

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 is a traveling high school where students live and study in a different country every term. We offer a rigorous and innovative project and place-based learning curriculum in four countries per year on a unique year-round (eight weeks on-five weeks off) academic calendar. Students make real world connections between their classroom subjects and the world around them while experiencing the adventure and excitement that each new environment has to offer. This is an education unlike any other, for students whose curiosity knows no borders. TGS students spend as much time on classwork and homework as their counterparts at other top international high schools, but we supplement our challenging curriculum with a wealth of educational experiences in each location and its surroundings.

Country Cycle



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 over two dozen countries, speak many languages, and have experienced vastly different childhoods

Students

- 57 Students, 32 countries, 6 continents, 25 Languages
- Competitive admissions process, 12% acceptance rate
- 90% of TGS students are receiving some form of financial aid

Onsite Staff

- 21 staff, 10 countries, 3 continents, 7 Languages
- Faculty with advanced degrees: 65%

Academic Overview

Our 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—it shapes informed, intelligent global citizens who are empowered to enact change. The Changemaker Curriculum focuses on mastering skills and concepts instead of rote learning. TGS 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 Project, service 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

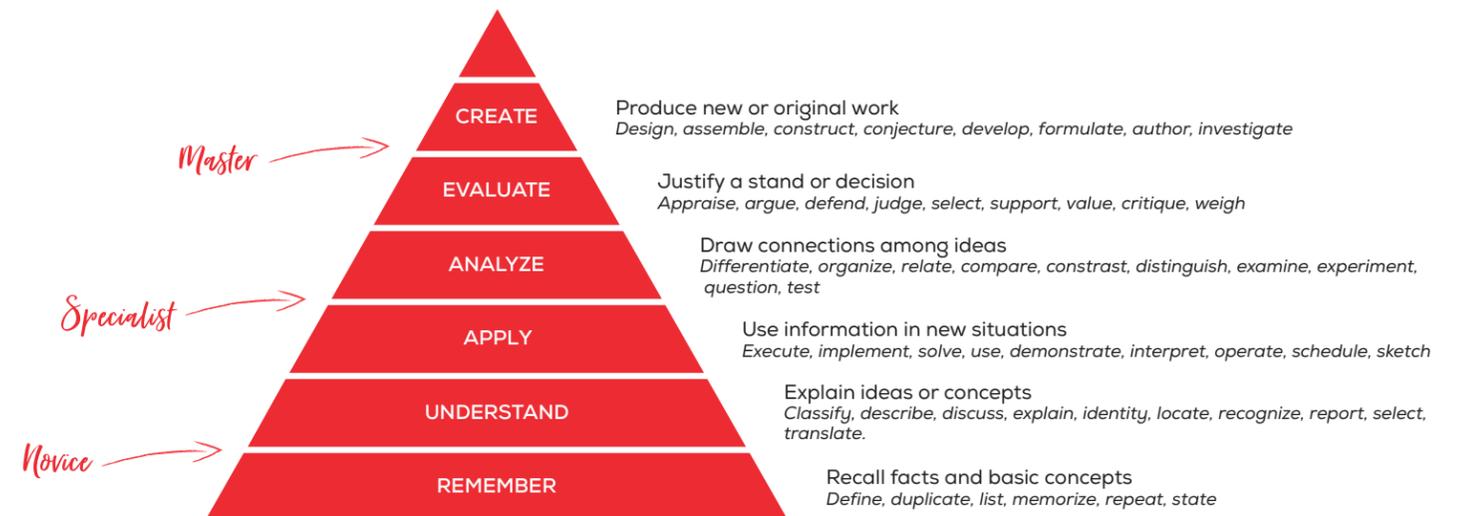
Advance Work Requirements
Mastery Project
Mastery of 21st skills and Learning Targets across disciplines
Capstone Project (completion of AP research and AP seminar)
Creation and completion of Advance Inquiry Learning Targets
Digital Portfolio
Service Learning Project
Personal, social, emotional Wellness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

Capstone Project

The Capstone Project is where students show they are prepared for university, the contemporary workplace and for being a contributing member of modern society. Students must successfully complete AP Research and Seminar to develop and produce their final product; demonstrating their analytical skills, ethical practices, leadership qualities and proficiency in written and oral communication at the Master Level.

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 Acceptances (Classes of 2014 - 2019)

Albion College (US)	Monterrey institute of Tech. and Higher Edu. (MX)	University of Cumbria (UK)
American University of Paris (FR)	Nagoya University (JP)	University of Edinburgh (UK)
Appalachian State University (US)	New College of the Humanities (UK)	University of Glasgow (UK)
Arizona State University (US)	New York University (US)	University of Groningen (NL)
Australia National University (AU)	New York University Abu Dhabi (UAE)	University of Illinois at Chicago (US)
Bard College Berlin (DE)	New York University Shanghai (CN)	University of Manchester (UK)
Boston College (US)	North Central College (US)	University of Massachusetts Amherst (US)
Bowdoin College (US)	NYU Univ. Gallatin School of Indv. Study (US)	University of Melbourne (AU)
Bryn Mawr College (US)	New York University Tisch School of Arts (US)	University of Nottingham (UK)
Centre College (US)	Oberlin College (US)	University of Oxford (UK)
City University of London (UK)	Occidental College (US)	University of Rochester (US)
Clark University (US)	Ohio Wesleyan University (US)	University of San Francisco (US)
Columbia University (US)	Otago University (NZ)	University of Southampton (UK)
Durham University (UK)	Pepperdine University (US)	University of Tennessee (US)
Earlham University (US)	Quest University (US)	University of Texas-EI Paso (US)
Elon University (US)	Reed College (US)	University of the Arts, London (UK)
Embry-Riddle Aeronautical Univ. (US)	Regent's University London (UK)	University of Toronto (CA)
George Mason University (US)	Rhodes College (US)	University of Vermont-Burlington (US)
Georgetown University (US)	Ritsumeikan University (JP)	Virginia Union University (US)
Hampshire College (US)	Royal Holloway, University of London (UK)	Vrije Universiteit Amsterdam (NL)
Harvard University (US)	Santa Clara University (US)	Waseda University (JP)
Hult International Business School (UK)	Sciences Po Reism (FR)	Watson Institute (US)
IE University (ES)	Scripps College (US)	Wellesley College (US)
Jacobs University of Bremen (DE)	Skidmore College (US)	Whitworth University (US)
Karlshochschule International Univ. (DE)	Southern Illinois University Edwardsville (US)	Windesheim Honours College (NL)
Keio University (JP)	Swarthmore College (US)	Yale School of Management (US)
Franklin & Marshall (US)	The George Washington University (US)	Yamanashi Gakuin University (JP)
George Washington University (US)	The New School (US)	
Kenyon College (US)	The University of Edinburgh (UK)	
King's College London (UK)	Transylvania University (US)	
Kyoto University (JP)	Trinity College (US)	
Leiden University (NL)	UBC Sauder School of Business (CA)	
Loyola Marymount University (US)	Universidad San Francisco de Quito (EC)	
Maastricht University (NL)	University College London (UK)	
Maryville University (US)	University College Maastricht (NL)	
Massey University (NZ)	University of Aberdeen (UK)	
McGill University (CA)	University of Amsterdam (NL)	
Minerva Schools (US)	University of British Columbia (CA)	

Schools listed in red denote institutions where graduates are enrolled.

Project-Based Learning

In each country, students select an interdisciplinary, project-based learning module designed to help them answer country specific problems while immersing themselves in the culture and multiple academic subjects at once. These seven-week modules are led by faculty members, yet structured to allow students agency and flexibility to learn in ways that suit them.

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

Successful completion of AP Research & Seminar is required to graduate from TGS. All other AP courses are optional.

2019 AP Courses*		
Calculus	Computer Science	English Language and Composition
Environmental Science	German Language and Culture	Human Geography
Macroeconomics	Psychology	World History
Seminar	*73% of students who tested earned 3 or higher	

Student Wellness

Wellness at TGS is an all-inclusive term 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.

"Learning while traveling has made me realize the span of what is possible. When you've climbed to the tops of Africa's highest peaks and talked with the world's most esteemed scientists as a teenager, your definition of impossible changes."

TGS Alum Yada Pruksachattkun

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