioritizes the meaning of mathematics in context and focuses on topics often used as applications or in mathematical modeling. This course also includes topics that are traditionally part of a pre-university mathematics course such as calculus and statistics, to ensure students have a strong foundation of mathematical concepts. Students use technology to explore and construct mathematical models. This course appeals to students who enjoy the practical application of mathematics to real life situations and is suitable for students who may go on to further study in subjects that utilize mathematics such as biology, the human sciences and business.

[Subject Brief \(SL\)](#)

[Subject Brief \(HL\)](#)

IB Biology I-II

*Taught in German

IB Biology (SL & HL)

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 various approaches and techniques. Biology is 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, and our students will explore this challenge head on.

By studying biology in the DP, students become aware of how scientists work and communicate with each other. While the scientific method may take on a wide variety of forms, it emphasizes a practical approach through experimental work. Teachers provide students with opportunities to design investigations, collect data, develop manipulative skills, analyze results, collaborate with peers and evaluate and communicate their findings.

[Subject Brief](#)

IB History II

*Taught 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.

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[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 II)

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

- What counts as evidence for X?
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- 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.

Extended Essay

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

This important component of the International Baccalaureate (IB) Diploma Programme (DP) allows students to study a topic deeply and prepares them well for the rigors of college study.

[What is the extended essay?](#)

CAS - Creativity, Arts, 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 is a candidate 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 11th and 12th 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 around the world.

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.

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