



**PINEWOOD**  
AMERICAN INTERNATIONAL SCHOOL

**Middle & High School**  
**Grades 7-12**

**Program of Studies**  
**2024-2025**

*Revised February 2025*

# TABLE OF CONTENTS

<b>Letter from the Middle &amp; High School Principal</b>	<b>03</b>
<b>About</b>	<b>04</b>
<b>Accreditation</b>	<b>04</b>
<b>U.S. State Department Sponsorship</b>	<b>04</b>
<b>Mission, Vision, Core Values</b>	<b>05</b>
<b>Non-Discriminatory Policy</b>	<b>06</b>
<b>Privacy Policy</b>	<b>06</b>
<b>Middle &amp; High School Administration</b>	<b>07</b>
<b>Department Chairs</b>	<b>07</b>
<b>Pathways to Graduation</b>	<b>08</b>
<b>Graduation Requirements</b>	<b>09</b>
<b>Grade Advancement</b>	<b>09</b>
<b>English Proficiency for Admissions</b>	<b>10</b>
<b>English Accommodations</b>	<b>11</b>
<b>English Support</b>	<b>11</b>
<b>Academic Awards</b>	<b>12</b>
<b>Standardized Testing</b>	<b>13</b>
<b>Course Selection</b>	<b>14</b>
<b>Academic Integrity</b>	<b>14</b>
<b>Advisory Program</b>	<b>14</b>
<b>Student Services</b>	<b>15-17</b>
<b>Advanced Placement (AP) Program</b>	<b>20-23</b>
<b>AP Capstone Diploma Program</b>	<b>24-27</b>
<b>AP With WE Service</b>	<b>28-31</b>
<b>Global Online Academy</b>	<b>32-34</b>
<b>Grade 7</b>	<b>35-38</b>
<b>Grade 8</b>	<b>39-41</b>
<b>Grade 9</b>	<b>42-52</b>
<b>Grade 10</b>	
<b>Grades 11 &amp; 12</b>	

# 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. 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  
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**

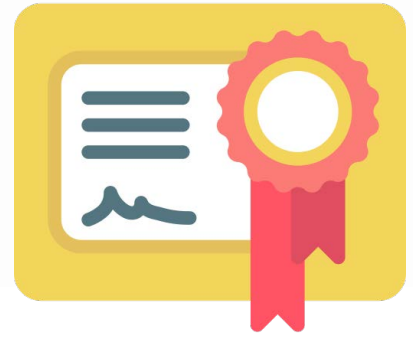
Grade 9  
Grade 10  
Grade 11  
Grade 12



## 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

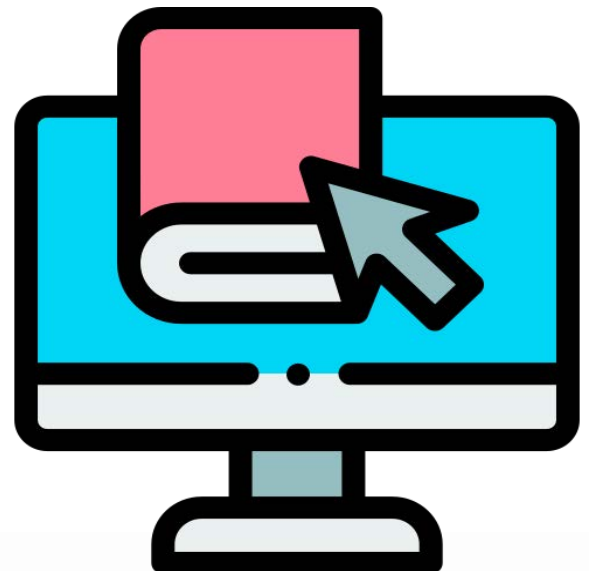
In February students and parents in Grades 9 - 11 are asked to choose courses for the upcoming academic year. If there is an insufficient number of students requesting a particular course, the course will not be offered and those students who have requested it will be assigned to one of their alternate 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. Ellie Tsachtani  
Mr. Maria-Angeliki Apalodima  
Ms. Chara Tabakaki  
Dr. Jonathan Sudholt  
Ms. Mihaela Cretu  
Ms. Smaragda Spyrou

College Counselor & Activities Coordinator  
School Psychologist  
Learning Support  
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.



# Grade 7

**ENGLISH LANGUAGE & LITERATURE 7:** The 7th grade English curriculum aims to develop students' language and literary analysis skills through the study of novels, short stories, drama, non-fiction, and poetry while reviewing English grammar and syntax. Students become accustomed to unpacking a wide range of genres while being encouraged to become active, inquiring, engaged and independent readers. They develop close-reading, annotating, and textual analysis skills, learn about the use and effect of the basic literary and rhetorical devices, distinguish between a topic, theme, and main idea, and establish connections between texts, while exploring the concepts of context, purpose, perspective, and bias. Students develop their writing skills through guidance and practice of the elements of expository, narrative, and argumentative writing, with special emphasis on basic well-structured paragraphs. Students also develop their research skills through participation in varied research projects.

**INTENSIVE ENGLISH 7:** This is a skill-based course in English language acquisition, designed according to the four main MYP criteria of skills development: listening, speaking, reading, and writing English language texts. Students are exposed to a wide variety of comprehensible spoken and written English language texts, both literary and informational, as well as print and multimedia. Students learn to write correctly structured English sentences, and they master a number of clause types and sentence patterns through interactive communicative activities and individually done written assignments. Key grammatical structures and concepts are introduced as students learn correct forms of English words, phrases, and clauses. As students' English language proficiency increases, they learn to write short paragraphs and stories, and they plan and present short oral presentations about topics of interest in today's world.

**MATHEMATICS 7:** Students are assisted to develop a positive attitude towards mathematics and appreciate the usefulness of the field while recognizing its relationship with other disciplines and with everyday life. The course allows them to gain knowledge and develop understanding of mathematical concepts and to gain mathematical skills and apply them. They develop the ability to communicate mathematics with appropriate symbols and language and reflect upon and evaluate their work and the work of others. They also develop patience and persistence when solving problems. The course covers different topics, such as Types of Numbers and Operations; Integers and Exponents; Rational and Real Numbers; Decimals; Percentages; Pre-Algebra Basics; Statistics and Probability; Plane Geometry; Perimeter; Area and Volume; Ratios; Rates; Proportions and Similarity.

**HISTORY & SOCIETIES 7:** This course explores such fascinating periods as the Middle Ages, the Renaissance, and the Reformation eras. It also asks students to find out about the different reasons why settlements develop and how they change over time as well as focus on the use of resources around the world. Students explore the changes that societies make over time in response to their contact with other cultures in the areas of citizenship, politics, economics, technology, education, and religion. They engage in individual, pair and small group activities and a strong educational emphasis is placed on team building activities, reading for comprehension, oral and written communication, and the mechanics of writing for history.

**SCIENCE 7:** The Science 7 curriculum focuses on life science and aims to help students understand and appreciate the living world around them. The course has been designed to meet Next Generation Science Standards and concepts are taught using a variety of teaching techniques, to encourage students to develop key skills in science and engineering practices. The four core life science disciplinary ideas are 1) From Molecules to Organisms: Structures and Processes, 2) Ecosystems: Interactions, Energy, and Dynamics, 3) Heredity: Inheritance and Variation of Traits, 4) Biological Evolution: Unity and Diversity.

**DESIGN 7:** Design 7 is a course which uses the design cycle in order to encourage students to be reflective, knowledgeable and good communicators. There are four strands in the MYP based on the design cycle: Inquiring and analysing, Developing ideas, Creating the solution, and Evaluating. Students learn to code using blocks to drag and drop, but they can switch between blocks and text as desired. Additionally, an important focus is spreadsheet applications in collaboration with the Science teachers. With a unique focus on creativity, problem solving, and project-based learning, this course gives students the opportunity to explore several important topics of computing using their own ideas and creativity to develop an interest in computer science that will foster further endeavors in the field.

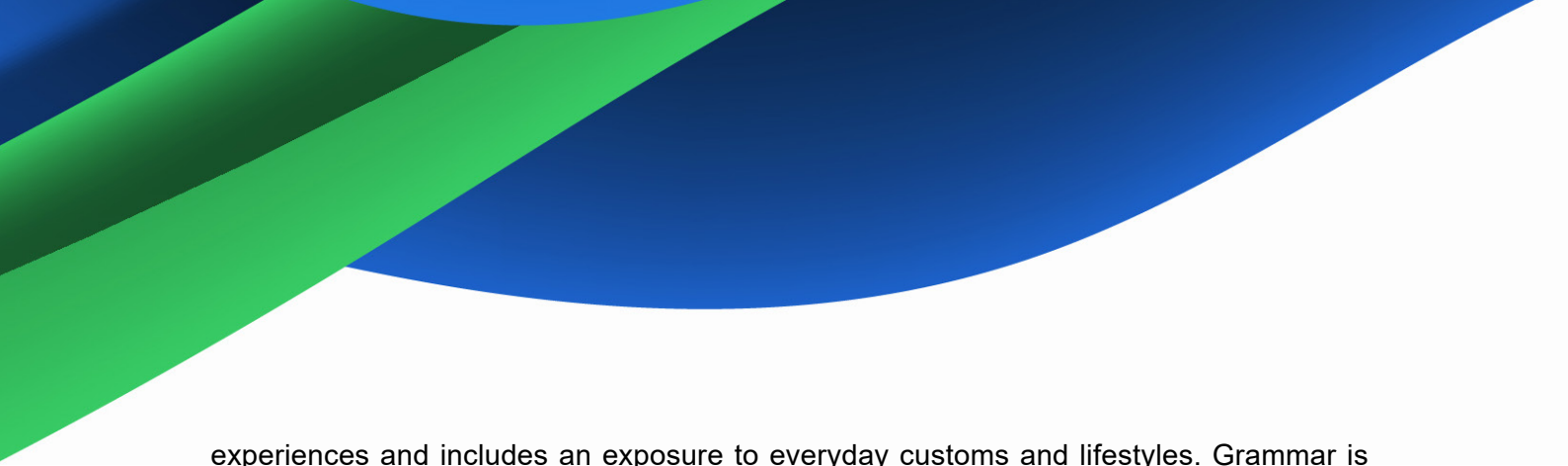
**VISUAL ARTS 7:** Students explore their own relationship to the world, recording, ordering and re-creating in a personal way what they see and feel. Inspired by established artists from around the globe, they learn to analyze artworks both in theory and practice. Students begin to recognize that their art works are a means of communication. Throughout the course, students are exposed to visual arts elements such as line, shape, form, value, color, space and texture to communicate observations, ideas and feelings. Through experimentation and exploration, students learn to express ideas using their developing visual arts skills. Students demonstrate appropriate use of different media, techniques, and processes to communicate themes and ideas in their work, including drawing, painting, sculpting and creating collage.

**DRAMA 7:** Drama is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theatre and life skills; the building of confidence, creativity and working collaboratively. It gives students the opportunity to make theatre as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Through the study of theatre, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theatre practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theatre across time, place and culture and promotes international-mindedness.

**PHYSICAL EDUCATION 7:** The goal of the Physical Education courses in Secondary 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. To promote the concept of lifelong learning, each course reinforces the major components of the other Programmatic levels: social skills, motor skill development, movement-rhythmic development, knowledge on how to exercise at home without using any equipment, collaboration, and physical activity. Safety is stressed during all activities.

**MODERN GREEK NATIVE:** These courses are offered to students who are native speakers of Greek or bilingual, having completed Greek courses from Grades 1-6 at Pinewood or another Greek school. Each course follows the Greek state school curriculum in Modern Greek without so much emphasis on the theoretical aspects of grammar and syntax. Greek and foreign literature extracts are analyzed, and emphasis is placed on paragraph and essay writing. Students are encouraged to develop creative writing skills as well as produce book reports. These courses are structured in such a way as to provide a suitable bridge to IB Language A1 Language & Literature in Modern Greek in Grades 11-12.

**MODERN GREEK INTERNATIONAL:** This course is an introduction to the study of the modern Greek language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within the given context extending outside of the classroom setting when possible. The context focuses on the students' lives and



experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs. A general introduction to the culture, its products (celebrations, food, games), perspectives and practices (patterns of social interaction) is integrated into the course. Students acquire some insight into how languages and cultures work by comparing the Greek language and culture to their own. Integration of other disciplines on-going during the course.

**SPANISH:** Spanish corresponds to Level A1 as described by the Common European Framework of Reference for Languages. It is considered the lowest level of generative language use and the point at which the learner can interact in a simple way, ask and answer simple questions, produce brief everyday expressions in areas of immediate practical need or on a very familiar topic, using basic sentence patterns and a limited repertoire of memorized phrases, groups of a few words and formulate sufficient for coping with simple survival needs. Emphasis is placed on acquisition of basic oral and auditory efficiency and high-frequency vocabulary structures of daily communicative situations, while pronunciation can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

**FRENCH:** French corresponds to Level A1 as described by the Common European Framework of Reference for Languages. It is considered the lowest level of generative language use and the point at which the learner can interact in a simple way, ask and answer simple questions, produce brief everyday expressions in areas of immediate practical need or on a very familiar topic, using basic sentence patterns and a limited repertoire of memorized phrases, groups of a few words and formulate sufficient for coping with simple survival needs. Emphasis is placed on acquisition of basic oral and auditory efficiency and high-frequency vocabulary structures of daily communicative situations, while pronunciation can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

# Grade 8

**ENGLISH LANGUAGE & LITERATURE 8:** The 8th Grade English curriculum aims to develop students' language and literary analysis skills, through the study of novels, short stories, drama, non-fiction, and poetry while reviewing and deepening their English grammar and syntax skills. Students build on their prior knowledge to unpack a wide range of literary and non-literary texts, enhancing their ability to be active, inquiring, engaged and independent readers. Continuing development of their close reading, annotating and textual analysis skills, students work with a wide range of literary and rhetorical devices, making connections between texts, exploring abstract concepts, including theme, main ideas, context, purpose, and perspective. Students develop their writing skills by continuing to develop paragraph structure, various essay types and structures, and furthering their narrative technique. Students develop their research skills through participation in varied research projects.

**INTENSIVE ENGLISH 8:** This is a skill-based course in English language acquisition, designed according to the four main MYP criteria of skills development: listening, speaking, reading, and writing English language texts. Students are exposed to a wide variety of comprehensible spoken and written English language texts, both literary and informational, as well as print and multimedia. Students learn to write correctly structured English sentences, and they master a number of clause types and sentence patterns through interactive communicative activities and individually done written assignments. Key grammatical structures and concepts are introduced as students learn correct forms of English words, phrases, and clauses. As students' English language proficiency increases, they learn to write short paragraphs and stories, and they plan and present short oral presentations about topics of interest in today's world.

**MATHEMATICS 8:** The Math 8 course is designed to provide students with the foundation of mathematical understanding and critical thinking skills required to successfully complete subsequent high school math courses. Eighth grade mathematics uses the Integrated Math I online program by Houghton Mufflin Publishing that integrates inquiry, technology and cooperative learning while making a data-based program. The development of Integrated Math I has been driven by the Common Core State Standards. The online platform develops mathematical proficiency through multi-media elements providing visual, audio, and kinesthetic support to reach all learners. Students are given opportunities to be inquirers, thinkers, open minded and caring in addition to the other characteristics of an IB learner. Eighth grade focuses heavily on algebra skills and geometry.



**HISTORY & SOCIETIES 8:** The course focuses on the eras of Explorations, Scientific Revolution, and Enlightenment. It also invites students to find out about the causes and consequences of natural hazards and explore the ways in which trade can foster both international cooperation and international tension. Students explore the changes that societies make over time in response to their contact with other cultures in the areas of citizenship, politics, economics, technology, education, and religion. Emphasis is given to developing reading, writing, and oral communication skills while giving students the tools to work harmoniously in pair and group settings.

**INTRO TO PHYSICAL SCIENCE 8:** This course is a basic introduction to Physical Science. It is designed to create an atmosphere of discovery in concept development. It is believed that a conceptual scheme provides a framework within which students will participate in the processes of Physical Science and understand the workings of the physical world. The spirit of inquiry is promoted through class participation, discussion, and hands-on work. The course provides the fundamental bases for Physics necessary in advanced science courses. Topics covered include but are not limited to: laws of motion and momentum, force, Newton's laws, astrophysics, atoms and the atomic theory, and electricity.

**DESIGN 8:** 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.

**VISUAL ARTS 8:** Students draw upon their own experiences and imagination to make art works about their feelings, ideas and observations of the world and people around them. During this year students explore art techniques of printmaking, photography, drawing, and painting with acrylics. Throughout the course, students use the basic visual principles of design such as balance, unity, contrast, emphasis, pattern, movement and rhythm in connection with the elements of art learned in the previous years. They select and organize the elements and principles of design in expressive ways to add meaning to their art works. Students demonstrate a growing awareness of meaning behind each artwork by following a structured process of analyzing and

interpreting artworks from multicultural and multi-racial artists. This way students will be able to see the ways in which the common themes of art have been expressed throughout time around the world

**MODERN GREEK NATIVE:** These courses are offered to students who are native speakers of Greek or bilingual, having completed Greek courses from Grades 1-6 at Pinewood or another Greek school. Each course follows the Greek state school curriculum in Modern Greek without so much emphasis on the theoretical aspects of grammar and syntax. Greek and foreign literature extracts are analyzed, and emphasis is placed on paragraph and essay writing. Students are encouraged to develop creative writing skills as well as produce book reports. These courses are structured in such a way as to provide a suitable bridge to IB Language A1 Language & Literature in Modern Greek in Grades 11-12.

**MODERN GREEK INTERNATIONAL:** This course is an introduction to the study of the modern Greek language and its culture. It allows students to perform the most basic functions of the language and to become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading and writing within the given context extending outside of the classroom setting when possible. The context focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language needs. A general introduction to the culture, its products (celebrations, food, games), perspectives and practices (patterns of social interaction) is integrated into the course. Students acquire some insight into how languages and cultures work by comparing the Greek language and culture to their own. Integration of other disciplines on-going during the course.

**SPANISH:** Spanish corresponds to Level A1 as described by the Common European Framework of Reference for Languages. It is considered the lowest level of generative language use and the point at which the learner can interact in a simple way, ask and answer simple questions, produce brief everyday expressions in areas of immediate practical need or on a very familiar topic, using basic sentence patterns and a limited repertoire of memorized phrases, groups of a few words and formulate sufficient for

coping with simple survival needs. Emphasis is placed on acquisition of basic oral and auditory efficiency and high-frequency vocabulary structures of daily communicative situations, while pronunciation can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

**FRENCH:** French corresponds to Level A1 as described by the Common European Framework of Reference for Languages. It is considered the lowest level of generative language use and the point at which the learner can interact in a simple way, ask and answer simple questions, produce brief everyday expressions in areas of immediate practical need or on a very familiar topic, using basic sentence patterns and a limited repertoire of memorized phrases, groups of a few words and formulate sufficient for coping with simple survival needs. Emphasis is placed on acquisition of basic oral and auditory efficiency and high-frequency vocabulary structures of daily communicative situations, while pronunciation can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

# Grade 9

**ENGLISH LANGUAGE & LITERATURE 9:** English Language and Literature 9 introduces students to a variety of literary genres and text types, and helps students strengthen their overall language skills, with a particular focus on close reading, textual analysis, and academic writing. In this way, students practice particular skills sets required to succeed in higher level language and literary studies. Students are also encouraged to respond imaginatively to written and visual texts studied in class, and thus complete various creative projects throughout the school year. Students read a number of classic and contemporary literary texts, including a novel, poetic texts, and a theatrical work, and they learn to situate these texts within a particular social and historical setting. They also study texts taken from blogs, written and visual news media, and archives. This leads to the completion of various short research projects, which students present in both written and oral formats.

**INTENSIVE ENGLISH 9:** This is a skill-based course in English language acquisition, designed according to the four main MYP criteria of skills development: listening, speaking, reading, and writing English language texts. Students are exposed to a wide variety of comprehensible spoken and written English language texts, both literary and informational, as well as print and multimedia. Students learn to write correctly structured English sentences, and they master a number of clause types and sentence patterns through interactive communicative activities and individually done written assignments. Key grammatical structures and concepts are introduced as students learn correct forms of English words, phrases, and clauses. As students' English language proficiency increases, they learn to write short paragraphs and stories, and they plan and present short oral presentations about topics of interest in today's world.

**MATHEMATICS 9:** The MYP 4 math course develops conceptual understanding, supports higher level thinking, and builds a solid foundation of practical skills. This is achieved through an approach grounded in factual, conceptual, and debatable questions, enquiry, and with extensive practice equipping learners to apply skills mastered. Using the Integrated Math II textbook series, we explore Statistics and Probability, Algebra, Trigonometry, Co-ordinate Geometry, and Quadratic Theory.

**HISTORY & SOCIETIES 9:** This course consists of a historical study of the American and French Revolutions, Industrialization, WWI, the Russian Revolution, and Totalitarianism. It encourages students to find out about the reasons why societies experience revolution and the different types that can occur as well as explore the nature of total war and its impact. This course relies on active student involvement in daily activities and cooperative pair and group work. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. They also consider multiple accounts of events in order to understand international relations from a variety of perspectives.

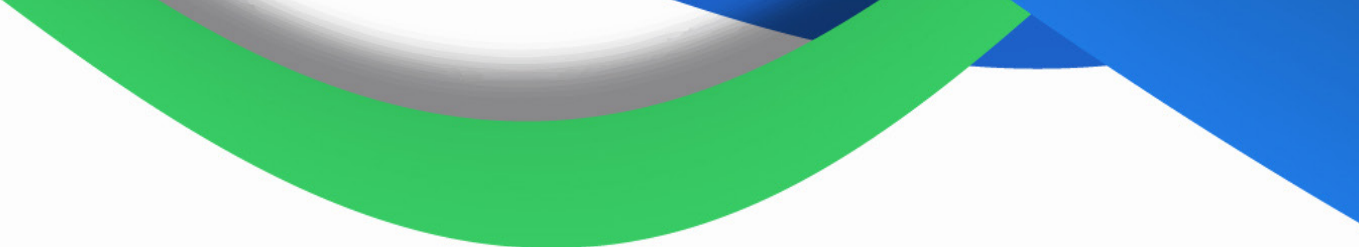
Students are expected to complete assigned readings, take class notes, respond to primary sources, and contribute to class and group discussions regularly.

**BIOLOGY:** Biology is a STEM course designed to give students a background in biological concepts as well as laboratory experience in using the Scientific Inquiry Method. The course investigates in depth the structure and function of the cell including the life processes that occur within the cell such as photosynthesis, cellular respiration, and transport of substances. Furthermore, other topics studied include energy transfer and cycles of matter in ecosystems, biodiversity, heredity, as well as the process of speciation. Students develop their scientific skills through lab investigations, projects, and other activities.

**MODERN GREEK NATIVE:** These courses are offered to students who are native speakers of Greek or bilingual, having completed Greek courses from Grades 1-6 at Pinewood or another Greek school. Each course follows the Greek state school curriculum in Modern Greek without so much emphasis on the theoretical aspects of grammar and syntax. Greek and foreign literature extracts are analyzed, and emphasis is placed on paragraph and essay writing. Students are encouraged to develop creative writing skills as well as produce book reports. These courses are structured in such a way as to provide a suitable bridge to IB Language A1 Language & Literature in Modern Greek in Grades 11-12.

**MODERN GREEK INTERNATIONAL 4-5:** This 2-year course broadens and deepens students' Greek proficiency, introducing a greater variety of texts and topics as well as covering more complex grammar and expression. This course is the continuation of Modern Greek 3 and aims to develop students' spoken expression particularly in debates and arguments, to introduce them to semi-specialized language (i.e., housing,





leisure, characters and relationships, tourism, fashion, etc.), to cover more challenging themes and to introduce non-native speakers to simple Greek literary texts. Degrees of comparison, perfect tenses, and reflexive verbs are taught in detail. Extracts, articles and sayings complete the range of subjects offered. This course is offered to students mainly in Grade 9 who have already attended 4-6 years of Greek. At the end of Greek 4 (Year 1) students can take externally assessed exams for the A2 level, whereas at the end of Greek 5 (Year 2), students can take externally assessed exams for the B1 level.

**SPANISH 9-10:** Spanish corresponds to Level A2 as described by the Common European Framework of Reference for Languages. At this level, emphasis is given to social functions of language use. What is also noticeable here is more active participation in conversation given some assistance and certain limitations, plus increased ability to sustain monologues. At this level, language learners will have a repertoire of basic language enabling them to deal with specific everyday situations with predictable content, involving familiar situations and topics, though they will generally have to compromise the message and search for words. Pronunciation will be generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

**FRENCH 9-10:** French corresponds to a strong last step towards fulfilling the Level B1+ as described by the Common European Framework of Reference for Languages. Moving towards an independent user model, the ability to maintain interaction and cope flexibly with everyday problems still play a significant role along with an additional focus on the exchange of quantities of information. At this level, language learners can perform and respond to a wide range of language functions, adapting their expression to deal with less routine, even difficult, situations. They will have a sufficient range of language enabling them to achieve reasonable precision while dealing with everyday situations of less predictable content, explaining the main points in an area or problem, giving clear descriptions, and expressing clear viewpoints or expressing thoughts on cultural topics with reasonable precision. They will be able to structure texts with a number of cohesive devices while demonstrating a good degree of grammatical control. Pronunciation will be clear and will pose no problems with conversational partners.

# Grade 10


**ENGLISH LANGUAGE & LITERATURE 10:** English Language and Literature 10 aims to prepare students for English A Language and Literature or English B IBDP courses by ensuring that all key academic reading, writing, and speaking skills are thoroughly developed during the school year. Accordingly, the Grade 10 English curriculum aims to develop students' language and literary analytic skills through detailed study of literary texts across genres, time-periods and places, as well as contemporary, multi-modal non-literary texts. In this way, students are personally engaged with global issues through regular contact with the world media/press, as well as selected literary texts. Throughout the year, students are required write a number of analytical essays, including an interdisciplinary academic research project, and they also write creative responses to texts studied in class. Students are led through a targeted review and consolidation of English grammar and syntax as tools to enhance their writing and speaking skills, and they complete numerous paragraph and essay writing activities as a means to achieve both fluency and accuracy of expression.

**INTENSIVE ENGLISH 10:** This is a skill-based course in English language acquisition, designed according to the four main MYP criteria of skills development: listening, speaking, reading, and writing English language texts. Students are exposed to a wide variety of comprehensible spoken and written English language texts, both literary and informational, as well as print and multimedia. Students learn to write correctly structured English sentences, and they master a number of clause types and sentence patterns through interactive communicative activities and individually done written assignments. Key grammatical structures and concepts are introduced as students learn correct forms of English words, phrases, and clauses. As students' English language proficiency increases, they learn to write short paragraphs and stories, and they plan and present short oral presentations about topics of interest in today's world.

**MATHEMATICS 10:** In Grade 10 Extended Math, we focus on helping students to become engaged and independent learners in preparation for their DP Math programs. Whenever possible, an explorative approach is taken and students are encouraged to look for patterns and to generalize those into rules, rather than simply learning formulae. Reflecting on the underlying reasons for the existence of these patterns helps students develop a more sophisticated understanding of how and why Math is constructed. Students encounter a wide range of real-life problems and learn to communicate solutions which include not only possible answers to the problem, but also explanations of the perceived level of accuracy. Most often there is no single answer to a genuinely realistic problem and students should consider giving a set of possible answers, with a discussion of how to interpret those in the context of the problem. Throughout the course students learn more advanced skills with their GDCs (Graphical Display Calculators). Students at this higher level are expected to start to become more independent, working out where their weaker areas are and actively seeking solutions to the problems they encounter.

**HISTORY & SOCIETIES 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. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. They also consider multiple accounts of events in order to understand international relations from a variety of perspectives.

**CHEMISTRY:** The aim of this course is to develop an understanding of chemistry in the modern world. The course has been designed to meet Next Generation Science Standards and the core themes are 'Structure and the properties of matter' and 'Chemical Reactions'. Learning experiences are designed to enable students to demonstrate their understanding by developing and using models, planning and conducting investigations, analyzing and interpreting data, using mathematical thinking, and constructing explanations. Students will also gain experience in engineering practices including design



and evaluation. The key concepts and principles of chemistry are developed in a logical, yet flexible order to build understanding and skills to prepare students for enrolment in IB science courses in Grades 11 and 12.

**MODERN GREEK NATIVE:** These courses are offered to students who are native speakers of Greek or bilingual, having completed Greek courses from Grades 1-6 at Pinewood or another Greek school. Each course follows the Greek state school curriculum in Modern Greek without so much emphasis on the theoretical aspects of grammar and syntax. Greek and foreign literature extracts are analyzed, and emphasis is placed on paragraph and essay writing. Students are encouraged to develop creative writing skills as well as produce book reports. These courses are structured in such a way as to provide a suitable bridge to IB Language A1 Language & Literature in Modern Greek in Grades 11-12.

**MODERN GREEK INTERNATIONAL 4-5:** This 2-year course broadens and deepens students' Greek proficiency, introducing a greater variety of texts and topics as well as covering more complex grammar and expression. This course is the continuation of Modern Greek 3 and aims to develop students' spoken expression particularly in debates and arguments, to introduce them to semi-specialized language (i.e., housing, leisure, characters and relationships, tourism, fashion, etc.), to cover more challenging themes and to introduce non-native speakers to simple Greek literary texts. Degrees of comparison, perfect tenses, and reflexive verbs are taught in detail. Extracts, articles and sayings complete the range of subjects offered. This course is offered to students mainly in Grade 9 who have already attended 4-6 years of Greek. At the end of Greek 4 (Year 1) students can take externally assessed exams for the A2 level, whereas at the end of Greek 5 (Year 2), students can take externally assessed exams for the B1 level.

**SPANISH 9-10:** Spanish corresponds to Level A2 as described by the Common European Framework of Reference for Languages. At this level, emphasis is given to social functions of language use. What is also noticeable here is more active participation in conversation given some assistance and certain limitations, plus increased ability to sustain monologues. At this level, language learners will have a repertoire of basic language enabling them to deal with specific everyday situations with predictable content, involving familiar situations and topics, though they will generally have to compromise the message and search for words. Pronunciation will be generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time.

**FRENCH 9-10:** French corresponds to a strong last step towards fulfilling the Level B1+ as described by the Common European Framework of Reference for Languages. Moving towards an independent user model, the ability to maintain interaction and cope flexibly with everyday problems still play a significant role along with an additional focus on the exchange of quantities of information. At this level, language learners can perform and respond to a wide range of language functions, adapting their expression to deal with less routine, even difficult, situations. They will have a sufficient range of language enabling them to achieve reasonable precision while dealing with everyday situations of less predictable content, explaining the main points in an area or problem, giving clear descriptions, and expressing clear viewpoints or expressing thoughts on cultural topics with reasonable precision. They will be able to structure texts with a number of cohesive devices while demonstrating a good degree of grammatical control. Pronunciation will be clear and will pose no problems with conversational partners.



# Electives

## (Grades 9 & 10)

**AP Art History:** The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history.

**Entrepreneurship:** 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.

**Global Perspectives:** The Global Perspectives course aims to provide a wide range of knowledge regarding matters as diverse as the environment, cultural diversity, equality, current issues of human rights and governance. Behind the awareness of the world and its affairs, the course works towards the development of important life skills, such as critical thinking and problem solving, analysis, and debate.

**Computer Science :** This course provides the basics of Computer Science within the context of programming and the operation of a Computer System. It is an introductory course where the students learn the syntax of a coding language and the mechanics of a program. They also learn the concept of algorithms and basic program structures by creating static and dynamic websites as well as image and video editing. Students explore how digital technology impacts on the lives of individuals, organizations, and society.

Finally, they are exposed to current and emerging digital technologies and the issues raised by their use in a range of contexts (learning and earning, leisure, shopping and money management, health and well-being).

**Internet of Things (IoT):** 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.

**Physics:** The Physics course introduces students to some of the basic concepts of physics, investigating different kinds of motion and forces as well as topics related to work, energy, and heat. The course includes a series of experiments, so that students develop their experimental and critical thinking skills.

**Dance:** Students learn and refine dance skills and techniques in class and in performance, study the historical and cultural significance of dance and its evolution as an art form, and evaluate personal work and the work of others. Students explore the diversity of the dance world through learning various dance styles, techniques, and genres. This is accomplished through opportunities to learn about the history and context of each style, genre-specific terminology and skills, viewing and critiquing the aesthetics of dance, and creating and performing works in each genre.

**Visual Arts:** The Visual Arts course includes the development of technical, analytical and theoretical skills regarding the Arts. Through a number of projects, students experiment with art materials such as watercolors, acrylics, inks, charcoal, pastels and digital media and several techniques around those materials. They also increase their understanding of analyzing and critiquing artworks through structured peer workshops. Students develop art portfolio-building skills while demonstrating relevant knowledge on critical investigation of artists, experimentation, planning and process of art projects as well as reflection.

**Spanish:** Spanish HS corresponds to Level A1 as described by the Common European Framework of Reference for Languages. It is considered the lowest level of generative language use and the point at which the learner can interact in a simple way, ask and answer simple questions, produce brief everyday expressions in areas of immediate practical need or on a very familiar topic, using basic sentence patterns and a limited repertoire of memorized phrases, groups of a few words and formulae sufficient for coping with simple survival needs. Emphasis is placed on acquisition of basic oral and auditory efficiency and high-frequency vocabulary structures of daily communicative situations, while pronunciation can be understood with some effort by native speakers used to dealing with speakers of his/her language group.

**French:** French HS corresponds to a major step from Level A2+ to the beginning of the Level B1 as described by the Common European Framework of Reference for Languages. In this course, the focus is on the ability to maintain interaction and get across a message in a range of contexts as well as the ability to cope flexibly with problems in everyday life. At this level, language learners can perform and respond to a wide range of language functions. They will have enough language to get by, with sufficient vocabulary to express themselves flexibly and with reasonable accuracy on most topics pertinent to their everyday life. Pronunciation will be clearly intelligible even if a foreign accent is sometimes evident.

**Greek:** Students following this course have successfully completed Modern Greek 1&2 or a similar course. This course provides students with opportunities to continue the development of their listening, speaking, reading and writing skills. Students will participate in simple conversational situations both orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present and past tenses, inside and outside of the classroom setting. They will compose related sentences, which narrate, describe, compare and summarize familiar topics from Greek culture. Focus is placed on understanding main ideas. Students will develop a better understanding of the similarities and differences of languages.

# GRADES 11 - 12

**IB ENGLISH A: LANGUAGE AND LITERATURE (SL/HL):** The English A: Language and Literature course aims to develop skills of textual analysis and the understanding that texts can relate to culturally determined reading practices. The study of literary, non-literary, visual and performance texts provides a focus for understanding how meaning is constructed within belief or value systems, and how it is negotiated across multiple perspectives generated by single or multiple readers. Thinking critically about texts, as well as responding to, producing or performing them, leads to an understanding of how language sustains or challenges ways of thinking and being. The course additionally builds an awareness that all texts may be understood in relation to their form, content, purpose, audience and their associated contexts, such as social, historical and cultural circumstance. An understanding of the ways in which formal elements are used to create meaning in a text is combined with an exploration of how that meaning is affected by reading practices that are culturally defined and by the circumstances of production and reception. The study of literature in translation from other cultures is also important to students as it contributes to their understanding of global perspectives.

**IB ENGLISH B (HL):** In this course students are expected to extend the range and complexity of the language they use and understand in order to communicate. They continue to develop their knowledge of vocabulary and grammar, as well as their conceptual understanding of how language works, in order to construct, analyze and evaluate arguments on a variety of topics. Students understand and evaluate a wide variety of written and spoken authentic personal, professional and mass media texts; they understand fundamental elements of literary texts such as theme, plot and character. They analyze arguments, distinguishing main points from relevant supporting details and explanations. They use a variety of strategies to deduce meaning. With respect to their productive skills, they present and develop their ideas and opinions on a variety of topics, both orally and in writing, and they construct and support arguments with explanations and examples. As for their interactive skills, students initiate, maintain and close oral exchanges, displaying their ability to make adjustments in style or emphasis. They also use a variety of strategies to maintain the flow of conversations and discussions on a variety of topics relating to course content and they become adept in negotiating meaning and fostering communication.

### **IB MATHEMATICS - ANALYSIS AND APPROACHES (SL/HL):**

This course recognizes the need for analytical expertise in a world where innovation is increasingly dependent on a deep understanding of mathematics. This course includes topics that are both traditionally part of a pre-university mathematics course (for example, functions, trigonometry, calculus) as well as topics that are amenable to investigation, conjecture and proof (for instance, the study of sequences and series at both higher and standard level). The course allows the use of technology, as fluency in relevant mathematical software and hand-held technology is important regardless of choice of course. However, there is a strong emphasis on the ability to construct, communicate and justify correct mathematical arguments. Students who choose this subject at SL should be comfortable in the manipulation of algebraic expressions and enjoy the recognition of patterns and understand the mathematical generalization of these patterns. Additionally, students who wish to take Mathematics: Analysis and approaches at HL need to have strong algebraic skills and the ability to understand simple proof. The internal assessment component of this course is the exploration, which offers students the opportunity for developing independence in their mathematical learning. It allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.

### **IB MATHEMATICS - APPLICATIONS AND INTERPRETATION (SL) :**

This course has been developed to meet the requirements of the new IB Diploma Subject Guide. The course emphasizes the applied nature of the subject and is designed for students who wish to understand how mathematics relates to the real world and to other subjects. It appeals to students who enjoy mathematics in a practical context. Students who take this course are interested in developing their skills in solving practical problems, harnessing technology, and exploring mathematical models. This course is suitable for students who may go on to further study in subjects that utilize mathematics in this way, such as social sciences, natural sciences, statistics, business, psychology, or design. The internal assessment component of this course is the exploration, which offers students the opportunity for developing independence in their mathematical learning. It allows students to work without the time constraints of a written examination and to develop the skills they need for communicating mathematical ideas.



**IB HISTORY (SL/HL):** The IB History course is a world history course based on a comparative and multi-perspective approach to history. It involves the study of a variety of types of history, including political, economic, social, and cultural ones, and provides a balance of structure and flexibility. The course emphasizes the importance of encouraging students to think historically and to develop historical skills as well as gaining factual knowledge. It puts a premium on developing the skills of critical thinking, and on developing an understanding of multiple interpretations of history. In this way, the course involves a challenging and demanding critical exploration of the past, during which students are exposed to such skills as comprehension, text analysis, transfer, and use of primary sources.

**IB PSYCHOLOGY (SL/HL):** The IB psychology program approaches the study of human behavior and experience, through analysis, understanding and critical evaluation of theories, studies and concepts. The main three distinct perspectives that will be studied are the Biological approach, Cognitive Approach and Sociocultural Approach. Students will familiarize themselves with research methods and applications of every approach in real life, in order to increase the understanding of the nature of human beings, both as individuals and as members of social groups. One additional subject will focus on the study of Abnormal Psychology and mental health disorders. Additionally, HL students will be introduced to Developmental Psychology and the developmental milestones of the human being. During their studies, students will conduct their own experiment, for the Internal Assessment, where they will design and conduct an experiment, analyze the results, and draw conclusions.

**IB ECONOMICS (SL/HL):** IB Economics introduces students to basic concepts of Microeconomics and Macroeconomics and to make them aware of the role of economics in real world situations. Microeconomics is a branch of economics that studies how individuals, households and firms behave, make decisions, and allocate their resources. These aspects are analyzed under the scope of individual consumption, demand and supply, elasticities, price mechanisms and market failure. Macroeconomics on the other hand studies the economy as a whole by considering issues such as aggregate demand and supply, economic growth, unemployment, as well as monetary and fiscal policy. These phenomena are studied through the use of diagrams, data analysis and evaluation of economic material. Students write commentaries based on economic articles and analyze real world economic situations.

**IB BUSINESS MANAGEMENT (SL/HL):** This course is designed to develop an understanding of business theory, as well as an ability to apply business practices and skills. Students will be able to understand the basic principles and approaches of business and management within various organizational contexts, in order to obtain the appropriate theoretical background for further study of the subject. Topics will cover the various types of organizations and their objectives, the role of internal and external environment, financial issues such as cost, revenue, break-even analysis etc., and aspects of marketing, i.e. market research and marketing planning. Emphasis is placed on strategic decision-making through the study of real-world business examples.


**IB THEORY OF KNOWLEDGE:** Theory of knowledge (ToK) is a course about critical thinking and inquiring into the process of knowing, rather than about learning a specific body of knowledge. It plays a special role by providing an opportunity for students to reflect on the nature of knowledge, to make connections between areas of knowledge and to become aware of their own perspectives and those of the various groups whose knowledge they share. The overall aim of ToK is to encourage students to formulate answers to the question “how do you know?” in a variety of contexts, and to see the value of that question. This allows students to develop an enduring fascination with the richness of knowledge.

**IB CHEMISTRY IB (SL/HL):** This course is designed for students who intend to take the IB exam in chemistry or plan to follow a science program in higher education. The course follows the IB curriculum and core topics include stoichiometric relationships, atomic structure, periodicity, chemical bonding and structure, energetics and thermochemistry, chemical kinetics, and equilibrium. The curriculum emphasizes the experimental nature of chemistry through a series of laboratory investigations giving students the opportunity to develop their skills in manipulating uncertainties and using graphical techniques. All students are required to complete an interdisciplinary science project (IB Group 4).

Prerequisite: Chemistry

**IB BIOLOGY:** Biology IB1 is the first year of a two-year sequence wherein students study biology in-depth. Students study all standard level topics in addition to beginning the higher-level topics on the cell, nucleic acids and proteins, cell respiration and photosynthesis, genetics, human reproduction, defense against infectious disease, classification and diversity, the nervous system, muscles and movement, and plant science. Students are required to complete an interdisciplinary science project (IB Group 4). Biology IB1, together with Biology IB2, will prepare students for the higher-level exam.

Prerequisite: Biology and Chemistry.

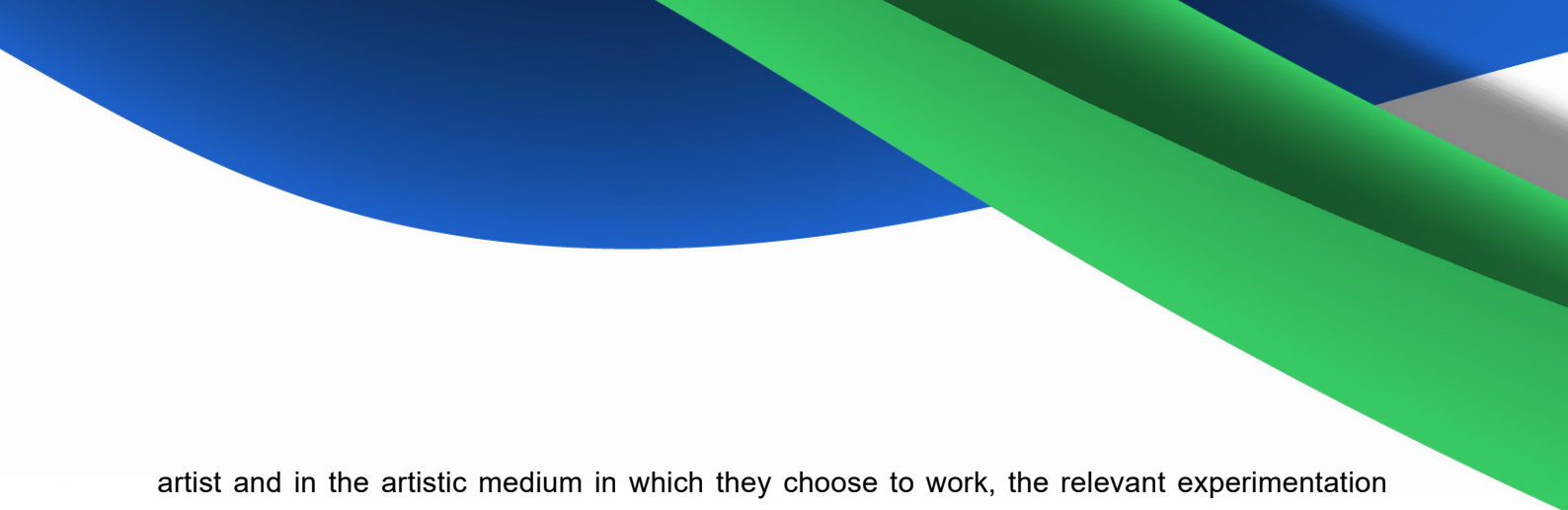


**IB PHYSICS (SL/HL):** This course provides a general introduction to the principles, applications and ideas of physics-based on the IB standard level syllabus and the additional higher-level topics. The material covered includes topics such as oscillations and waves, kinematics, Newtonian mechanics, work and power, thermal physics, gravitational and electric fields, current electricity and electric circuits, magnetism and magnetic fields. Higher-level topics include simple harmonic motion, wave phenomena, and electromagnetic induction. Throughout the course, emphasis is placed on mathematical modeling in physics, interpretation of graphs, and real-life applications. Experimental methods and data analysis techniques are emphasized through laboratory investigations, which are an integral part of this course. Students are also required to complete an interdisciplinary science project (IB Group 4 project).

**IB COMPUTER SCIENCE (SL/HL):** Computer Science IB1 is the first year of a two-year course designed for students who intend to take the IB exams for their entry into higher education. The material covered follows the IB standards and a wide range of Computer Science topics such as networks, computer organization, system design, analysis and algorithms. Throughout the course, the aspect of pseudocode is present as it is the main tool of program implementation. No specific programming language is required as a prerequisite for this course, nor any is examined.

**IB ENVIRONMENTAL SYSTEMS AND SOCIETIES (SL):** Environmental Systems and Societies is an interdisciplinary course that includes topics in both the experimental sciences such as ecology as well in the social sciences such as human population growth. The course studies the nature of environmental issues using a systems approach in which the complexities of an environmental issue are studied in a holistic way based on the IB standard level syllabus. Students study the following topics: environmental value systems, ecosystem structure and function, biomes, measuring changes in an ecosystem, origins of biodiversity threats and conservation, human systems and resource use, humans and pollution, solid domestic waste, sustainability. The course includes a number of laboratory investigations and other class activities.

**IB VISUAL ARTS (SL/HL):** Visual Arts IB1 covers the first year of the diploma program course, which is designed to enable students to study visual arts in higher education, but also welcome those students who seek life enrichment through visual arts. The overall goal of the course is for students to develop a body of work that represents their individual research and development of artistic expression. Students will create a process portfolio, a series of artworks and write a comparative study. The process portfolio will reflect the student's personal choice of concentration in both a period of art history or particular



artist and in the artistic medium in which they choose to work, the relevant experimentation and decision-making process. For the series of artworks, students will be given an opportunity to select from a variety of visual media and limited only by the resources available to the individual. Finally, the comparative study will include a visual and theoretical analysis of 3 artworks as well as the connection to their own artworks.

**IB DANCE (SL/HL):** The IB1 dance course takes a holistic approach to dance and embraces a variety of dance traditions and dance cultures—past, present and looking towards the future. Performance, creative and analytical skills are mutually developed and valued whether the students are writing papers or creating/performing dances. The curriculum provides students with a liberal arts orientation to dance. This orientation facilitates the development of students who may become choreographers, dance scholars, performers or those, more broadly, who seek life enrichment through dance.

**IB MODERN GREEK (SL/HL):** The Modern Greek IB1 course is a vigorous pre-university course leading to examinations that meet the needs of highly motivated secondary students. The course is divided into standard level (SL) & high level (HL) curriculum. It includes a variety of Greek literary and non-literary works on different global issues based on the prescribed book list issued by the IBO. Approaches to study in the course are meant to be wide ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others. Students following the high level are also required to prepare a formal essay which develops a particular line of inquiry of their own choice in connection with a literary or non-literary text. The course aims to develop students' critical thinking and interpretations of the various texts studied and also focuses on exploring how such positions are shaped by cultural belief systems.

**IB SPANISH AB INITIO (SL):** The Spanish ab initio course is a two-year language learning course for beginners with no previous experience with the language. Students start learning through everyday situations and gradually improve their speaking, listening, reading and writing skills. Emphasis is placed on interacting in a simple way in areas of immediate practical need using basic sentence patterns and limited vocabulary. In addition to learning the basic grammar and vocabulary structures of everyday communication, students are exposed to various aspects of Hispanic culture, enabling them to interact within that culture and gain an understanding of its distinct characteristics.


**IB SPANISH B (SL/HL):** The Spanish B IB course is a two-year course aimed at students with some previous experience in the Spanish language. Students acquire and apply the listening, speaking, reading and writing skills necessary for correct and effective communication within a variety of contexts. During the two years of the course, students engage in original and spontaneous oral and written communications, expressing their own opinions in level-appropriate vocabulary and structures. Listening, speaking, reading and writing skills are developed through the use of a variety of written and spoken materials ranging from everyday oral communication to literary texts.

Prerequisite: Prior experience with Spanish.

**IB FRENCH AB INITIO (SL):** The French ab initio course is a two-year program designed for students who have no previous experience of learning French. The main focus of the course is on the acquisition of language required for purposes and situations usual in everyday social interaction. The course aims to develop a variety of basic linguistic skills, teaching and developing the skills of listening, speaking, reading and writing to a similar level of communicative competence. This is accomplished through the study of a wide range of oral and written texts of different styles and registers and, thus, preparing the learner to use the language appropriately in a range of situations and contexts and for a variety of purposes.

**IB FRENCH B (SL/HL):** This two-year, advanced level course is based on the guidelines set for the Language B program by the IBO. After the second year, it fulfills essentially the Level B2 (SL) and Level B2+ or C1. There is a strong focus on argument, effective social discourse and conversational management on language awareness and coherence mechanisms. Emphasis is placed on authentic readings from the press, essay writing and commentary activities dealing with contemporary issues and civilization. Within a particular chapter theme, a variety of subject-related literature texts are also introduced in order to provide further basis for discussions and debates while candidates of the HL exam focus on formal literary analysis as well. All materials are designed to expose students to sophisticated native input and deepen the ability to express themselves in French accurately and resourcefully both orally and in writing with maximum fluency through a thorough review of advanced grammar and increasingly refined vocabulary.





**INTEGRATED SCIENCE:** Integrated Science is one of a two years' sequence. The course covers topics in Physics, Chemistry, and Biology and includes a number of laboratory investigations and demonstrations. For Physics, the concepts of sound and light are covered where students are introduced to the nature of the very common but complex phenomena of mechanical and electromagnetic waves. Students learn about wave interactions and understand the meaning of sound intensity and Doppler effect and the applications of waves for data transfer, heating and imaging. For Chemistry, the topics of Acids and Bases and Redox reactions are covered. Students learn the categories of chemical reactions (neutralization, titration, oxidation, reduction) and discover that mathematics is useful in chemistry (pH). They also learn about the very common and important oxidation-reduction reactions. For the Biology section, the students get to discover the microscopic world. They are introduced to Bacteria and Viruses, specifically investigating their morphology, their life cycle, and how they affect human health.

**MATHEMATICS 11-12:** Mathematics 11-12 is a combined math course for both Grade 11 and Grade 12 students. This program consists of two parts: General Mathematics and Applications of Algebra and Geometry. It aims to expand students' mathematical skills in ways that apply to practical problem solving. Theory is presented in a sophisticated way, well designed to offer coherent and focused progressions across the year. Frequent projects intend to exercise students' skills and lead to higher success and confidence in the topics. Summative assessments aim to evaluate the students' level of commitment and competency in the subject skills and academic standards.

**BIG HISTORY:** Big history presents the timeline of how everything has become the way it is now and attempts to offer a coherent explanation of all aspects of reality—including how humans fit into the picture. In this sense, Big History deals with the history of literally everything in broad strokes and yet explained in simple and accurate ways. It uses the best available theories from all disciplines, bringing the Sciences and Humanities together, the idea being, that if one wants to understand our current position in time and space, an overview of the entire past is required. It is a new and dynamic way to view the world as it focuses on the things that bind us together, as residents of this planet.

**BUSINESS MATH:** 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, risk analysis, etc. The 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. It also helps in evaluating the problems and taking appropriate decisions in this regard to simplifying the business processes.

**AMERICAN LITERATURE AND CULTURE:** This course involves the study and exploration of American literary works from different genres (novels, short stories, poetry, drama, essays, etc.) and time periods (from the early colonial period to the present) that discuss significant events and developments in American history and culture. The focus will be on comprehending the relationships between literary texts and their social, historical, artistic, and cultural contexts. Students will explore themes such as the American dream, democracy and human rights, immigration and Americanization, American identity, postmodernity and post-WWII America, post-9/11 America etc.

**WORLD LITERATURE AND TEXTS:** This course serves as an introduction to a broad range of writings created in various countries, languages, and cultural settings. While this course cannot purport to cover all literary traditions from all eras, it does attempt to introduce the students to representative texts that are available in the English language. The main goal of the course is to teach students how great writing can engage with diverse cultures while remaining rooted in and situated in local, specific contexts. There will be a discussion of the significant political, intellectual, cultural, and historical occurrences that influenced this literature. Students will analyze and assess influential works of world literature in relation to themselves as well as in relation to international decision- and problem-solving.

**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.

**Human Geography:** Human geography is the study of how humans interact with the physical environment and with each other. The course typically covers topics such as the spatial distribution of human populations, the impact of humans on the environment, the relationship between culture and place, the development of cities and regions, the global economy, migration and urbanization, and political geography. Through the study of the course, students learn about the different ways that humans interact with the physical environment, gain a deeper understanding of the cultural and economic forces that shape the world, develop their critical thinking skills and learn how to analyze spatial data, and become more aware of the global challenges that we face and how they can contribute to solving them.

**AP Psychology :** AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation, and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Throughout the course, students use real-life examples, case studies, and experiments to illustrate psychological concepts. There are also opportunities for critical thinking, class discussions, and hands-on activities to deepen their understanding of the material. By the end of the course, students should be well-prepared to take the AP Psychology exam and have a solid foundation in the science of psychology.



Middle States Association of Colleges and Schools  
Commissions on Elementary and Secondary Schools

ACCREDITED

**PINEWOOD – THE AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI, GREECE**

P.O. BOX 60606, 57001 Thessaloniki, Greece

Tel. (30) 2310 301 221

Fax (30) 2310 323 196

Email: [administration@pinewood.gr](mailto:administration@pinewood.gr)

[www.pinewood.gr](http://www.pinewood.gr)