



PINEWOOD
AMERICAN INTERNATIONAL SCHOOL

Middle & High School
Grades 7-12

Program of Studies
2025-2026

Revised June 2025

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LETTER FROM THE SECONDARY PRINCIPAL

Dear Students, Parents, and Guardians,

Welcome to the 2025-2026 Program of Studies for Pinewood Middle and High! As your principal, I am excited to present this comprehensive guide, which outlines the diverse and enriching academic opportunities available to our students. This document serves as a roadmap to help you navigate through the curriculum and make informed decisions about your educational journey.

Our English, Math, Social Studies, Arts, and World Languages courses adhere to the American Education Reaches Out (AERO) standards for American overseas schools. AERO standards identify critical areas in each subject, provide instructional guidance, and offer links to additional resources. They are aligned with the Common Core Standards used in over 40 U.S. states. For Sciences, we use the Next Generation Science Standards (NGSS), which adopt a three-dimensional learning approach: Practice (research processes), Disciplinary Core Ideas (central scientific principles), and Cross-Cutting Concepts (key ideas applicable across disciplines). In all our courses, we work to ensure concepts are grounded in authentic situations, where principles and content of the course come alive for our students – connecting them to real events and engaging them in the world in which they live.

Pinewood is proud to be an authorized school for the IB Middle Years Programme (MYP). The MYP enriches our curriculum by promoting inquiry-based learning that complements both AERO and NGSS standards. This challenging framework encourages students to connect their studies to the real world, fostering critical thinking, intercultural understanding, and holistic learning through interdisciplinary approaches.

Additionally, Pinewood offers the Advanced Placement (AP) program, allowing high school students to enroll in college-level courses and exams for potential college credit. AP courses are designed to challenge students and prepare them for higher education, offering a wide variety of subjects to explore in depth. Success in AP courses enhances college applications and ensures readiness for academic success.

In Grades 11 and 12, our students have the opportunity to take Global Online Academy (GOA) courses. These courses provide access to diverse subjects not traditionally available in our classrooms, fostering independent learning, critical thinking, and global collaboration. Designed to complement our curriculum, GOA courses offer a flexible and innovative learning environment where students can explore their interests.

Thank you for being an integral part of our school community. I look forward to a year of academic excellence, personal growth, and shared achievements.

Dr. Apostolos Rofaelas
Secondary School Principal

About Pinewood Middle & High School

Pinewood American International School is an independent, co-educational, non-profit day and boarding school offering an American college-preparatory curriculum, Advanced Placement courses, and the IB Middle Years Program (MYP) and International Baccalaureate (IB) Diploma Program (the latter a joint program with Anatolia College) to students in PreK-12 from the local and international communities. The language of instruction is English. Each grade level has 3 sections with a class size average of 18-20 students in each section. The student body consists of approximately 300 students representing over 45 different nationalities, including students from the diplomatic community, international business, military, the local Greek community, and others. Pinewood is part of the larger [Anatolia College](#) family as the American international school of the institution. At Pinewood, students engage in a student-centered program that challenges them to develop our core values of curious, creative, and caring thinkers.

Accreditation

Pinewood is fully accredited through the internationally recognized Middle States Association of Colleges and Schools (MSA). MSA verifies that our school meets or exceeds quality educational standards, is engaging in a program of continuous school improvement, and is providing for quality assurance through self-evaluation and peer review. In pursuit of its re-accreditation, a regular process occurring every 7 years, Pinewood has been selected among the very few schools worldwide to implement the Sustaining Excellence protocol by foregrounding “relationships” as the cornerstone of our teaching and learning practices in the future. In addition, Pinewood is authorized by the IBO to offer the Middle Years Program (MYP). It is also authorized by the College Board to offer the AP Capstone Diploma and a large number of Advanced Placement (AP) courses.

U.S. State Department Sponsorship

Pinewood is one of 192 schools around the world who are assisted by the U.S. State Department / Office of Overseas Schools. Although the majority of Pinewood’s revenue derives from tuition and fees, the school also receives a small yearly grant from the U.S. State Department to support educational programming and professional development. The State Department is a valued partner for the school. Pinewood’s Regional Education Officer (REO) in Washington DC visits our school every other year to support us in implementing the philosophy and methods of American education.



Mission.

Vision.

Values.

Mission

Pinewood aims to offer students a progressive, personalized American international education centered on academic excellence in each student's journey towards self-actualization. This is achieved in a stimulating, multicultural learning environment that emphasizes service, respect for ethical values and awareness of local culture.

Vision

Pinewood American International School strives to be a growing center of excellence in the region by educating students through best practices for reaching their full potential as adaptable global citizens.

Core Values



CURIOUS THINKERS

—— Desire to know ——

Our school environment nurtures curiosity and skills for inquiry, research and all types of communication. Our students are encouraged to ask 'why' and to take risks in their learning experiences. Our goal is to motivate each student to develop and sustain a love of learning. Arising from curious thinking are attributes such as insight, awareness, inquisitiveness, motivation, inspiration and discovery.



CREATIVE THINKERS

—— Desire to Innovate ——

Our school environment encourages a rich diversity of original ideas, opinions and expressions to flourish. Our students are given daily opportunities to practice flexibility of thinking in order to develop an entrepreneurial mindset. Our goal is to foster the development of problem solving and equip our students for their complex future. Arising from creative thinking are attributes such as originality, open-mindedness, individuality, confidence, innovation and imagination.



CARING THINKERS

—— Desire to value ——

Our school environment includes a holistic approach to educating students to show empathy, integrity and respect. Our students are committed to the care and understanding of all people. Our goal is for students to make a positive difference in the lives of others and in the world. Arising from caring thinking are attributes such as kindness, balance, cooperation, integrity, responsibility, respect and concern for self and for others.

Nondiscriminatory Policy

Pinewood admits students of any race, color, religion, national and ethnic origin to all the rights, privileges, programs, and activities generally accorded or made available to students at the school. It does not discriminate on the basis of race, color, religion, national and ethnic origin in administration of its educational policies, admission policies, scholarship, and athletic and other school administered programs.

Privacy Policy

Pinewood understands that the privacy of its students and their families is important. To that end, we have adopted a policy and regulations regarding the collection, use, and dissemination of personal information, in accordance with the General Data Protection Regulation (GDPR).



SECONDARY FACULTY & STAFF

Secondary School Administration

Dr. Roxanne Giampapa
Dr. Apostolos Rofaelas
Mr. David Mannell
Mr. Nikos Tsachtanis
Ms. Cathy van der Ha
Ms. Petroula Rosiou Mr.
Dimitris Balampanis

Head of School, Vice President for the International School
Middle & High School Principal / AP & MYP Coordinator
Middle & High School Vice Principal
Activities Coordinator / College Counselor / Facilities & Operations
Business Manager
HR & Ministry of Education Officer
Middle & High School Administrative Officer

Department Chairs

Dr. Apostolos Rofaelas
Ms. Konstantina Kapanidou
Mr. Panagiotis Katsetos
Ms. Vasiliki Blioni
Ms. Maria Tsavdaridou
Ms. Georgia Paliouris
Mr. Konstantinos Kakaroudis

English
Arts
Social Studies
World Languages
Mathematics
Science
Athletic Director





Pathways to Graduation

The school offers three pathways to graduation designed to prepare students for university matriculation in the U.S. and around the world.

Three Pathways to Graduation

- **American High School Diploma**
- **American High School Diploma with Advanced Placement courses**
- **International Baccalaureate (IB) Diploma (joint with Anatolia college)**

The **American High School Diploma** is based on the American model and is awarded after successfully meeting all Pinewood graduation criteria.

The **American High School Diploma with Advanced Placement courses** is a combination of AP courses and American High School Diploma courses.

The **International Baccalaureate (IB)** is a 2-year program of study, joint with Anatolia college, and the diploma is awarded by the IBO.

Greek Diploma Equivalency

The **Greek Diploma Equivalency** is intended for students who want to receive an equivalency to the Greek Apolytirion. This requires Greek Language & Literature and Greek History courses each year of high school following the Greek Ministry of Education curriculum. Upon successful completion of the program, students receive a certificate of attendance and grade transcript which they submit along with their American High School Diploma to the relevant office of the Greek Ministry of Education which issues the equivalency to the Greek Apolytirion.

GRADUATION REQUIREMENTS

Graduation requirements for all options are consistent with the goals of the school, the requirements for admission to higher education institutions, and based on the Carnegie Unit system. Pinewood grants its diploma only to students who have successfully completed all graduation requirements.

Students are required to attend 8 semesters in high school as well as complete a minimum of **22 credits** in order to obtain a diploma from Pinewood. The strong majority of Pinewood students graduate with more than the minimum credit requirement.

Transfer students will have their official transcripts reviewed for credit approvals. A minimum of 10 credits for students transferring to Pinewood in Grade 11 and 5 credits for students transferring to Pinewood in Grade 12 must be earned.

Department	Minimum Requirements	Recommended for University
English	4 credits	4 credits
Social Studies	4 credits	4 credits
Mathematics	3 credits	4 credits
Science	3 credits	4 credits
World Languages	2 credits	4 credits
Physical Education	1 credit	1 credit
Electives	5 credits	6 credits

GRADE ADVANCEMENT

The following policy applies to all students in the High School (Grades 9-12):

Students must obtain at least **4 credits** by the end of grade 9 to advance into grade 10.

Students must obtain at least **9 credits** by the end of grade 10 to advance into grade 11.

Students must obtain at least **15 credits** by the end of grade 11 to advance into grade 12.

Final grades are determined through a combination of the scores earned in both summative assessments and exams. Students pass a course and receive credit for the class if they earn a Final Grade of 3 and above. Only final grades, not progress report marks or semester scores, are used to calculate a student's GPA for the year.



ENGLISH PROFICIENCY FOR ADMISSIONS

All prospective students for Grades 7-12 are required to demonstrate a specific level of English language proficiency on the scale of the Common European Framework of Reference (CEFR), as determined by the Admissions Test.

Recommended English proficiency levels, based on the CEFR, at the time of admission are as follows:

A2 or Higher

Grade 7
Grade 8

B1 or Higher

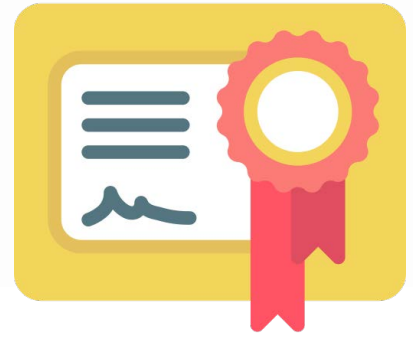
Grade 9
Grade 10
Grade 11
Grade 12



ENGLISH ACCOMMODATIONS

The **Common European Framework of Reference** (CEFR) serves as the comprehensive basis on which students' language progression is measured.

English Language & Literature A2 students may be allowed to use the course textbook and be given extra time to complete tests if this is helpful and practical. They are permitted to use both monolingual English and bilingual dictionaries, as well as their notes and course materials, during tests. In some cases, modified work and tests are also given. A compensatory mark may be added to the score for tests, examinations, and assignments (homework, papers, projects) at the discretion of the teacher.



ACADEMIC AWARDS

Valedictorian & Salutatorian

The valedictorian and salutatorian go to two top ranking seniors.

President's Awards for Excellence in Education

Sponsored by the President of the United States via the U.S. Department of State, this award goes to the students with the top 3 GPAs in each grade level.

Honor Roll

To recognize outstanding academic achievement, an Honor Roll has been established at Pinewood. There are various levels of the Pinewood Honor Roll as follows:

- **Director's Honors**
- **High Honors**

Ryan Giatas School Spirit Award

Sponsored by Mr. and Mrs. Athanasios Giatas, this award honors their son, a Pinewood 11th grader whose life was tragically taken in an accident in October 1996. It is given annually to the secondary student, by vote of the entire Middle/High student body, showing the most enthusiasm and interest in school life.

All Around Student Award

This award goes to the student in Grades 9-12 who makes the greatest contribution in several different areas of school life. Helpful ways of considering students for this award is to consider the NHS criteria of service, character, and leadership. Students are nominated and voted by the Middle/High faculty.

Departmental Awards

These are awards in the major subject areas of English, Social Studies, Mathematics, Science, World Languages, Physical Education, and Art. One award is given for each department based on excellence and merit and is selected by a consensus of all faculty members in that department.

STANDARDIZED TESTING

Measure of Academic Progress (MAP) Assessment

Pinewood administers MAP® tests in the fall and spring of each academic year to students in Grades 7-10. These computerized adaptive tests measure academic progress in the areas of reading, writing, science, and math. The information provided by these tests allows teachers and parents to monitor the growth and progress of basic academic skills. More information about MAP® testing can be found [HERE](#).



Preliminary Scholastic Aptitude Test (PSAT)

All students, Grades 8-10, take the Preliminary Scholastic Aptitude Test (PSAT) at school in April. Questions should be directed to the principal.



SAT

The SAT is administered at Anatolia College throughout the year on the test dates set for international centers. Questions and registration should be directed to the College Counselor.



IELTS / TOEFL / Duolingo

Both IELTS and TOEFL can be taken at a testing center downtown Thessaloniki throughout the year. Duolingo can be taken from home.



CTY Greece Exams

The Center for Talented Youth Greece at Anatolia College holds exams for entrance into the program every year. The English version of the test is held in November at Pinewood. CTY uses two tests, developed and scored by the Johns Hopkins University Center for Talented Youth: the School and College Ability Test (SCAT) and the Spatial Test Battery (STB) which measure verbal, quantitative, and spatial reasoning ability. Each student can take one or both tests. For more information, visit the [CTY Greece](#) page.



COURSE SELECTION

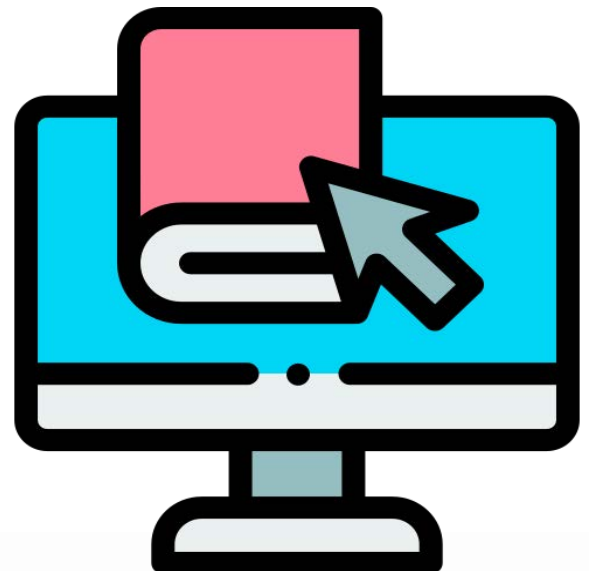
In February students and parents in Grades 9 - 11 are asked to choose courses for the upcoming academic year. If there is an insufficient number of students requesting a particular course, the course will not be offered and those students who have requested it will be assigned to one of their alternate choices. offered and those students who have requested it will be assigned to one of their alternate choices.

ACADEMIC INTEGRITY

Pinewood American International School expects all students to abide by ethical academic standards. Academic honesty is a fundamental component to the integrity of the teaching and learning process. Acts of academic dishonesty, including plagiarism (the act of presenting others' words and ideas as one's own without crediting the source), copying work from other students or using notes during a test are considered serious offenses and shall be subject to academic and disciplinary penalties.

ADVISORY

The aim of Advisory is to implement an extra-curricular program for a holistic education. During Advisory, students have the opportunity to connect and interact with their Advisors in a meaningful and productive way. The weekly themes are adjusted to the students' needs and the current circumstances to further promote the wellbeing of the students and raise awareness on global matters. The students have the opportunity to be exposed to interactive, informative, and thought-provoking activities on mental health, healthy lifestyle, people with differences, online safety, and career orientation.



STUDENT SERVICES

Pinewood's Student Services aims at enhancing students' experiences and well-being in all areas of life at school. This includes academics, mental and physical health, setting future goals, independence, and developmental growth. It supports all students in receiving a holistic education, in a positive and optimal school environment where they can broaden their horizons during and after their education at Pinewood. We offer the following support services through the department: Psychological support, Learning support (SEN), College Counseling, Library Services, After School Activities, and Dormitory Support. Student Services contribute actively to Pinewood's mission and vision, encouraging students to become curious, creative, and caring citizens as they strive to reach their full potential. See below for short descriptions of each component area of the Student Services Department.

Mr. Nikos Tsachtanis
Ms. Maria-Angeliki Apalodima
Ms. Ellie Tsachtani
Ms. Chara Tabakaki
Dr. Jonathan Sudholt
Ms. Mihaela Cretu
Ms. Marianthi Serafeim

College Counselor & Activities Coordinator
Student Services Coordinator
School Psychologist
Learning Support
Librarian
School Nurse
Dorm Liaison





Psychological Support

The Psychological Support provides support to all students who are experiencing emotional, social, and behavioral difficulties within the school setting. In close collaboration with educators and parents, we aim to promote the well-being of everyone and enhance the teaching and learning environment for our students by creating a caring, safe, and confidential environment.

Learning Support

The Learning Support Services aim to identify and support students with different learning needs within and outside the classroom in order to ensure that each Pinewood student may learn and flourish academically, socially, and emotionally, in a nurturing, inclusive and responsive environment.

Health and Wellness

The School Nurse oversees and promotes the emotional, mental, and physical health of all students, faculty, and staff. She supports student success by providing health care through assessment, intervention, and follow-up for everyone within the school setting. Additionally, she participates in actions organized in school, such as Advisories and Webinars, to raise awareness on specific health matters, healthy habits, and students' well-being.

College Counseling

College Counseling at Pinewood is an integral component of each student's high school education. The goal of our College Counseling Services is to provide solid advice and guidance to students as they decide where to continue their studies after graduation. Additionally, of great importance is the support of seniors to achieve the highest possible placement to institutions of their first preference. The College Counseling Services continuously follows the latest developments of international universities, related to global updates. Meetings with college representatives are held throughout the year, SAT preparation courses are offered, and support in the process of admissions and applying for university scholarships is offered to all students.

Library Services

The library at Pinewood is a welcoming space for students, faculty, and staff to learn, think, and find inspiration. With a growing collection of over 15,000 volumes, it facilitates readers of all ages and interests and serves as a space for fun and creative learning activities. The library is continuously hosting important events, such as parents' evenings, meetings with teachers, and presentations of professionals.

After School Activities

Pinewood offers a great range of after-school activities to achieve a more holistic development of the students and enhance their cognitive, social, emotional and organizational skills with an emphasis on teamwork. During the after-school activities, students have the opportunity to express themselves in a variety of experiences, activities and sports.

Dormitory Support

Pinewood's outstanding Boarding Department is available for students in Grades 7 – 12 and accommodates students from a wide range of nationalities. Our Student Services offers constant, personalized support to students living in the dormitories with weekly visits by the Pinewood Dormitory Liaison, planned off-campus activities, and availability of our Dormitory Liaison and School Psychologist every day during school hours.





ADVANCED PLACEMENT (AP) COURSES

The Advanced Placement (AP) Program offers high school students the opportunity to engage in college-level coursework and earn college credit while still in high school. Administered by the College Board, the AP Program is recognized by colleges and universities around the world. Students who participate in AP courses gain a deeper understanding of subjects they are passionate about and develop skills that are essential for success in college and beyond.

Taking AP courses offers students a multitude of benefits that extend beyond the classroom, preparing them for both college and future careers. One of the most significant advantages is the potential to earn college credit and advanced placement. Many colleges and universities recognize the rigor of AP courses and offer credit, placement, or both for students who achieve qualifying scores on their AP Exams. This can translate into substantial savings on college tuition and the opportunity to graduate early, allowing students to pursue advanced degrees or enter the workforce sooner.

AP courses are designed to mirror the level of academic challenge found in college classes, which helps students develop essential skills such as critical thinking, analytical reasoning, and effective time management. Engaging in this level of coursework while still in high school means students are better prepared for the demands of higher education. They learn to manage complex assignments, engage in in-depth discussions, and tackle rigorous exams, all of which are valuable experiences for their future academic pursuits.

Beyond academic preparedness, participating in AP courses can give students a competitive edge in the college admissions process. Admissions officers recognize the effort and dedication required to succeed in AP classes. By taking these courses, students demonstrate their willingness to challenge themselves and their ability to perform well in a demanding academic environment. This commitment to academic excellence can significantly enhance their college applications, making them more attractive candidates to top-tier institutions.

Moreover, research consistently shows that students who take AP courses are more likely to succeed in college. The skills and knowledge they gain from AP classes often translate into better grades and higher retention rates in college. These students are typically more confident in their academic abilities and more adept at navigating the challenges of college life, from managing their time effectively to participating actively in class discussions and projects.

In addition to the academic and college admissions benefits, AP courses also provide students with a sense of accomplishment and confidence. Successfully completing a challenging AP course and earning a high score on the AP Exam is a significant achievement that can boost a student's self-esteem and motivation. This sense of achievement can inspire students to pursue further academic challenges and set ambitious goals for their future.

In summary, AP courses offer numerous benefits that can profoundly impact a student's educational and professional trajectory. By providing opportunities for college credit, fostering essential academic skills, enhancing college applications, and boosting confidence, AP courses are an invaluable part of the high school experience. We encourage all students to consider the many advantages of enrolling in AP classes and to take full advantage of the resources and support available to them.

Click below to view the AP courses are offered at Pinewood

AP Course
Descriptions

AP CAPSTONE DIPLOMA PROGRAM

The AP Capstone Diploma program is a college-level program based on two courses—AP Seminar and AP Research—that complement and enhance discipline-specific AP courses.

The program gives students a chance to practice core academic skills that are increasingly valued by colleges. The ability to think independently, write effectively, research, collaborate, and learn across disciplines is essential for success in college, career, and beyond. Students who earn scores of 3 or higher in AP Seminar and AP Research and on four additional AP Exams of their choosing receive the AP Capstone Diploma. This signifies their outstanding academic achievement and attainment of college-level academic and research skills. Students who earn scores of 3 or higher in both AP Seminar and AP Research but not on four additional AP Exams receive the AP Seminar and Research Certificate™

The AP Capstone program represents a forward-thinking approach to education, designed to cultivate essential skills in critical thinking, research, and communication. This innovative program stands apart from traditional Advanced Placement courses by focusing on interdisciplinary learning and independent inquiry, setting students up for success in college and beyond.

Central to the AP Capstone experience is the development of advanced research skills. In the AP Research course, students embark on an in-depth exploration of a topic that sparks their interest. This journey involves formulating research questions, gathering and analyzing data, and presenting their findings in a scholarly manner. Such experiences not only build a solid foundation in research methodologies but also enhance students' abilities to engage in complex academic writing and critical evaluation.

The AP Seminar course, another crucial component of the program, is designed to foster intellectual curiosity and critical thinking. Through this course, students tackle multifaceted issues from various perspectives, engaging in discussions and collaborative projects. This environment nurtures their ability to approach problems with a nuanced understanding and develops their skills in articulating well-reasoned arguments.

Communication is a cornerstone of the AP Capstone program. Students are frequently required to present their ideas, whether through individual presentations or group projects. These activities help refine their ability to express themselves clearly and persuasively, which is invaluable not only for academic success but also for professional growth.

In addition to the academic and professional benefits, the AP Capstone program prepares students for the demands of higher education. Colleges and universities highly value the skills developed through this program, as it demonstrates a student's readiness for rigorous academic challenges. The program's emphasis on independent research and collaborative learning mirrors real-world professional environments, providing students with a significant advantage in their future careers.

Moreover, AP Capstone fosters a sense of personal agency and confidence. Students have the opportunity to choose research topics that resonate with their interests and strengths, allowing them to take ownership of their learning journey. This empowerment builds a sense of responsibility and confidence that is crucial for both academic and personal development.

Overall, the AP Capstone program offers a comprehensive educational experience that extends beyond traditional coursework. By integrating advanced research, critical inquiry, and effective communication, it prepares students to excel in higher education and navigate the complexities of the modern professional landscape.



AP Capstone Diploma™

AP SEMINAR (Year 1)

Team Project & Presentation

Individual Research-Based
Essay & Presentation

End-of-Course Exam

AP RESEARCH (Year 2)

Academic Paper

Presentation & Oral Defense

4 AP COURSES & EXAMS

(Taken at any point throughout high school)



SERVICE LEARNING IN THE AP PROGRAM

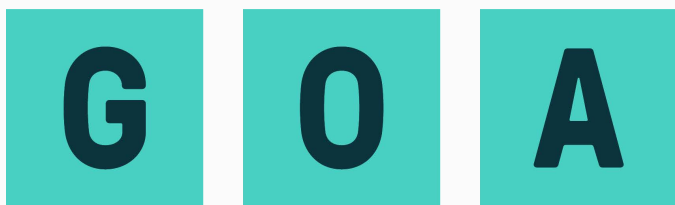
The AP with WE Service program is an innovative initiative designed to merge rigorous Advanced Placement (AP) coursework with a strong commitment to community service. This program is aimed at students who wish to excel academically while also actively engaging in service-learning projects that positively impact their communities. By combining AP courses with meaningful service opportunities, the program helps students apply their academic knowledge to real-world contexts, fostering a deeper understanding of their studies and a sense of civic responsibility.

The program incorporates the WE Service model, which encourages students to undertake projects addressing both local and global challenges. This model emphasizes the importance of making a difference both locally and globally, promoting a sense of responsibility and global citizenship among students. Each AP course is paired with a service project that complements its content.

Students in the program engage in project-based learning, applying classroom knowledge to their service projects. This approach not only enhances their understanding of academic concepts but also develops critical thinking and problem-solving skills. Reflection is a key component of the program, with students encouraged to consider their service experiences and their impact on the community. This reflective practice is integrated into their coursework through essays, presentations, and discussions, linking their service work with their academic learning.

The program also fosters both local and global engagement. Students participate in local service projects while also addressing global issues through initiatives supported by WE. This dual focus helps students appreciate the broader context of their efforts and their significance in a global framework. Their service activities are assessed based on impact, creativity, and alignment with their AP coursework, with successful completion recognized through a certificate. This recognition can enhance college applications by demonstrating a commitment to both academic excellence and community service.

Overall, the AP with WE Service program provides an enriched learning experience, promoting personal growth, leadership, and a sense of responsibility. The skills developed through the program, including project management and reflective thinking, are valuable for college and future careers.



Proud Member

GLOBAL ONLINE ACADEMY

As of May 2024, Pinewood is a proud member of the Global Online Academy (GOA), a not-for-profit consortium of 140+ international, independent, public, and charter schools from around the world. Started by a group of independent schools looking to bring the benefits of online learning to their teachers and students, Global Online Academy prepares learners for a global future by providing high-quality, networked learning experiences and interest-based courses and pathways. The schools that are members of Global Online Academy are well known for the strengths of their curricula and the excellence of their teaching.

GOA's courses are taught by experienced educators who are experts in their fields, ensuring that students receive personalized attention and support tailored to their individual learning needs. The academy's curriculum emphasizes the development of critical thinking, collaboration, and the practical application of knowledge to real-world scenarios. This approach not only prepares students for academic success in college but also equips them with the skills necessary for thriving in an increasingly interconnected and dynamic world.

One of the key advantages of GOA is the flexibility it offers. Online learning allows students to manage their schedules and responsibilities more effectively, enabling them to pursue their academic interests at their own pace. This flexibility is particularly beneficial for students involved in extracurricular activities, sports, or other commitments that demand significant time and effort. GOA's courses are designed to be engaging and interactive, with a focus on project-based learning and the use of modern technology to create a dynamic and immersive educational experience.

In addition to the academic benefits, GOA fosters a sense of global citizenship among its students. By participating in a community of learners from different countries and cultures, students gain a broader understanding of the world and develop the ability to communicate and collaborate across cultural boundaries. This global network not only enhances students' academic experiences but also prepares them to be thoughtful, informed, and compassionate leaders in their future endeavors.

Pinewood students in Grades 11 and 12 can attend one course per semester, during regular school hours, with each course granting them 0.5 credits. Courses can be found [HERE](#).

Grade 7

ENGLISH LANGUAGE & LITERATURE 7: English Language & Literature 7 begins by introducing students to how **persuasive techniques** are used in texts to inform and inspire readers to take action. The course then exposes students to the tragedy of the Holocaust as captured in John Boyne's historical novel ***The Boy in The Striped Pyjamas*** (2006) and immerses them in the complex characteristics of **personal narratives** as seen in Malala Yusafai's narrative, ***I Am Malala*** (2013). The year continues with students analyzing **short stories** from England and the Americas and ends with introducing students to the enchanting world of Shakespeare through his famous play ***Romeo and Juliet*** (1607).

MATHEMATICS 7: In Mathematics 7 students progress through a structured curriculum. They begin with **number skills and operations**, advancing to algebraic concepts such as equations, inequalities, and formulae. **Geometry** follows, encompassing **2D shapes**, area, perimeter, and circles. Students then explore **percentages, ratios, rates**, and proportional reasoning, honing their quantitative abilities. Finally, they delve into basic **statistical principles**, gaining insight into data analysis and interpretation. This comprehensive journey equips students with a solid foundation in mathematics for future academic and practical applications.

SOCIAL STUDIES 7: In this 7th grade World History course, students will explore major events, people, and ideas that have shaped our world. The course covers periods from ancient civilizations to modern times, emphasizing global connections and interdependence. Students will examine the cultural and intellectual achievements of **ancient Greece, Rome, the Byzantine Empire, and Africa**. They will study key historical figures like **Charlemagne, Anna Komnene, and Genghis Khan**, as well as major events such as the fall of the **Roman Empire**, the **Crusades**, and the **Renaissance**.

SCIENCE 7: Science 7 begins by introducing students to how living organisms are organized in the unit '**Cells and Systems**'. Next, the flow of energy in ecosystems is explored in the '**Energy**' unit as we examine the role of different living organisms in transforming light, chemical, and heat energy. In this unit, students also investigate how matter is recycled and explore solutions to the global issues of climate change and food sustainability. The '**Evolution**' unit gives students the opportunity to examine how biologists use evidence to support their theories, the main focus being Charles Darwin's theory of Natural Selection. The year draws to a close with the '**Ecosystems**' unit where students combine many concepts they have learned throughout the year to evaluate how different environmental factors affect ecosystems.

DESIGN 7: The Design course applies the design cycle to solve problems using **3D Design and 3D printing**. Students use **3D Modeling Software** to create artifacts and models. To create functional, useful products, students research existing solutions, develop design criteria, make technical drawings, develop technical skills related to 3D modeling, test, and improve their products based on the design criteria. Students assess, reflect and describe the impact of their solution on the client/ end-user.

PHYSICAL EDUCATION 7: The goal of the Physical Education courses is to provide students the opportunity to comprehend and experience the benefits of physical activity in their lives. Each course consists of a plan of activities that demonstrates these benefits. Regarding the learning of sports, the following sequence is gradually applied to consecutive course levels: Basic rules and regulations for a first contact with the sport; Fundamentals, basic skills, and drills on individual techniques; Rules that are necessary in a scrimmage; Tactics and strategies in both offence and defense; Officiating and scorekeeping of the sport. Units covered: **Basketball, Soccer, International sports (Badminton, Floor Hockey, Dodgeball), Volleyball and Baseball**. All these units contain a variety of **fitness** components.

MUSIC 7: This Grade 7 music course introduces students to core musical concepts through three engaging units: **Musical Styles, Instrument Exploration, and Composition Fundamentals**. Students develop rhythmic accuracy, explore a variety of global and historical musical genres, and gain familiarity with different instrument families. They also begin composing their own short pieces, applying their understanding of melody, harmony, and structure. The course emphasizes creativity, listening skills, and collaborative music-making, fostering both confidence and a lasting appreciation for music.

VISUAL ARTS 7: Art in Grade 7 offers students an immersive exploration of artistic expression across three captivating units. In the first unit, **Portraiture and Identity**, students delve into the intricacies of drawing head proportions, honing their skills while exploring the vibrant world of watercolor techniques. The second unit focuses on **3D Forms**, where students discover the dynamic realm of Pop Art and apply clay sculpture techniques, bringing their creative visions to life in tangible forms. The year concludes with **Visual Narratives**, drawing inspiration from German Expressionist art. Here, students deepen their understanding of shape, line, and color, enhancing their watercolor painting skills to infuse their visual narratives with emotion and meaning.

MODERN GREEK LANGUAGE & LITERATURE 7: Modern Greek Language and Literature 7 begins by introducing **persuasive techniques** in various types of Greek texts, such as advertisements, speeches, and travel literature. Later, students delve into the works of writer Alki Zei and her **novel *Η Μωβ Ομπρέλα***, exploring the historical and social context of Greece during the mid-20th century. The course also includes a selection of texts from the Greek Ministry of Education's Modern Literature book, examining the characteristics of **personal narratives** and the elements of **short stories**. Various authors, including Dinos Dimopoulos, Nikos Kazantzakis, and Georges Sari, are introduced to the students. The year ends with **Homer's *Odyssey***, offering students the opportunity to explore and analyze one of the most outstanding texts of all time and gain insight into ancient Greek culture.

WORLD LANGUAGES 7 / PHASES 1-2

(Modern Greek International/French/Spanish)

Phases 1-2 represent the **Emergent (beginner) level** and correspond to **A1-A2** levels in the Common European Framework of Reference for Languages (**CEFR**), which introduces learners to the language and empowers them to develop their understanding as well as speaking and writing abilities on a variety of subjects related to them. Students interact in a limited range of **familiar situations**, using language related to **interpersonal** and **cultural** contexts and develop an awareness that language changes according to purpose and audience. By the end of the Emergent level, students are expected to have a repertoire of basic language enabling them to deal with specific everyday situations, involving familiar situations and topics.

Grade 8

ENGLISH LANGUAGE & LITERATURE 8: English Language & Literature 8 begins by introducing students to the essential elements of the Shakespearean comedy *Twelfth Night* (1602) considering the multiple perspectives based on character and theme development. The course continues onto the topic of **Media Literacy**, where students identify the targeted and biased use of language in texts. The course carries on with students reading Maya Angelou's powerful autobiographical novel *I Know Why the Caged Bird Sings* (1969) and understanding the context of literature and how it affects individuals in return. The year continues with students learning the techniques of **Argumentative Writing**, and concludes with an **Introduction to World Poetry**, where students explore the stylistic elements of poetic language.

MATHEMATICS 8: In Mathematics 8 students progress through a structured curriculum, commencing with **irrational numbers and fractional equations**. They then delve into **trigonometry** and the Pythagorean theorem, grasping fundamental geometric concepts. Exploring **linear equations' graphs**, students refine visualization and interpretation skills. Transitioning to 3D **geometry** and transformations, they navigate spatial complexities. Subsequently, students explore loci and constructions, honing geometric construction techniques. The exploration concludes with a comprehensive study of **statistics and probability**, empowering students with essential analytical tools for decision-making.

SOCIAL STUDIES 8: Students will start this course with the **Exploration of New Worlds** and how the Chinese Silk Road transported both valuable goods and ideas from Asia to Europe. Next, they will focus on **Natural Disasters** by investigating the causes and effects of these natural phenomena, and how society could mitigate the damage. Then, students will progress by examining European explorers and their motivations, technologies and consequences of the **Atlantic Slave Trade** and the **Opium Wars**. Unit 4 will scrutinize the **Scientific Revolution** and how this transformative period of scientific thought challenged traditional beliefs and led to a shift in understanding the natural world. Finally, the unit on **Enlightenment** will analyze how ideas of traditional authority were challenged by the principles of democracy and human rights.

SCIENCE 8: Science 8 immerses students into the world of **Physical Science**, by delving into essential themes that shape our understanding of the natural world. Commencing with the study of motion and forces in the unit '**The Mechanics of Everyday Phenomena**', the course progresses through the topics of energy and power in the unit '**Investigating the Causes of Change**', followed by an exploration of the solar system and the origin of the universe in the unit of '**From Earth's Horizon to the Infinite Universe**'. Next, students delve into wave properties and wave interactions in the unit '**Connecting the World Together**'. Lastly, the course concludes with an exploration of atomic theory and electric forces in the unit of '**Bridging Charged and Neutral Realms**'. Each unit builds a foundation for understanding the fundamental principles governing our physical world, from motion dynamics to cosmic forces.

DESIGN 8: The Design course employs a structured approach to problem-solving, featuring projects: the development of a **3D model** portraying a Moon Settlement and the fabrication of a **robotic prosthetic hand**. Building upon prior experience in robotics and 3D modeling, students select materials and tools. Initial steps involve problem identification, justification, and solution research, followed by the establishment of design criteria and specifications. Subsequent phases encompass **prototype creation, resource management, and rigorous testing methodologies** to assess solution efficacy. Through this methodical process, students cultivate critical thinking and problem-solving skills in addressing real-world challenges.

VISUAL ARTS 8: Art in Grade 8 guides students through three dynamic units. In the first, **Cultural Identity**, they explore unfamiliar cultures, researching symbols and histories and applying relief printing techniques to create unique prints. Unit 2, **Relationships**, delves into the visual representation of connections through art and builds on sculpting skills from Grade 7, with students crafting wire armatures and adding mass with plaster gauze. The year concludes with Unit 3, focusing on **acrylic painting** to develop dimension on canvas by learning and using a variety of mixing and blending painting techniques. These units provide Grade 8 students with a diverse and enriching artistic journey, deepening skills and exploring cultural identity, relationships, and painting techniques.

MUSIC 8: This Grade 8 music course introduces students to core musical concepts through three engaging units: **Musical Styles, Instrument Exploration, and Composition Fundamentals**. Students develop rhythmic accuracy, explore a variety of global and historical musical genres, and gain familiarity with different instrument families. They also begin composing their own short pieces, applying their understanding of melody, harmony, and structure. The course emphasizes creativity, listening skills, and collaborative music-making, fostering both confidence and a lasting appreciation for music.

PHYSICAL EDUCATION 8: The goal of the Physical Education courses is to provide students the opportunity to comprehend and experience the benefits of physical activity in their lives. Each course consists of a plan of activities that demonstrates these benefits. Regarding the learning of sports, the following sequence is gradually applied to consecutive levels: Recap, demonstrate, and apply the basic rules and regulations of the sport; drills on individual techniques; rules that are necessary in a scrimmage; tactics and strategies in both offence and defense; officiating and scorekeeping of the sport. Units covered: **Basketball, Soccer, International sports (Badminton, Floor Hockey, Dodgeball), Volleyball and Baseball**. All these units contain a variety of **fitness** components.

MODERN GREEK LANGUAGE AND LITERATURE 8: Greek Language & Literature 8: introduces students to the captivating world of **A. Chekhov** through his famous play **Uncle Vanya** (1896). The course then exposes students to critical reading of **media texts** and the creation of their own newspaper articles. Students are later transferred to various places through the experiences of a little girl, as they are captured in **Georges Sari's** awarded novel **Ninet** (1994). **Argumentative writing** and its importance is the next skill students are working on, and the year ends with the study of famous **poets, as K. Kavafy**.

WORLD LANGUAGES 8 / PHASES 1-2

(MODERN GREEK INTERNATIONAL/FRENCH/SPANISH):

Phases 1-2 represent the **Emergent (beginner) level** and correspond to **A1-A2** levels in the Common European Framework of Reference for Languages (**CEFR**), which introduces learners to the language and empowers them to develop their understanding as well as speaking and writing abilities on a variety of subjects related to them. Students interact in a limited range of **familiar situations**, using language related to interpersonal and **cultural contexts** and develop an awareness that language changes according to purpose and audience. By the end of the Emergent level, students are expected to have a repertoire of basic language enabling them to deal with specific everyday situations, involving familiar situations and topics.

Grade 9

PRE-AP ENGLISH 1: Pre-AP English 1 introduces foundational skills in critical reading, analytical writing, and literary analysis. Students explore **diverse** texts from **various** genres and time periods, focusing on developing **close reading** techniques and enhancing vocabulary and grammar proficiency. The course emphasizes deepening comprehension through **thematic** discussions and structured writing assignments. Students are encouraged to engage actively in class discussions and collaborative activities, fostering communication skills essential for academic success. Pre-AP English 1 prepares students for **advanced** coursework by building a **strong** literary foundation and cultivating analytical thinking in a supportive learning environment.

MATHEMATICS 9: In the Mathematics 9 course students delve into essential mathematical concepts with real-world applications. They begin by understanding the fundamentals of **functions and their relationships**. Moving forward, students explore the practicality of linear functions, focusing on **straight lines** (and in the Extended course on basic **Matrices** too). Next, they navigate through **quadratic equations** and **polynomial functions**, gaining insights into their properties and graphical representations. Further, students analyze **similarity** and **congruence** among 2D shapes, identifying patterns and relationships (and in the Extended course expanding to the **Binomial Theorem**). Finally, they apply geometric formulas, such as those for **coordinate and circle geometry**, to solve problems efficiently.

WORLD HISTORY 9: In this course students begin with the groundbreaking **American and French Revolutions**, delving into the ideals and upheavals that shaped modern democracies. Next, they examine the transformative **industrialization periods in Britain and Japan**, highlighting the dramatic shifts in society and economy. The course progresses to an in-depth study of **World War I**, its causes, and its far-reaching consequences. An interdisciplinary unit with the science department offers a unique perspective on the **Russian Revolution**, blending historical analysis with scientific advancements of the era. The curriculum culminates with a study of **Totalitarianism**, analyzing the rise and impact of authoritarian regimes in the 20th century.

BIOLOGY 9: Biology 9 offers students a comprehensive STEM course aimed at establishing a solid understanding of biological concepts coupled with practical laboratory experience utilizing the methods of scientific inquiry. The curriculum delves into '**Cell Structure and Function**', followed by fundamental topics of '**Chemical Processes Supporting Life**', including an in-depth understanding of the process of photosynthesis and cellular respiration. Furthermore, it concentrates on '**Ecological Dynamics and Biodiversity Conservation**', followed by an exploration of '**Genetics and Heredity Principles**'. Additionally, students investigate '**Molecular Genetics and Natural Selection**' including the structure and function of DNA and RNA as well as speciation.

PHYSICAL EDUCATION 9: The goal of the Physical Education courses is to provide students the opportunity to comprehend and experience the benefits of physical activity in their lives. Each course consists of a plan of activities that demonstrates these benefits. Regarding the learning of sports, the following sequence is gradually applied to consecutive levels: Recap, demonstrate, and apply the basic rules and regulations of the sport; drills on individual techniques; rules that are necessary in a scrimmage; tactics and strategies in both offence and defense; officiating and scorekeeping of the sport. Units covered: **Basketball, Soccer, International sports (Badminton, Floor Hockey, Dodgeball), Volleyball and Baseball**. All these units contain a variety of **fitness** components.

AP HUMAN GEOGRAPHY 9 (ELECTIVE): AP Human Geography introduces high school students to college-level introductory human geography or cultural geography. The content is presented thematically rather than regionally and is organized around the discipline's main subfields: **economic** geography, **cultural** geography, **political** geography, and **urban** geography. The approach is spatial and problem oriented. Case studies are drawn from all world regions, with an emphasis on understanding the world in which we live today. Historical information serves to enrich analysis of the **impacts** of phenomena such as **globalization, colonialism, and human–environment** relationships on places, regions, cultural landscapes, and patterns of interaction.

HS ENTREPRENEURSHIP 9 (ELECTIVE): The Entrepreneurship course aims to be high on authenticity as learners are asked to identify and solve real problems, communicate with actual entrepreneurs, and use some of the same tools that a **start-up** would use. The students will be exposed to the main components of entrepreneurship, such as **problem solving, teamwork, networking, presenting, and getting people on board (pitching)**. They will meet with entrepreneurs, get their insights, and interview them to create podcasts. By the end of this course students will feel empowered to tackle real life problems, confident in their ability to present and argue their case – and aware of the complexities that go into transforming an idea to an implementable solution.

HS INTERNET OF THINGS 9 (ELECTIVE): The Internet of Things refers to the billions of physical devices around the world (from coffee makers to cars), connected to the Internet, collecting and sharing data. This **project-based** course covers the basics of devices for **sensing, actuation, processing, and communication**. This class, divided in small groups, is going to work with various **sensors** (temperature, movement, pressure, ultra-wave etc.) as well as small processing devices called **micro-controllers** (Arduino, Raspberry Pi). The students are going to apply the skills learned by designing, building and testing microcontroller-based systems.

HS VISUAL ARTS 9 (ELECTIVE): The High School Art Elective class, designed for advanced learning, comprises three units. In **Fundamentals of Expression 1 & 2**, students explore **Elements of Art and Principles of Design**, refining technical skills across various mediums. Simultaneously, students enhance their art vocabulary, refine planning strategies, and cultivate reflective skills through portfolio development. Unit 3, **Equality and Representation**, integrates service as action project, fostering intercultural understanding and enhancing portrait skills. The year concludes with a more advanced unit, allowing students to delve into **personal interests**, experiment with diverse materials, and create refined artworks of personal significance.

MODERN GREEK LANGUAGE AND LITERATURE 9: In this course students are introduced to **Euripides's tragedy Helen** (412 BCE) and the fundamentals of drama and tragedy. Students then delve into the world of **Nikos Kazantzakis** and the Oscar awarded film **Zorba The Greek** (1964) by Michael Cacoyannis. Through this unit students familiarise themselves with semiotic resources and discuss the concepts of friendship and inspiration. A wide range of Greek but also translated poems is the next challenge for students, as they discover how through **poetry** people can unravel their inner world. By reading **Το διπλό Βιβλίο** (1976) by Dimitris Hatzis they learn how to explore the social context of migration especially during the post war period. The course ends with the study and analysis of **media texts** focusing on cyberbullying and privacy issues.

WORLD LANGUAGES 9 / Phases 3-4

(Greek International / French / Spanish): Phases 3-4 represent the **Capable (intermediate)** level of language acquisition and correspond to **A2-B1** levels in the Common European Framework of Reference for Languages (**CEFR**). Students will systematize structures they are familiar with and acquire new sets of knowledge in order to reinforce their confidence when expressing ideas on a broad range of topics. By the end of the Capable level, students are expected to be **independent users** of the language, able to participate in **everyday conversations, express personal opinions, and navigate common situations** with a practical level of language proficiency.

Grade 10

PRE-AP ENGLISH: Pre-AP English 2 builds on the skills developed in Pre-AP English 1, with a focus on **advanced literary analysis**, critical thinking, and **evidence-based writing**. Students engage with **complex texts** from a range of genres, cultures, and historical contexts, deepening their understanding of **literary elements** and **rhetorical techniques**. The course emphasizes argumentation, synthesis, and research skills through structured essays and projects. Class discussions and collaborative activities foster interpretive thinking and effective communication. Pre-AP English 2 prepares students for **AP-level** coursework by strengthening analytical reading and writing skills in an **academically rigorous** environment.

AP PRECALCULUS (GRADES 10-12): AP Precalculus centers on functions modeling dynamic phenomena. This research-based exploration of functions is designed to better prepare students for college-level calculus and provide grounding for other mathematics and science courses. In this course, students study a broad spectrum of **function types** that are foundational for careers in mathematics, physics, biology, health science, business, social science, and data science. Throughout this course, students develop and hone symbolic manipulation skills, including **solving equations and manipulating expressions**, for the many function types throughout the course. Students also learn that functions and their compositions, inverses, and transformations are understood through **graphical, numerical, analytical, and verbal representations**, which reveal different attributes of the functions and are useful for solving problems in mathematical and applied contexts.

WORLD HISTORY 10: Students in Grade 10 study major turning points that shaped the modern world, such as the cause and course of **World War II, the Cold War, and the Civil Rights Movement**. They explore the concept of **sustainability** and how scientific and technological innovation are impacting on this, and they discuss the delicate balance between using Earth's resources and preserving natural environments. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to **international relations**. They also extrapolate from the experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. They also consider multiple accounts of events in order to understand international relations from a variety of perspectives.

CHEMISTRY 10: Chemistry 10 commences with the introduction of students to matter in the unit '**The Atomic Level**' which delves into the history and composition of the atom, while also exploring the practical applications of radioactive decay in everyday life. In the unit '**Material World**,' students examine the relationships between chemical bonding and the properties of matter and gain insights into the significance of the periodic table as a crucial tool for comprehending the behavior of atoms. Transitioning to the unit '**Sustainable Earth**,' students are acquainted with chemical reactions and critically evaluate how technology is employed to mitigate the environmental impact resulting from human use of fossil fuels. The academic year culminates with the '**Green Chemistry**' unit, where students consolidate their learning by investigating why various factors impact chemical reactions and how this knowledge can be harnessed by chemists to enhance efficiency.

PHYSICAL EDUCATION 10: The goal of the Physical Education courses is to provide students the opportunity to comprehend and experience the benefits of physical activity in their lives. Each course consists of a plan of activities that demonstrates these benefits. Regarding the learning of sports, the following sequence is gradually applied to consecutive levels: Consolidate, demonstrate effectively and apply the basic rules and regulations of the sport; drills on individual techniques; rules that are necessary in a scrimmage; tactics and strategies in both offence and defense; officiating and scorekeeping of the sport. Units covered: **Basketball, Soccer, International sports (Badminton, Floor Hockey, Dodgeball), Volleyball and Baseball**. All these units contain a variety of **fitness** components.

DANCE 10: Dance High School is a comprehensive course dedicated to cultivating a consistently effective utilization of **technical, performing, and composition skills** across a diverse range of dance genres. Students will not only master the intricacies of dance techniques but also learn to discern and apply the appropriate **compositional processes and structures** that enhance dances with varying subject matter. The curriculum emphasizes the demonstration of compositional craft to align with the **intention, form, and content** of each dance, promoting a nuanced understanding of dance composition. Furthermore, the course encourages **critical reflection** on both the creative process, addressing encountered compositional challenges and proposing solutions for future development, while also their development as performers.

MODERN GREEK LANGUAGE AND LITERATURE 10:

Greek Language & Literature 10 begins by having students practise their research skills as well as their creativity in producing various **media text types** such as leaflets, brochures, podcasts etc, through the exploration of the global issue of **human trafficking**. The second unit brings them into contact with the exceptional novel *The Murderess* (1903) by **Alexandros Papadiamantis**, along with all the historical and social knowledge it transmits. **Federico Garcia Lorca** and his play *Yerma* (1934) is the next challenge for students, as they will discover how social stereotypes during this period, defined the characters' lives. The fourth unit of the course teaches students how to approach, analyze, and discuss the stylistic devices used in **travel writing** documents (including ads and brochures). The year ends with the study and analysis of **post war Greek writers**.

WORLD LANGUAGES 10 / Phases 3-4

(Greek International / French / Spanish): Phases 3-4 represent the **Capable (intermediate)** level of language acquisition and correspond to **A2-B1** levels in the Common European Framework of Reference for Languages (**CEFR**). Students will systematize structures they are familiar with and acquire new sets of knowledge in order to reinforce their confidence when expressing ideas on a broad range of topics. By the end of the Capable level, students are expected to be **independent users** of the language, able to participate in **everyday conversations, express personal opinions, and navigate common situations** with a practical level of language proficiency.

BUSINESS MATH (GRADES 10-12): This is the discipline that consists of mathematical concepts related to the business and it is not only limited to **cost, profit/loss, and interest**. It is beyond these basic concepts and includes other mathematical concepts as well. The operations or financial activities are controlled by business mathematics such as control on the **cash flows, payroll, revenue, financial analysis, and risk analysis**. Mathematical formulas help in almost every field of business such as in **wage or salary calculation, employee performance management, profit & loss analysis**, etc. Mathematical models help in analyzing the business problems and finding out the appropriate solutions so that those problems do not arise in the future.

HS PHYSICS (GRADES 10-12): Physics offers students a comprehensive study of motion, forces, energy, momentum, and oscillations. Through units such as **kinematics, force, and translational dynamics**, students analyze motion in one and two dimensions, apply Newton's laws, and explore forces like gravity and friction. In **work, energy, and power and linear momentum**, students investigate energy conservation, efficiency, and the principles of momentum and collisions. The course concludes with **oscillations**, focusing on simple harmonic motion and periodic systems. This curriculum develops analytical skills essential for understanding physical phenomena and solving real-world problems.

GRADES 11 - 12

AMERICAN LITERATURE AND CULTURE: In this course students begin their journey through the heart of American expression with a plunge into the mysterious world of **Gothic Literature**, exploring Edgar Allan Poe's gripping short stories. In the following unit on **Advertisements**, they analyze the pervasive influence of advertising on society while delving into its cultural impact. The course continues with August Wilson's play ***The Piano Lesson*** where students uncover the layers of storytelling, symbolism, and cultural heritage embedded in the play. In our "**Hollywood**" unit, students take a close look at the dynamics of justice and persuasion in Reginald Rose's ***12 Angry Men***, comparing the script with its film rendition. The course concludes with an exploration of the rich tapestry of **American poetry**.

WORLD LITERATURE AND TEXTS: This course begins by students examining various **short stories**, including works by **Hemingway, Marquez-Garcia, and Chekhov**. The course continues with reading the novel ***The Alchemist*** by Paulo Coelho and illustrating their deep understandings and connections to the text. The students then consider and examine **Poetry** works by various poets, including **Carol Ann Duffy, Benjamin Zephaniah, and Pablo Neruda**, with a specific focus and concentration on conflict poetry. The course continues on with the visual and written analysis of **World Street Art**, inspecting pieces by artists around the world including **Banksy, Shepard Fairey, Combo, and D* Face**. The year concludes with students deciphering **World Images**, specifically the works by **Uğur Gallenkuş and Hosam Katan**.

AMERICAN DRAMA: In this course, students explore the complexities of the American experience through five iconic plays. They begin with Arthur Miller's ***Death of a Salesman***, analyzing the fragility of the American Dream and the pressures of societal expectations. Next, Edward Albee's ***Who's Afraid of Virginia Woolf?*** invites students to examine themes of illusion, reality, and personal conflict within the dynamics of a troubled marriage. Tennessee Williams' ***A Streetcar Named Desire*** offers a deep dive into issues of desire, power, and identity in the American South. Students then engage with Eugene O'Neill's *The Hairy Ape*, exploring class struggle and the search for belonging in an industrialized world. The course concludes with Lillian Hellman's ***The Little Foxes***, where themes of greed, ambition, and family betrayal highlight the darker sides of human nature and capitalism.

MATH APPLICATIONS: In this course students embark on a journey exploring diverse mathematical concepts with practical applications. They commence their exploration by delving into **Sequences and Series**, unraveling patterns and relationships within ordered sets of numbers. Progressing, students immerse themselves in **Trigonometry**, where they grasp the significance of angles and ratios across various contexts, laying foundations for more complex applications. Subsequently, students delve into **Statistics**, mastering basic concepts and analytical techniques essential for data interpretation and decision-making. They then venture into the realm of **Probability and Hypothesis Testing**, where they explore the likelihood of events and make informed judgments based on statistical evidence.

MATH SYSTEMS: In this course students embark on a comprehensive exploration of mathematical concepts with practical applications. They begin their journey by immersing themselves in **Algebraic Expressions, Methods, and Equations**, including quadratic equations and polynomials. Building upon their algebraic foundation, students progress to the study of **Vectors**, where they explore the geometric representation of quantities with both magnitude and direction. Subsequently, students delve into **Matrices**, where they analyze and manipulate structured collections of numbers essential in solving systems of linear equations and representing transformations in geometry and computer science. The journey advances as students encounter **Exponential Functions and Logarithms**, exploring their properties, behaviors, and applications across diverse fields such as finance, biology, and physics.

INTRODUCTION TO FINANCE: Introduction to Finance offers students a broad foundation in financial concepts, analysis, and real-world applications. The course begins with business structures and sources of finance, then explores modern instruments like leasing, factoring, and venture capital. Students analyze **costs, revenues, profit, and break-even points**, and interpret key financial statements such as the **P&L, balance sheet, and cash flow**. They learn to apply ratio analysis, investment appraisal techniques, and the time value of money. The course also introduces **statistical tools, risk-return models** (CAPM, APT), and methods of **company valuation**. Students explore stock markets, fixed income securities, and technical analysis. Global topics like taxation, foreign exchange, and derivatives round out this rigorous, applied curriculum.

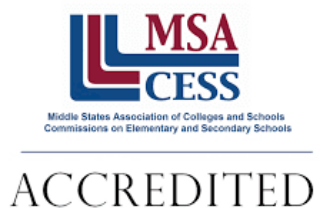
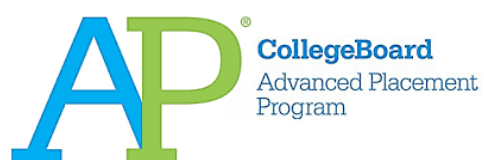
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BIG HISTORY: This interdisciplinary course spans 13.8 billion years, exploring the history of the universe from the Big Bang to modern times. Students will investigate significant thresholds of increasing complexity, including the formation of stars, the emergence of life, and the development of human societies. Integrating insights from science, history, and the humanities, the course emphasizes critical thinking, problem-solving, and analytical skills. Through engaging projects and activities, students gain a comprehensive understanding of our past and its relevance to the present and future, fostering a sense of global interconnectedness.

INTEGRATED SCIENCE: This course covers topics in Physics, Chemistry, and Biology, including laboratory investigations and demonstrations. In **Physics**, students explore sound and light, focusing on mechanical and electromagnetic waves, sound intensity, Doppler effect, and wave applications. In **Chemistry**, they study Acids and Bases and Redox reactions, learning about chemical reaction categories and the role of mathematics in chemistry. The **Biology** section introduces the microscopic world of Bacteria and Viruses, investigating their morphology, life cycle, and impact on human health.

POLITICAL SCIENCE: Political science focuses on the theory and practice of **government and politics** at the local, state, national, and international levels. Students develop understandings of **institutions**, practices, and relations that constitute **public life** and modes of inquiry that promote **citizenship**. This course requires students to think critically and independently, appreciate differing points of view, and broaden their knowledge of current affairs. It grounds them in the importance of political participation, and better prepares them to take part in the political life of their communities.

FASHION DESIGN: The Fashion Design course offers an in-depth exploration of the fashion industry, combining creative expression with technical skill development. Students delve into Design Principles, applying advanced concepts of aesthetics, function, and trend analysis to original work. In Textile Exploration, they investigate fabric behavior, sustainability, and innovative materials. Sketching & Illustration focuses on refining visual communication through figure drawing, digital tools, and portfolio development. Through Creative Construction, students produce wearable garments using pattern drafting, draping, and advanced sewing techniques. The course emphasizes critical thinking, craftsmanship, and personal voice in design. It culminates in a capstone project and fashion presentation that showcases each student's unique vision and style.



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