

IB and Me...

"I chose to enroll in IB classes to not only challenge myself academically but to challenge my way of thinking. The cross-disciplinary methodology and the inquiry-based approach of the IB programme provided me with the tools necessary to successfully learn material and to create my own knowledge. Theory of Knowledge was especially instrumental in challenging me to question what I consider to be knowledge, a profound idea that I had not been exposed to after years of traditional classes focusing on rote memorization. My IB classes also inspired me to take a personal initiative in my learning experience by integrating my passions into my work – be it examining the use of dragonflies and damselflies to assess water quality in Biology HL; using matrices to create regression models of moth abundance in Mathematics SL; exploring social commentary in *The Great Gatsby*, investigating the autobiographical aspects of Kafka's *The Metamorphosis* in English HL; or analyzing why climate change deniers consider their claims as knowledge despite overwhelming consensus in the scientific community suggesting otherwise. This inquiry-based learning has been especially important in preparing me for my studies in entomology at Cornell University. My positive experiences with the IB programme are a clear reflection of the teachers and learning community they have shaped here at Greenville High School."

- *Jacob Gorneau, Class of 2016*

"I chose to enter the IB Diploma Program in my junior year at GCS because I wanted a different sort of academic challenge than AP or Honors classes could give, and this decision completely changed my last two years of high school and has already helped me in my first semester of college. Going into IB, I was expecting a lot of work but was not expecting the good time management skills I would have to form in order to keep up and be successful. Learning good time management so early on in my academic career has already helped me immensely in college. When I have a lot of different assignments, I'm already comfortable with knowing how to prioritize and getting all of my work done efficiently. IB also helped me to foster a genuine love of learning. Within the internal assessments, there is a lot of room for intellectual mobility, meaning that I had the opportunity to research, write about, and experiment on topics that interested me. In subjects like History, the Extended Essay, I had complete freedom about which subject I could write about; this helped me narrow my interests and decide the things I'd like to study in college. I also liked how IB includes many different factors that go into your grade, so if you aren't good at one specific thing like testing, you still have other options to succeed. Overall, choosing to participate in the IB program at Greenville gave me the opportunity to foster strong relationships with teachers, participate in an active and productive learning environment with small class sizes, develop my reading and writing skills, and gain good time management habits which have carried me through my first semester of Boston College."

- *Caroline Lewis, Class of 2014*
Full Diploma Student

"What does IB mean to me? IB wasn't some magical entity that transformed me into a better student. IB was simply a better progression. Schooling is all about progressing and getting ready for the next big step. Unfortunately the trajectory of progression in normal K-12 education doesn't always match the expectation in the biggest step after high school: college. This mismatch only results in a bad experience for a student thus IB provides an alternative solution. By changing the trajectory of the last two years of high school, the programs only served to make my transition better going into college. Without IB could students succeed? Probably, but why wouldn't we want to make our lives ultimately better."

- *Subhrajit Debnath, Class of 2013*
Full Diploma Student

"IB has taught me that with hard work comes happiness. I know that sounds disgustingly rehearsed and cliché but it's true. I went into both of my tests knowing that I worked my butt off all year and that, no matter the grade on the exam, I couldn't not be happy with my grade. I was blessed to get my goal grade on both exams, but that was a bonus to all of the knowledge I had gained and friendships that had been formed during my junior and senior year of high school."

- *Michael Schonning, Class of 2013*

"IB was a great experience. It allowed me to get to know some of my teachers and fellow students better. It also gave me a unique education that allowed me to take some sophomore classes my freshman year of college. IB ultimately taught me the importance of organization and asking questions."

- *Zoe Hutchins, Class of 2013*

"In high school, the IB program gave me the opportunity to take rigorous coursework that simply did not exist with the limited selection of AP courses I had to choose from. While I also took AP classes, IB gave me another pool of challenging and equally rewarding classes that offered me more than a regents-level education could have. It made high school more beneficial and more enjoyable; studying harder material was what I needed to keep me focused and working for my education. Because of the work IB allowed me to do, colleges offered me generous grants and scholarships.

While enjoying school and pushing oneself in high school is important, the benefits of the IB program that manifest after high school are equally important, if not superior. Simply put, college is easy for me because I learned valuable skills in my IB coursework. I can manage my time with friends, juggle various difficult bodies of coursework, and still manage to enjoy myself because I learned how to while doing my IB coursework. Without examining the college credits I took away from my experience at Greenville, I can already say that IB and AP have helped me to achieve the 18 credits I fulfilled in my first semester."

-*David Herbstritt, Class of 2013*

"IB gave me a huge step in college. The workload in high school was so similar to that in college that I came in extremely prepared. The level of difficulty and the time management really prepared me. Thanks to IB I was able to make presidents list my first semester."

-Conor Drossel, Class of 2013

"I knew all throughout high school that I would be majoring in Nursing in college. When the IB programme was offered, I quickly jumped at the chance to take IB Biology knowing that this would help me in my future education. The course was rigorous and I spent more time doing work for it than I did for all of my others combined. However, the payoff was well worth the amount of time I put into it. Not only did I come out with an immense amount of knowledge but the score I received on the test allowed me to skip an entire biology course in college; allowing me to be ahead of my peers when it came to being done with prerequisites. What I truly value about my time as an IB student is the work ethic that I was taught. I learned to time manage, take adequate notes, and succeed in a course that requires you to know, and not just memorize, an enormous amount of information. I would tell any student interested in the IB programme to take the leap and enroll. If you enter into a class that you are interested in and can use in the future, your time will be well spent."

-Camyrn Benjamin, Class of 2012
