

Mission Statement

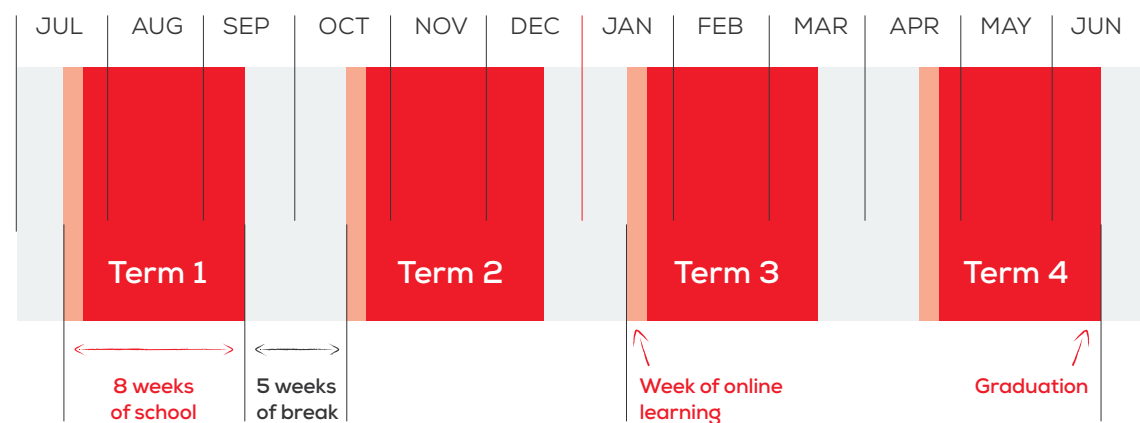
THINK Global School challenges learners, through firsthand experiences of global travel, to become compassionate individuals who are curious and knowledgeable about the world and motivated to effect meaningful change.

School Overview

Founded in 2010, THINK Global School (TGS) is a traveling high school where students live and learn in four different countries each year, making unforgettable connections between their education and the world around them. Learning at TGS is student-centered and project-based, meaning students have a large say in how their academic experiences take shape.

This is an education unlike any other for students whose curiosity knows no bounds. TGS students spend as much time on classwork and homework as their counterparts at other top international high schools, but no other school offers such a wealth of cultural and academic experiences to coincide with its challenging curriculum.

Annual Calendar



Each academic year, TGS students travel to four countries where they immerse themselves in the new and the unfamiliar for seven weeks.

Before each term begins, students take part in one week of online learning to prepare for the experiences that lie ahead. It's a valuable way for students to understand in-country expectations and hit the ground running.

In between countries, students have five-week breaks to relax, reconnect with family and friends, and spend time prepping for optional college entrance exams and developing and implementing service projects focused on their home communities.

School Demographics

THINK Global School students come from all over the world, from all socioeconomic backgrounds, from all ethnicities, and from all systems of belief. They hail from thirty one countries, speak many languages, and have experienced vastly different childhoods.

Students

- 59 Students, 35 countries, 5 continents, 36 Languages
- Competitive admissions process, 15% acceptance rate
- 93% of TGS students are receiving some form of financial aid

Onsite Staff

- 22 staff, 9 countries, 4 continents, 7 Languages
- Faculty with advanced degrees: 85%

Academic Overview

THINK Global School's one-of-a-kind Changemaker Curriculum combines high academic standards with student-driven, project-based learning. Through development in three key areas – mastery, autonomy, and purpose – the Changemaker Curriculum shapes informed, intelligent global citizens who are empowered to enact change.

You won't find a standard classroom setting at TGS. Instead, students learn through a series of self-directed personal projects and teacher-led modules. This student-centered approach to learning emphasizes proactive problem solving, creativity, and deep critical thinking – invaluable skills in our increasingly globalized world.

THINK Global School is fully accredited by the Western Association of Schools and Colleges (WASC).

Graduation Requirements

Graduation requirements are for 3 years as TGS students are in 10th, 11th and 12th grade. In addition to traditional high school credit requirements, upon graduation, students must be proficient in all 21st Century Skills, successfully complete an individual Capstone Research Project, a service project, a mastery project, and participate in TGS' student wellness and university preparation programs.

Credit Requirements
English 4
Math 3
Science 3
Social Studies 3
Word Lang. 2
Art 2
PE/Health 2

Advance Work Requirements
Mastery Project
Mastery of 21st skills and Learning Targets across disciplines
Capstone Research Project
Creation and completion of Advance Inquiry Learning Targets
Digital Portfolio
Service Learning Project
Personal, social, emotional Wellness Program

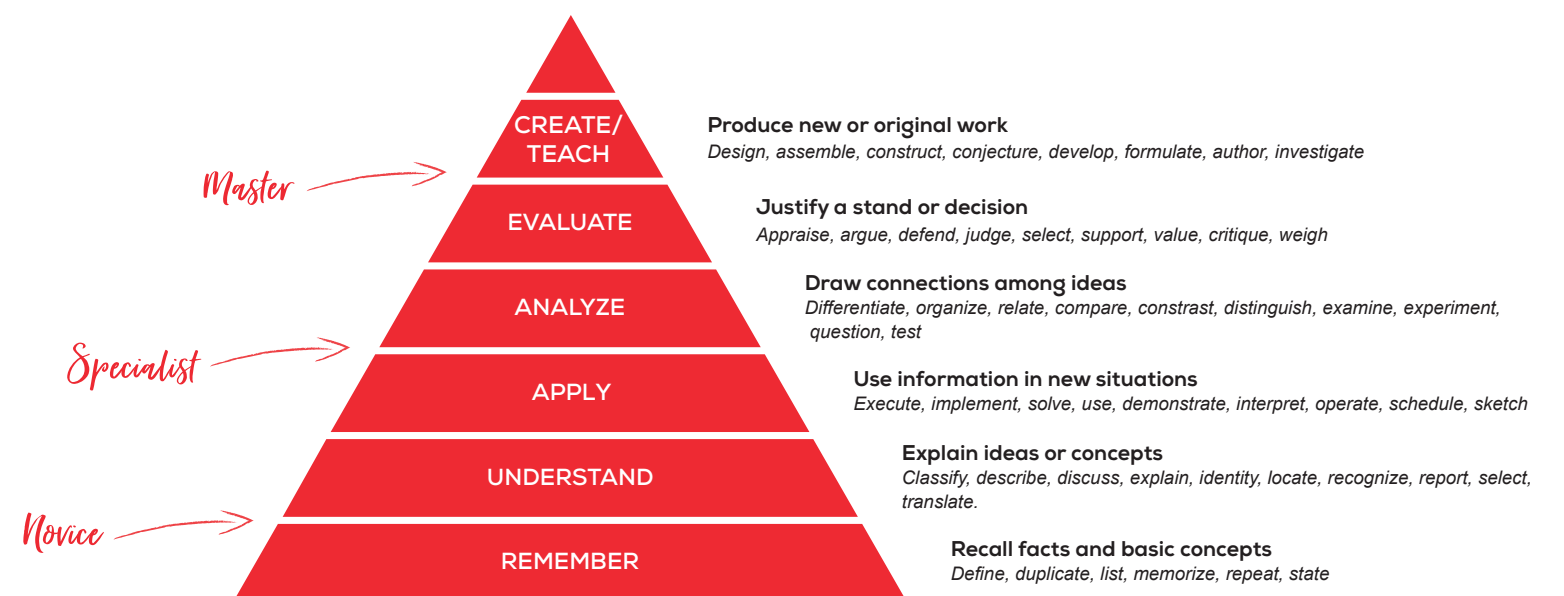
Capstone Research Project

The Capstone Mastery Project is a year-long project through which students demonstrate their ethical research practices, analytical skills, leadership qualities, and written and oral communication proficiency.

As part of their Capstone Mastery Project, students are required to conduct original research, data collection, analysis, and synthesis of their findings. To conclude the project, they must defend their thesis before a panel of educators.

Grading Scale

In addition to a traditional A-F grading scale, students are assessed based on their level of mastery within each topic, course, learning target and skill accomplished. The levels of achievement are adapted from Bloom's Taxonomy and shown in the graph below describing skills and accomplishments for each level: Novice, Specialist and Master.



University Matriculation (Classes of 2014 - 2022)

94% of THINK Global School graduates have gone on to university

- American University of Paris (FR)
- Amsterdam University College (NL)
- Arizona State University (US)
- Australia National University (AU)
- Bard College (US)
- Bard College Berlin (DE)
- Boston University (US)
- Bowdoin College (US)
- Carnegie Mellon University in Qatar (QA)
- Chapman University (US)
- City, University of London (UK)
- Clark University (US)
- Columbia University (US)
- Cours Florent, Paris (FR)
- Dickinson College (US)
- Duke Kuneshan University (CN)
- Earlham College (US)
- EDHEC Business School (FR)
- Eindhoven Univ. of Technology (NL)
- Embry-Riddle Aeronautical Univ. (US)
- ETH Zurich (CH)
- George Mason University (US)
- George Washington University (US)
- Georgetown University (US)
- Hampshire College (US)
- Harvard University (US)
- Hult International Business School (UK)
- IE University (ES)
- Industry Film School (RU)
- International Burch University (BIH)
- Jacobs University of Bremen (DE)
- Karlsruhochschule International University (DE)
- Kenyon College (US)
- King Abdelaziz University (SA)
- King's College London (UK)
- Leiden University (NL)
- Leiden University College, The Hague (NL)
- Maastricht University (NL)
- Maastricht University: University College Venlo (NL)
- Massachusetts Institute of Technology (US)
- McGill University (CA)
- Minerva Schools at KGI (US)
- Monterrey Institute of Technology and Higher Ed. (MX)
- Mount Holyoke College (US)
- Newcastle University (UK)
- New College of the Humanities (UK)
- New York University - Abu Dhabi (UAE)
- New York University - Shanghai (CN)
- NYU - Gallatin School of Individualized Study (US)
- NYU - Tisch School of Arts (US)
- North Central College (US)
- Oberlin College (US)
- Ontario College of Art & Design University (CA)
- Otago University (NZ)
- Pitzer College (US)
- Prague College (CZ)
- Quest University (CA)
- Reed College (US)
- Rhodes College (US)
- Royal Academy of Art - The Hague (NL)
- Saint Louis College of Pharmacy (US)
- Sciences Po Paris, Campus de Reims (FR)
- Skidmore College (US)
- Soka University of America (US)
- Southern Illinois University - Edwardsville (US)
- Swarthmore College (US)
- Technical University of Munich (DE)
- The American Academy of Dramatic Arts (US)
- The New School (US)
- The New School: Parsons School of Design (US)
- Tilburg University (NL)
- Universidad San Francisco de Quito (EC)
- University College London (US)
- University College Maastricht (NL)
- University of Amsterdam (NL)
- University of Auckland (NZ)
- University of British Columbia (CA)
- University of California, Berkeley (US)
- University of California, San Diego (US)
- University of California, Santa Cruz (US)
- University of Canterbury (NZ)
- University of Cumbria (UK)
- University of Glasgow (UK)
- University of Manchester (UK)
- University of Melbourne (AU)
- University of Nottingham (US)
- University of Ottawa (CA)
- University of Oxford (UK)
- University of Rochester (US)
- University of San Francisco (US)
- University of Southampton (UK)
- University of Texas, El Paso (US)
- University of the Witwatersrand, Johannesburg (SA)
- University of Toronto (CA)
- University of Vermont - Burlington (US)
- University of Washington (US)
- University of Wisconsin, Green Bay (US)
- Vassar College (US)
- Vrije Universiteit Amsterdam (US)
- Waseda University Japan (JP)
- Watson Institute (CA)
- Wellesley College (US)
- Windesheim Honours College (NL)
- Yale University (US)

Project-Based Learning

Project-based learning models how we live and work in the real world and challenges students to acquire a deep understanding of complex issues. Projects at TGS are multidisciplinary and collaborative, seven weeks in length, and provide authentic opportunities for students to think critically, guide their learning, and hold themselves accountable for high-quality results.

Central to project-based learning is the belief that learning should be messy and that failure is a valuable part of the learning process. We encourage students to tackle the questions behind their projects from all angles, trying and reflecting until they ultimately succeed. This approach builds in students the soft and hard skills, like problem-solving and perseverance, that are so valuable in today's global economy.

Student-Driven Learning

With the guidance of their academic advisor, students pursue 1-2 academic projects per term. These can take the form of anything from conducting scientific research and presenting their findings, to creating a paper or presentation to document their new understanding a chosen subject or topic. An academic advisor helps plan and evaluate this work, tracking them against the school's learning targets to ensure students are receiving a well rounded education covering all academic disciplines.

Advanced Placement

In addition to our curriculum requirements, students at THINK Global School have the option to prepare for and enroll in Advanced Placement (AP) exams. Since university requirements regarding Advance Placement exams differ, all AP exam content is self-taught with support from our college counselors in the exam selection process.

2022 AP Courses		
AP Research / AP Seminar	Art History	Biology
Calculus AB / BC	Comparative Government and Politics	Computer Science A
Computer Science Principles	English Language and Composition	English Literature and Composition
Environmental Science	European History	French Language and Culture
German Language and Culture	Human Geography	Microeconomics
Music Theory	Physics 1: Algebra-Based	Physics C: Mechanics
Psychology	Spanish Language & Culture	Statistics
US Government and Politics	United States History	World History: Modern

Student Wellness

Wellness at TGS is an all-inclusive concept that encompasses academic, social, emotional, and physical well-being. In addition to teacher led courses designed to increase self-development and social awareness, TGS students can be found getting fit while learning about local culture on a cricket pitch in Mumbai or at a Japanese dojo in Hiroshima.

Guidance for Beyond TGS

Students work with the counseling team to research, organize, and track their individual plans for life Beyond TGS. This includes one on one guidance for university, gap year projects, entrepreneurship, or anything else driven by each individual student.

weXplore

Every term, each module embarks on a weXplore to deepen the learning through place-based educational experiences. Engaging with local people, discovering local places, and confronting local problems head-on is what TGS is all about.

"Traveling to dozens of countries and living in each of them taught me a lot. I'm aware of conservation issues in Botswana, geometric patterns in Indian architecture, Japan's cultural uniqueness, ethnic conflict in the Basque Country...the list goes on and on. But what has most strongly stuck with me after years of traveling isn't all this knowledge, but rather a natural empathy towards others, whoever they might be."

-Class of 2020 Alum Soeun Kim

Contact Information

Anan Mackovic, Cohort Principal
amackovic@thinkglobalschool.org

Chelle Marshall, Cohort Principal
cmarshall@thinkglobalschool.org

Vanessa Aybar, Business Director
vaybar@thinkglobalschool.org

Lily Just, Director of Admissions
ljust@thinkglobalschool.org

Sharika Venugopal, School Counselor
svenugopal@thinkglobalschool.org

Jac Lopez, School Counselor
jlopez@thinkglobalschool.org