



**PINEWOOD**  
AMERICAN INTERNATIONAL SCHOOL

# Early Years & Elementary School

**Pre-K - Grade 6**

**Program of Studies 2025-2026**

*Revised May 2025*

# TABLE OF CONTENTS

<b>Pinewood American International School of Thessaloniki</b>	<b>04 - 06</b>
Accreditation	04
U.S. State Department Sponsorship	04
Mission	05
Vision	05
Core Values	05
Non-Discriminatory Policy	06
Privacy Policy	06
<b>EYP/Elementary Faculty &amp; Staff</b>	<b>07</b>
Administration	
Faculty and Staff	
<b>Grading System</b>	<b>08</b>
<b>Elementary ELL Program</b>	<b>09</b>
<b>Standardized Testing</b>	<b>10</b>
Measure of Academic Progress (MAP) Assessment	
CTYGreece Exams	
<b>Students Services Department</b>	<b>11 - 13</b>
Learning Support	11
Psychology Department	11
Health and Wellness	12
Advisory Program	12
Library Services	12
After School Activities	13
<b>IB Primary Year Programme</b>	<b>14</b>
<b>Passion Project</b>	<b>15</b>
<b>STEAM Program</b>	<b>16</b>
<b>Lego Education</b>	<b>17</b>
<b>Early Years Program</b>	<b>18 - 22</b>
Early Years Philosophy	18
<b>Elementary School Program</b>	<b>23 - 41</b>
Elementary School Philosophy	23
<b>Academic Integrity</b>	<b>42</b>

May 2025

Dear Pinewood Students and Parents,

Welcome to another unique and productive school year, at Pinewood, the American International School of Thessaloniki. Faculty and staff are all ready to welcome our students and families.

Pinewood celebrates a tradition of ongoing excellence in education, by setting high expectations for academic, personal, social and emotional development and growth. The multicultural learning environment, the expertise of faculty and staff, the stimulating, inquiry-based and meaningful teaching and the caring and supportive collaborations, ensure the fulfillment of our mission and vision.

In this Program of Studies, you will be provided with essential information about our Early Years and Elementary academic programs and brief descriptions of all specials offered in these levels. Additionally, you will find information on special services that we offer to our community, as well as extracurricular activities aiming to support students to become lifelong learners, Curious, Creative and Caring Thinkers.

Pinewood continues its journey as a Primary Years Programme (PYP) School, by establishing a long-term vision of education, through a set of ideals and programs that can inspire, motivate and direct the whole community towards a common purpose, having our students at the center of all school-related decisions. Parents are encouraged to become involved in all possible ways, since relationships and partnership between families and the school are vital to the students' growth and success.

Pinewood honors the arts, promotes healthy lifestyle choices, develops student leadership, and inspires integrity and altruism, through a caring and respectful school culture. We are committed to continuous improvement through collaboration and reflection as we work with our learners to explore their achievements, passions, social and emotional skills.

As this new school year begins, let's all work together aiming for an exciting and fruitful school year, so that we make a difference in the lives of our students, for them to thrive and flourish in their own individual way.

Best Wishes for a Dynamic School Year,

Karen Georgacacos  
EY/Elementary Principal

# Pinewood American International School of Thessaloniki

Founded in 1950, Pinewood's Elementary School consists of Grades Pre-K to 6 and offers a rich U.S. standards-based, college-preparatory curriculum and PYP Curriculum. Currently, Pinewood Elementary is an IB PYP school (Grades Pre-K). Each grade level has 2 sections with a class size average of 18-20 students in each section.

The student body consists of approximately 600 students representing over 45 different nationalities, including students from the diplomatic community, international business, military, the local Greek community, and others.

Accredited by the Middle States Association of Colleges and Schools, Pinewood is part of the larger [Anatolia College](#) family as the 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, engages in a program of continuous school improvement, and provides 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 "relational learning" as the cornerstone of our teaching and learning practices.

In addition, Pinewood is authorized by the IBO to offer the IB Diploma program, the Middle Years Programme (MYP) in Grades 7-10, and the Primary Years Programme (PYP) in grades Pre-K-6.

## U.S. State Department Sponsorship

Ninety-nine percent of Pinewood's revenue derives from tuition and fees. Additionally, the school receives a small yearly grant from the U.S. State Department, called a GRASP grant. More importantly, however, the school is one of 192 schools around the world who receives non-financial support from the U.S. State Department.





**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

The 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 —



### **CREATIVE THINKERS**

— Desire to Innovate —



### **CARING THINKERS**

— Desire to value —

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.

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.

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 loan programs, 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.



# EYP/ELEMENTARY FACULTY & STAFF

## Administration

Dr. Roxanne Giampapa  
Ms. Karen Georgacacos  
Ms. Fay Castling  
Ms. Vasiliki Mebelli

Head of School  
EY/Elementary Principal  
Early Years Coordinator  
EYP/Elementary Administrative Officer

giampapa@pinewood.gr  
georgacacos@pinewood.gr  
castling@pinewood.gr  
vmebelli@pinewood.gr

## Core Classrooms

EY Coordinator	Fay Castling
Pre-K	Demetra Proestopoulos
Kindergarten	Anna Maria Mathias
K Aide	Elena Zarakinou
Kindergarten	Tammy Mizas
K Aide	Fabiola Adami
Grade 1A	Maria Spanos
Grade 1B	Marika Hanou
Grade 2A	Isla Venters
Grade 2B	Bailey McAllister
Grade 3A	Niki Sidiropoulou
Grade 3B	Liza Tziatas
Grade 4A	Vicky Roidou
Grade 4B	Zoi Tsiviltidou
Grade 5A	Madison Harding
Grade 5B	Olivia Bozarth
Grade 6A	Melanie Tanner
Grade 6B	Sophia Zervas
Grade 6C	Linda Kainz

## Language Classrooms

ELL	Kathy Lekkas
ELL	Eleftheria Zoumeka
ELL	Kate Janes
ELL Aide	Cathy Theodorou
Native Greek K	Eva Ieropoulou
Native Greek 1-5	Sophia Konstantinidou
Native Greek 6	Chara Kika
International	Filiana Zafiriadou
Greek 1-5	
International	Evi Magnisali
Greek 3-6	
International	Konstantina Lampropoulou
Greek 1 & 6	

## Special Classrooms

PE (Pre-K to Grade 4)	Ioanna Koumpli
PE (Grades 5-6)	Athina Tsagkaraki
Music Pre-K/Grade 6	Gundega Smite
Music K-Gr 5	Eva Ieropoulou
Art/Messy Play	Ellen Petruzzella
IT/Design	Natalie Pinakidou
STEAM/Design	Christos Kosmidis

## Elementary Administrative Staff

PYP Coordinator	Karen Georgacacos
EYP/Elementary	
Administrative Officer	Vasiliki Mebelli
Learning Support Teacher/ PBIS Specialist	Eleni Pechlivani
Learning Support Teacher	Ersi Passia
School Psychologist	Smaragda Spyrou

School Librarian  
School Nurse  
Ed Tech  
Sanitation Officer  
Security Officer

Colleen Amick Giapitsoglou  
Katerina Karagkiaouri  
Natalie Pinakidou  
Susana Jorgji  
Christos Pantelis



# GRADING SYSTEM

The Early Years and Elementary programs use the following grading system:

Scale	Description
Extending (Ex)	The student demonstrates mastery of the grade-level performance expectations and standards. The student shows strong evidence of meeting or exceeding the learning goals and further evidence of deep understanding. The student is able to apply the concept/skill across the curriculum without explicit teaching and aspires to take risks and apply their knowledge and understanding.
Secure (Sec)	The student demonstrates mastery of the grade-level performance expectations and standards. Evidence suggests that the student is adequately meeting the learning goals. The student exhibits a range of evidence across the curriculum and is consistently able to apply the skills and knowledge independently.
Developing (Dev)	The student demonstrates partial mastery of the grade-level performance expectations and standards. Evidence suggests that some learning goals are met. The student exhibits increasing understanding and is frequently able to apply the knowledge and skills independently.
Emerging (Em)	The student provides little to no evidence of meeting the grade-level performance expectations and standards. Evidence suggests that some learning goals have been partially met. The student has been taught the standard/skill and has been given opportunities to develop. Occasionally, the student is able to demonstrate their knowledge independently.



# ELEMENTARY ELL

Students with limited English proficiency in Pre-K through Grade 5 are considered eligible for admission without pre-admissions language proficiency testing. Grade 6 students are eligible only if their English level is A2 and above. That will be determined through a pre-admissions placement test.

Once a student is admitted to the school, a placement test will be administered to determine the student's English learner level. The first placement test will take place in September for all students, and then in December and May, only for ELL students.

Pinewood offers an English Language Learner (ELL) program to students who have limited proficiency in English. Students who speak English as a second or additional language are assessed upon entry to Pinewood and placed on the Common European Framework of Reference for Languages (CEFR). The CEFR is an international standard for describing language proficiency. Students will be assessed using Cambridge placement tests.

Elementary school students with low English proficiency levels are placed in an ELL class with a certified ESL teacher. The program is designed to develop English communication by focusing on the skills of listening, speaking, reading, writing and interactions. Pinewood utilizes the Cambridge Global English curriculum and teaches to three levels - Starters, Movers and Flyers. Students' progress towards the standards and goals of each level are monitored throughout the year by the ELL teacher and the core-subject teacher.

Exiting the ELL program at the elementary level (Grades 1-6) occurs when students have met the CEFR standards for all three levels while achieving success in the regular classroom. The student's classroom participation is invaluable in determining success. The ELL program at Pinewood aims at helping students transfer the skills gained in the ELL classroom into the rest of their educational experience.

ELL assessments take place throughout the school year, in September, January and May to determine progress. This is the only time when a student might be eligible to change level. This cannot happen during the rest of the school year.



# STANDARDIZED TESTING



## Measure of Academic Progress (MAP) Assessment

NWEA MAP Growth is a nationally-normed, standardized achievement test which measures what students know and informs what they're ready to learn next by using a computer adaptive test that adjusts to the ability and knowledge of the student. Your child's teacher will use the results of the NWEA MAP Growth assessments to better understand your child's individual needs and to help him/her progress in the assessed area. Because the assessment is a growth measure, it can track the growth of the student between testing events and over multiple years of testing.

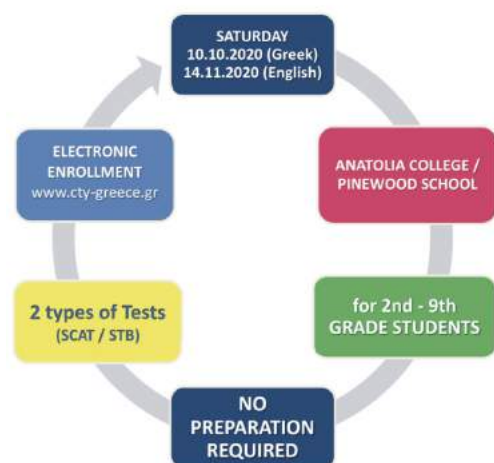
Pinewood administers MAP® tests in the Fall and Spring of each academic year to students in Grades 2-6. These computerized adaptive tests measure academic progress in the areas of reading, writing, math for Grades 2-6 and Science for Grades 3-6. The information provided by these tests allows teachers and parents to monitor the growth and progress of basic academic skills. More information about MAP® testing can be found online [HERE](#).

The individual report of each student will be accessible to parents and students on Managebac after the testing period.

## 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 and February.

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 on the Anatolia College website.



# STUDENTS SERVICES DEPARTMENT

Pinewood's Student Services Department 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: Learning support (SEN), Psychological support, Health and Wellness, Library Services, After School Activities, College Counseling, and Dormitory Support. The Student Services contribute actively to Pinewood's mission and vision, encouraging our 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.

Learning Support Specialist  
Learning Support Specialist  
School Psychologist  
School Nurse

Ms. Effie Choromidou  
Ms. Ersi Passia  
Ms. Smaraga Spyrou  
Ms. Katerina Karagkiaouri

choromidou@pinewood.gr  
passia@pinewood.gr  
spyrou@pinewood.gr  
karagkiaouri@pinewood.gr

## Learning Support Department

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. Our Whole Child, Whole School, Whole Community philosophy focuses on students, whilst addressing critical education and health outcomes, supporting students' growth, and engaging our community.

## Psychology Department

The Psychology Department 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. The Psychology Department creates and implements programs for all students, at an individual, group or classroom setting.



## 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. She is committed to keeping regular communication with the parents. 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.

## Advisory Program

Since September 2018, the Pinewood Student Services Department has been planning and implementing the Advisory - Mental Health and Wellbeing program for the EY and Elementary School. The Advisory program focuses on a wide variety of extra-curricular subjects, promoting the development of life-skills and raising awareness on specific issues. Through a wide range of activities and regular interaction with the students, the Student Services Department has managed to adjust the program to the needs of each grade, by focusing on learning development, emotional and wellness awareness, as well as service learning. This year the Advisory program will be part of the Passion Project.

## Library Services

The purpose of a library is to provide a variety of resources, to support programmes; to help services in a variety of media; to meet the needs of individuals in the print industry; and to provide resources just for leisure reading or recreation.

The school library plays a central role in any school by being a hub of knowledge and storehouse for information. It plays a significant role in the life of a student. The role of a librarian has changed with advancements in education and technology. For IB schools, the library is its vibrant heart. The IB expects the school library "to play a central role in the implementation of the programme(s)". It should act as a stepping stone in which students are supported in their journey towards developing self-confidence and academic prowess.

IB PYP is based on transdisciplinary themes which have global significance and are explored using knowledge from six subject areas as well as skills with a powerful emphasis on inquiry. Students need to do research to find answers to the questions during the process of inquiry for their ongoing unit of inquiry. The library plays a central role by procuring and providing a range of resources both print and digital, from Pre-K to Grade 6, to support the inquiry.

In the library, students learn how to connect the attributes of IB learner profile, approaches to learning skills and concepts to their Units of Inquiry. Pinewood librarian plans various learning engagements to encourage the students to read and reflect. These planned sessions help learners not only to be a good reader but also to think critically and reflect on their reading. They can take ownership of the same and share their review confidently.

Every week, Grade 1 to 6 core teachers plan their learning engagements to be conducted in the library through a gallery walk or display. During that time students have the opportunity to explore the rich resources that exist in the library and check out books. Every week the students have a reading or writing challenge during the library sessions.

Every week, Pre-K and K classes visit the library for book reading, activities and role-play, as well as to choose their book of the week.

## After School Activities

Pinewood American International School 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.

After-school activities are chosen the second week of the school year, and there is a limit of 15-20 students per activity. The registration to the after-school activities takes place through the Athena Portal.







The International Baccalaureate® (IB) Primary Years Programme is a curriculum framework designed for students aged 3 to 12. The PYP transdisciplinary framework focuses on the development of the whole child as an inquirer, both at school and beyond. Informed by research into how students learn, how educators teach, and the principles and practice of effective assessment, the programme places a powerful emphasis on inquiry-based learning.

The PYP aims to create a curriculum that is engaging, relevant, challenging and significant for learners in the 3–12 age range. The curriculum is transdisciplinary, meaning that it focuses on issues that go across subject areas. By choosing to implement the PYP, schools will develop students' academic, social and emotional wellbeing, focusing on international-mindedness and strong personal values. The PYP nurtures independent learning skills, encouraging every student to take responsibility for their learning.

Pinewood's philosophy of education is that all children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally and socially. It is our desire to create an atmosphere where students can meet their full potential and students are encouraged to share their ideas and take risks.

Our faculty and staff aim to bring an open mind, a positive attitude, and high expectations to the classroom each day. We believe that we owe it to our students, as well as the community, to bring consistency, diligence, and warmth to our classrooms in the hope that we can ultimately inspire and encourage such traits in the children as well.



At Pinewood American International School we endeavor to establish a positive motivational educational climate. We strive to create a school environment that allows for various levels of success with respect to individual abilities. Our goal is to develop the child physically, socially, intellectually, and emotionally. We do this by creating opportunities to encourage independence and cooperation through varied educational experiences.

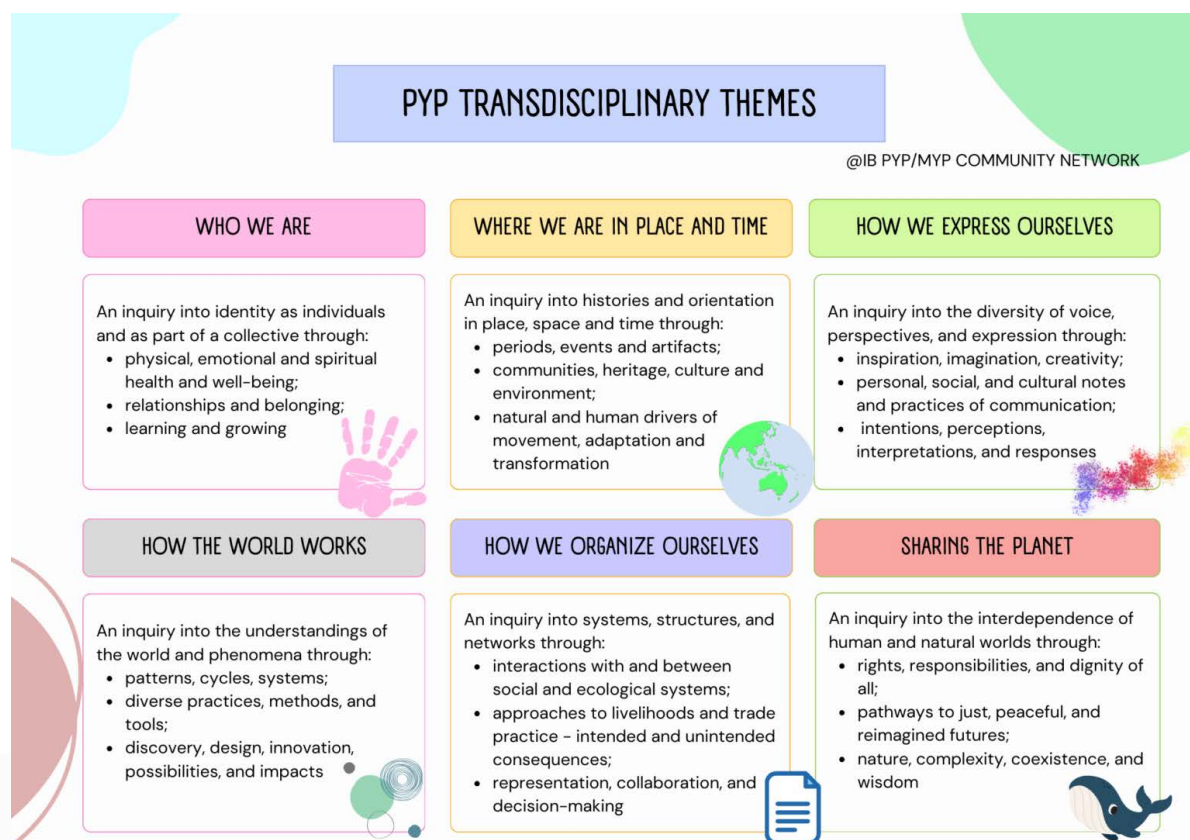
## Inquiry-based learning

The program of inquiry is a matrix made up of the six transdisciplinary themes running vertically, and the age groups running horizontally. The six transdisciplinary themes are:

- Who we are
- Where we are in place and time
- How we express ourselves
- How the world works
- How we organize ourselves
- Sharing the planet

Organizing the curriculum around the six transdisciplinary themes contextualizes the learning for the students. It enables them to experience a balance of subject specific knowledge, concepts and skills in order to develop an understanding of the transdisciplinary themes.

Transdisciplinary learning leads to a deep conceptual understanding that enhances critical thinking, fluency and ability to make connections and generalizations.

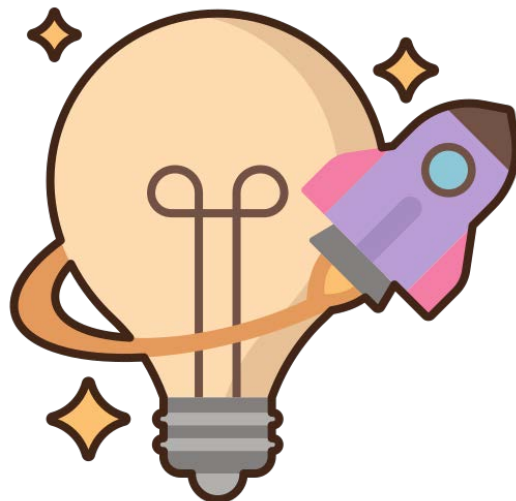


# PASSION PROJECT

## *How easy is it to answer what we are passionate about?*

Our students, through the Passion Project, will be able to investigate their personal interests and passions. Passion Project is a self-led inquiry into projects that students are interested in. During the Passion Project students will use STEAM and Art skills and knowledge in order to develop their innovative thinking. Classes will rotate between Projects that will be co-taught by their Homeroom teachers and the STEAM or Arts teachers and the Advisory Program. Students will explore sensitive community topics and create specific projects, which will be adjusted to each grade level, and through which they will participate in competitions and create collaborations with Greek and International Organizations (Onassis Foundation, European Patent Office, Comicon, European Space Agency, etc.). Additionally, at the end of the year, students will organize their own exhibition with their Passion Projects.

Alternating between student-centered investigative projects and Advisory, students will develop self-awareness, self-management and will learn essential social and emotional, as well as life skills, such as teamwork and collaboration, planning, decision making, making mistakes, persistence through overcoming obstacles, problem-solving, time management, and personal reflection.





# STEAM PROGRAM

By integrating literacy and the arts into STEM, Pinewood aims to increase student-led innovation and provide a stimulating diffusion of STEM concepts in a diversified, community-involved and influenced learning environment, which supports each and every student to view the world holistically and solve problems using technology, imagination and experimentation. The objective of the STEAM program, applied to EY all the way to Grade 6, lies in the incorporation of liberal, social, manual, physical and fine arts into the teaching of science, technology, engineering, and mathematics.

The STEAM program follows an interdisciplinary approach to combine course units and offer co-teaching by the STEAM teacher and the class teachers so that students learn by way of reality-based authentic units to synthesize, how to interrelate, build systems, process acquired facts, and question information by manipulating and observing data. The project-based activities include student-led work on problem-based scenarios (e.g. digital storytelling, coding, 3D printing, design thinking, etc.) to make real-life connections and expand inquiry competences. Students research, explore and get immersed physically and/or virtually in real-world situations through controlled experiments and field trips (museums, science centers, galleries, aquariums, etc.) with adaptive guidance and supervision, which scaffold their creative and critical thinking skills development. The core strands are based on LEGO Education© and each class runs on a weekly basis. Classes are taught in well-equipped facilities and labs using industry-standard computers and resources and includes such activities as 3D printing, virtual reality and much more.

The after-school program also supports the implementation of our STEAM program (e.g. STEM club, Art club, ABC Architecture club, Minecraft club, 3D Digital Making club). Studies are thus provided with opportunities to participate in award-winning events such as the First Lego League© Competition and the National 3D Design Competition, where Pinewood won the Design Award in 2019 and 2021.





# education

## LEARNING PROGRAMS

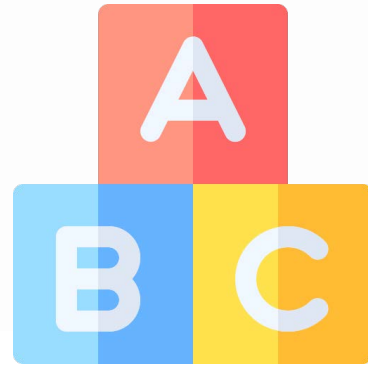
## LEGO EDUCATION

The LEGO Education® Curriculum provides the engaging, hands-on experiences students need to explore core STEAM concepts and connect them to real-life phenomena. The Curriculum aims to ignite students' natural curiosity, helping them develop essential communication, creativity, collaboration, and critical thinking skills in a fun and exciting way. Tactile, flexible solutions grow with students as they problem-solve and discover how science, technology, engineering, and math affect their everyday life. With the LEGO Education® Curriculum tools and sets, students:

- Learn to investigate problems and find possible solutions
- Build collaboration and communication skills as they share their learning processes with their peers
- Learn to see failure as a form of information gathering
- Develop an understanding of how parts work together to create a whole.

The activities and projects of the LEGO Education® Curriculum in Pinewood are organized and coordinated by both the STEAM teacher and the class teachers on a weekly basis. This cooperative teaching model promotes interdisciplinarity, a holistic approach to learning and encourages students to make connections between various learning topics.





## EARLY YEARS PROGRAM (Pre-K & Kindergarten)

### *Early Years Philosophy*

The PYP Early Years Program at Pinewood includes Pre-K and K classes and is focused on guiding children through the early and overlapping development of their intellectual, physical, social, emotional, language and numeracy skills. Equally important, our program is designed to make each child feel secure, confident and loved while deepening their understanding of themselves and the world around them.

The curriculum is built around key focus areas that include play-based learning, reading and language standards, mathematics standards, science and social studies standards, arts, gross and fine motor skills, and social-emotional development.

All PYP Early Years subjects are combined in order to create and implement the inquiry-based transdisciplinary learning, following the six TDL themes, mentioned at the beginning, while promoting the IB Learner Profile attributes.

Transdisciplinary learning is the exploration of a relevant concept, issue or problem that integrates the perspectives of multiple disciplines in order to connect new knowledge and deeper understanding to real life experiences. Students are challenged to think for themselves. They take responsibility for their learning which is achieved by exploring local and global issues through real life contexts. Students deepen their learning by developing their conceptual understandings and practicing critical thinking.

**Play-based activity:** Children learn to make choices and choose their areas of play each day. Activities such as puzzles, Legos, blocks, bead stringing, housekeeping, books, trains, art materials, and dramatic play are available to help develop small motor coordination and stimulate cooperative play.

**Language Arts:** Various language-building activities including finger plays, songs, and stories are incorporated into each school day. Phonetic sounds, letter recognition, application of letter sounds and vocabulary are introduced during the second half of the academic year. As Language is transdisciplinary it will appear in many of the other subjects taught, in oral, aural and written form.

The Kindergarten Language Arts follows the UFLI phonics program, provided by the University of Florida. The UFLI phonics program was developed with the purpose of teaching students phonemic awareness, decoding skills and oral reading fluency. It is a research based program that was co created with classroom teachers and specialists. The program is based on the science of reading and provides differentiated instruction to all learners.

**Mathematics:** Introduction to number quantity, cardinal numbers recognition, ordinal numbers, patterns, geometric shapes, sequencing, graphing, and spatial relationships is provided. The calendar, days of the week, months of the year, birthdays, and holidays are discussed during the daily math lesson.



The Kindergarten Mathematics program follows the K-6 Math Expressions by Houghton Mifflin Harcourt. It is an inquiry based program that allows the students to investigate problem solving through real life examples, encouraging them to practice individually, in pairs and in groups with a variety of manipulatives. It examines the concepts of number recognition and formation, place value, counting, geometry, patterns, measurement, single digit addition and subtraction. The Student Books are activity based and are also used for consolidation of concepts and skills, all of which are revisited frequently in the program.

**Social Studies:** The aim of the EYP Social Studies program is to help students become aware of themselves, their character and their place in the world. They will begin small, reflecting on their behavior within the classroom and the home. They will explore who they are, where they are from, how they are the same, yet different from their peers. They will discuss geography, culture and other aspects of their native countries in order to understand their roots and broaden the horizons of their classmates. Finally, they will be introduced to the topic of environmental awareness.

**Science:** Students are introduced to the joys of science through hands-on experiments, reinforced with songs, art, literature and math. Children will be able to understand the value of good nutrition, the effects of weather, explore the earth and sky and name parts of the body and the function of some internal organs.

The Kindergarten Science program is inquiry based in the main, covering the Next Generation Standards (NGSS) through six themes: Forces and Motion, Magnetism, The Earth and its Place in the Universe, Energy, Living Things and Habitats. Students learn through being exposed to a variety of literature on specific topics and explore via many practical 'hands on' activities and investigations. They also experience working individually, in pairs and in groups where they are given opportunities to cooperate, predict, learn about 'fair testing', share ideas and / or form conclusions.

**Motor Skills:** Fine motor activities as well as eye hand coordination skills gradually increase in difficulty as students become more proficient. Activities with paper crafts, paint, clay, play dough, scissors, and worksheets are aligned with the monthly theme.



**Art:** Art is an integral part of the Early Years program. The classroom teachers provide a balance of process art, guided art and modeled art using a variety of materials including water colors, clay, and papier mâché. Various techniques are explored by the children and free expression is encouraged. Creative Arts Development is divided into 3 categories; Creative Thinking, Visual Arts and Creative Play. Children will learn to select and persevere at challenging tasks, explore art materials and tools, create artwork modeled by the teacher and self-create.

EYP students have a lesson of Messy Play biweekly, where children explore with their senses and learn physical principles more quickly, they are exposed to open-ended sensory activities, like pouring sand or water, smearing foam, and making patterns with loose parts, to experiment at their own developmental level and pace and will enhance their spontaneous exploration.

**EYP Music:** The EYP Music program is designed for children to join together in musical activities, using their voices and classroom instruments to develop musical awareness. They participate both individually and in groups in games, songs, and creative movement activities in order to develop an appreciation of music from different cultures. Children learn to sing rhymes and songs, perform simple rhythm patterns, experiment with various instruments, dramatize song lyrics and follow directional cues. The goal of the Early Years Music Program is to make use of music as another language for expression and communication.

In Kindergarten, students are introduced to ways in which one can experience music (listening, playing, singing, dancing) and then they learn to associate those ways with musical notation. They practice with Orff instruments. We focus on teaching students how to sing in tune and on familiarizing them with classical music through musical games.

**EYP Physical Education:** Physical education is an academic subject characterized by a planned, sequential K–12 curriculum that is based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. It can provide students with the ability and confidence to be physically active for a lifetime. There are many benefits of physical education in schools.

The Early Years Physical Education program is designed to increase physical fitness, motor skills, self-awareness, improved judgment, self-confidence and self-esteem. In physical education classes, Early Years children learn and continue to refine skills and concepts centered around body awareness, spatial awareness, effort, locomotor movements, and non-locomotor movements. Activities in the above are put into contexts of appropriate games. Learning and having fun is the focus, winning is not emphasized.

**EYP Library:** Each week, students visit the Pinewood library in order to interact with books and literature in an inviting setting specifically designed for this purpose. Students are invited to discover new books to take home, enjoy with the family, and return them the next week. Overall, the goal of the library program is to develop in the hearts of our young students a love of reading, stories, learning and books. Additionally, it ties in with the PYP units taught throughout the year as well as consolidates and recycles vocabulary taught in the yearly curriculum as the variety of books the children see each week corresponds to the TDL vocabulary themes.

**STEAM:** Children will also have a lesson of STEAM biweekly, where they will enhance their play, exploration, curiosity, observation and questioning, by effectively engaging with science through a growth mindset and the use of their senses.

**Modern Greek (Kindergarten):** Learning languages other than one's own mother or heritage language provides wide ranging benefits to the individual learner, as well as the school's overall, interdisciplinary curriculum.

In Kindergarten, students are introduced to the Greek language. We focus on learning the letters of the Greek alphabet (how they sound and how they are written) through a variety of activities, such as reading stories, singing, completing worksheets, role playing, watching short videos, doing individual and team projects. Also, students by the end of the year develop their familiarity with oral and written language dealing with everyday situations and written material.



# ELEMENTARY SCHOOL PROGRAM

## *Elementary School Philosophy*

Pinewood's philosophy of education is that all children are unique and must have a stimulating educational environment where they can grow physically, mentally, emotionally and socially. It is our desire to create an atmosphere where students can meet their full potential and students are encouraged to share their ideas and take risks.

Our faculty and staff aim to bring an open mind, a positive attitude, and high expectations to the classroom each day. We believe that we owe it to our students, as well as the community, to bring consistency, diligence, and warmth to our classrooms in the hope that we can ultimately inspire and encourage such traits in the children as well.

At Pinewood American International School we endeavor to establish a positive motivational educational climate. We strive to create a school environment that allows for various levels of success with respect to individual abilities. Our goal is to develop the child physically, socially, intellectually, and emotionally. We do this by creating opportunities to encourage independence and cooperation through varied educational experiences.

Learning is planned around six transdisciplinary themes: Who we are, Where we are in time and place, How we express ourselves, How the world works, How we organize ourselves, Sharing the world. Transdisciplinary learning is the exploration of a relevant concept, issue or problem that integrates the perspectives of multiple disciplines in order to connect new knowledge and deeper understanding to real life experiences. We focus on thinking skills, communication skills, social skills, self-management skills, organization, reflection, and research skills.







# Grade 1


**Language Arts:** The Grade 1 Language Arts follows the UFLI phonics program, provided by the University of Florida. The UFLI phonics program was developed with the purpose of teaching students phonemic awareness, decoding skills and oral reading fluency. It is a research based program that was co created with classroom teachers and specialists. The program is based on the science of reading and provides differentiated instruction to all learners.

**Math:** The Grade 1 Mathematics program follows the K-6 Math Expressions - Houghton Mifflin Harcourt and it examines the concepts of counting, geometry, fractions, patterns, measurement, two digit addition and subtraction, and place value. Math expression is an inquiry based program that allows the students to use manipulatives, problem solving, and individualized practice.

**Science:** The Grade 1 Science program supports students to develop knowledge about the important concepts and theories of the three major branches of scientific study: earth, life, and physical sciences. The students will engage in scientific inquiry and discussion on living and nonliving things, landforms, observing matter, movement, and sound.

**Social Studies:** The Grade 1 Social Studies program is a critical school subject that allows students to gain a better understanding of their surroundings and relationships. The student will dive deeper into their community, explore their families, map skills and learn the importance of being good citizens. This program ties in real-world experiences and allows the student to learn thorough discussion.

**Physical Education:** The Physical Education Program at Grade 1 develops motor skills and motor concepts that will enable the student to learn to enjoy physical activity and enhance future participation in recreational lifetime activities. PE places a strong emphasis upon physical fitness, cooperative teamwork, sportsmanship, individual development and social interaction.



**Modern Greek for Native Speakers:** Learning languages other than one's own mother or heritage language provides wide ranging benefits to the individual learner, as well as the school's overall, interdisciplinary curriculum. The Grade 1 Greek Native course is based on the Greek National curriculum. Students focus on learning the letters of the Greek alphabet (how they sound and how they are written) through a variety of activities, such as reading stories, singing, completing worksheets, role playing, watching short videos, doing individual and team projects. Also, students build their foundational reading and writing skills in the Greek language. By the end of the year, students have developed their familiarity with oral and written language through dialogues dealing with everyday situations and written material.

**Modern Greek Internationals:** All international students in Grades 1-6 study Modern Greek as a foreign language in, as much as possible, leveled groups 3 times a week. Students begin their introduction to Greek by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, as well as interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. The program is designed to help students

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Participate in conversations and respond appropriately to basic prompts
- Generate language incorporating basic vocabulary and grammar patterns
- Read, write, speak, and listen for meaning in basic Greek

Finally, the students' learning process will be assessed based on the continuous monitoring of the work performed and the acquired knowledge.

**Art:** Students in Grades 1-6 are given once a week instruction in the visual arts. This program introduces students to a wide variety of media in the form of exposure, instruction and practice. Each child can find an individual level of personal artistic expression and appreciation.

In Grade 1, students will learn to use observation in preparation for making a work of art, exploring the safe use of materials and tools. They will understand that people from different places and times have made art for a variety of reasons. Students will be encouraged to observe creativity in their surroundings and to be creative outside the classroom.

**Music:** In Grade 1 students start with the first elements of music theory. We continue our focus on singing in tune, while also on developing their sense of beat. They play metallophones, xylophones and percussion. With the “composer of the month”, they learn some of the most famous compositions of the classical composers, while we also emphasize in presenting music from all over the world.

**Information Technology (IT):** Students in Grade 1 attend IT once a week. The IT teacher visits the class and each student uses a dedicated laptop from the laptop cart. We begin with a unit on procedures and how we handle and take care of devices.

Main topics are: familiarization with the computer and its parts, introduction to the laptop and keyboard (through keyboard practice), how we use the internet and how we remain safe while using the internet. The IT teacher works closely with the classroom teacher to address technology needs dictated by the classroom main curriculum, in an attempt to incorporate technology in the classroom effectively.



# Grade 2


**Language Arts:** The Grade 2 Language Arts follows the UFLI phonics program, provided by the University of Florida. The UFLI phonics program was developed with the purpose of teaching students phonemic awareness, decoding skills and oral reading fluency. It is a research based program that was co created with classroom teachers and specialists. The program is based on the science of reading and provides differentiated instruction to all learners.

**Math:** The Grade 2 Mathematics program follows the K-6 Math Expressions - Houghton Mifflin Harcourt and it examines the concepts of addition and subtraction, length and shape, time, graphs and word problems. Students develop an understanding of Mathematics through real world situations and visual support. Students learn multiple ways to solve problems, including algorithms based on reasoning.

**Science:** The Grade 2 Science program supports students to develop knowledge about the important concepts and theories of the three major branches of scientific study: earth, life, and physical sciences; be able to think scientifically and use scientific knowledge to make decisions about real-world problems; be able to construct new knowledge for themselves through research, reading, and discussion; be familiar with the natural world, and respectful of its unity, diversity, and fragility; be able to make informed judgments on statements and debates claiming to have a scientific basis; and, be able to reflect in an informed way on the role of science in human affairs.

**Social Studies:** The Grade 2 Social Studies program is a critical school subject that allows students to gain a comprehensive body of knowledge, understandings, and skills that will enable them to better understand the world as it was and currently is and provide them with the tools necessary to become critical and creative thinkers that can solve complex world problems now and in the future.

**Physical Education:** The Physical Education in Grade 2 will develop mature loco motor, non-loco motor and manipulative skills. They will practice these skills to adapt and refine them to be used in a variety of specific situations, primarily in sports and games. Students will improve their individual performance and social skills.



**Modern Greek for Native Speakers:** Learning languages other than one's own mother or heritage language provides wide ranging benefits to the individual learner, as well as the school's overall, interdisciplinary curriculum. The Grade 2 Greek Native course is based on the Greek National curriculum. Students focus on revising the letters of the Greek Alphabet and expand their Greek vocabulary. Also, students look into grammar phenomena, such as nouns and verbs' conjugation. Students are encouraged to be independent readers who love reading Greek literature. By the end of the year, students have developed their familiarity with oral and written language through dialogue dealing with everyday situations and written material.

**Modern Greek Internationals:** All international students in Grades 1-6 study Modern Greek as a foreign language in, as much as possible, leveled groups 3 times a week. Students begin their introduction to Greek by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, as well as interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. The program is designed to help students

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Participate in conversations and respond appropriately to basic prompts
- Generate language incorporating basic vocabulary and grammar patterns
- Read, write, speak, and listen for meaning in basic Greek

Finally, the students' learning process will be assessed based on the continuous monitoring of the work performed and the acquired knowledge.



**Art:** Students in Grades 1-6 are given once a week instruction in the visual arts. This program introduces students to a wide variety of media in the form of exposure, instruction and practice. Each child can find an individual level of personal artistic expression and appreciation.

In Grade 2, students will learn to brainstorm collaboratively multiple approaches to an art or design problem. They will make art or design with various materials and tools to explore personal interests, questions and curiosity, whilst demonstrating safe procedures for using and cleaning art tools, equipment and studio spaces.

**Music:** In Grade 2 students are taught how to play melodies on the metallophone and the xylophone, to accompany singing parts, to improvise, and to play as a group. The “composer of the month” project familiarizes students with the most famous works of classical composers.

**Information Technology (IT):** Students in Grade 2 attend IT once a week. The IT teacher visits the class and each student uses a dedicated laptop from the laptop cart. We begin with a unit on procedures and how we handle and take care of devices. Main topics are: familiarization with the computer and its parts, introduction to the laptop and keyboard (through keyboard practice), how we use the internet and how we remain safe while using the internet. The IT teacher works closely with the classroom teacher to address technology needs dictated by the classroom main curriculum, in an attempt to incorporate technology in the classroom effectively.

# Grade 3

**Language Arts:** The Grade 3 Language Arts program enhances the reading and writing skills of the students, as well as their comprehension and expression. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience, such as philosophical, ethical, aesthetic. Grade 3 students focus on studying novels and practice read-alouds. They learn narrative, informative and persuasive writing, in order to reach the fundamental aim of writing, which is to communicate.

**Math:** The Grade 3 Mathematics program follows the K-6 Math Expressions - Houghton Mifflin Harcourt and it examines the concepts of multiplication and division of whole numbers, fractions, patterns, place value, addition and subtraction strategies, time and data, making sense of word problems and geometry. Students make sense of mathematical concepts by exploring, discussing and demonstrating an understanding of key concepts. Moreover, students have opportunities to look deeper into a problem, think outside the box and find their own path for solving problems.

**Science:** The Grade 3 Science program connects concepts to everyday life and situations with the goal of helping students develop higher level thinking skills and processes. Students learn about the important concepts and theories of the three major branches of scientific study: earth, life, and physical sciences, they practice scientific thinking and use scientific knowledge to make decisions about real-world problems, they learn through research, reading, and discussion, become familiar with the natural world, and respectful of its unity, diversity, and fragility, they practice making informed judgments on statements and debates claiming to have a scientific basis and reflect in an informed way on the role of science in human affairs.

**Social Studies:** The Grade 3 Social Studies program helps students expand their study of the world around them by learning about different communities around the world. They explore different points of view and how things have changed over time. They compare and contrast cultural characteristics and how they meet human needs, and examine how families, institutions, and sociological circumstances influence people and meet people's wants and needs within different cultures. Moreover, they examine people's rights, roles and responsibilities in communities. They use maps and globes to generate and interpret information about their communities. They learn about how different types of resources are generated, cultivated and used, and study the functions and impacts of tools and techniques in their communities.

**Physical Education:** The Physical Education in Grade 3 will develop mature locomotor, non-locomotor and manipulative skills. They will practice these skills to adapt and refine them to be used in a variety of specific situations, primarily in sports and games. Students will improve their individual performance and social skills.

**Modern Greek for Native Speakers:** Learning languages other than one's own mother or heritage language provides wide ranging benefits to the individual learner, as well as the school's overall, interdisciplinary curriculum. The Grade 3 Greek Native course is based on the Greek National curriculum. Students focus on generating their own texts by using experiences from their own lives.

Also, students look into grammar phenomenons, such as nouns and verb tenses' conjugation. Students are encouraged to be independent readers who love reading Greek literature. By the end of the year, students have developed their familiarity with oral and written language through dialogues dealing with everyday situations and written material.

**Modern Greek Internationals:** All international students in Grades 1-6 study Modern Greek as a foreign language in, as much as possible, leveled groups 3 times a week. Students begin their introduction to Greek by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, as well as interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. The program is designed to help students

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Participate in conversations and respond appropriately to basic prompts
- Generate language incorporating basic vocabulary and grammar patterns
- Read, write, speak, and listen for meaning in basic Greek

Finally, the students' learning process will be assessed based on the continuous monitoring of the work performed and the acquired knowledge

**Art:** Students in Grades 1-6 are given once a week instruction in the visual arts. This program introduces students to a wide variety of media in the form of exposure, instruction and practice. Each child can find an individual level of personal artistic expression and appreciation. In Grade 3, students will create personally satisfying artwork using a variety of artistic processes and materials. They will demonstrate an understanding of safe procedures and proficient use of materials, tools and equipment for a variety of artistic processes. They will speculate about processes an artist uses to create art whilst determining messages communicated by an image.

**Music:** In Grade 3, students will play percussion instruments. We focus on developing their rhythmic skills and also teach them various rhythmic terms in music theory. They learn to repeat short or longer phrases by listening, to identify rhythm patterns, to improvise and to create their own patterns. Body percussion opens up a question of what constitutes a musical instrument and boomwhackers introduce them to the concept of chords and group performance.

**Information Technology (IT):** Students in Grade 3 attend IT once a week. Students bring their own devices beginning in Grade 3. We begin with a unit on procedures and how we handle and take care of devices. Main topics are: keyboard practice throughout the year incorporating word processing applications, evaluating websites and online information, digital citizenship with a focus on online safety, and coding. The IT teacher works closely with the classroom teacher to address technology needs dictated by the classroom main curriculum, in an attempt to incorporate technology in the classroom effectively.

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# Grade 4

**Language Arts:** The Grade 4 Language Arts program enhances the reading and writing skills of the students, as well as their comprehension and expression. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience, such as philosophical, ethical, aesthetic. Grade 4 students focus on studying novels and practice read-alouds. They learn narrative, informative and persuasive writing, in order to reach the fundamental aim of writing, which is to communicate.

**Math:** The Grade 4 Mathematics program follows the K-6 Math Expressions - Houghton Mifflin Harcourt and it examines the concepts of place value, adding, subtracting, multiplication and division of whole numbers, decimals and fractions, geometry, measurement, graphing and probability. Students make sense of mathematical concepts by exploring, discussing and demonstrating an understanding of key concepts. Moreover, students have opportunities to look deeper into a problem, think outside the box and find their own path for solving problems.

**Science:** The Grade 4 Science program supports students to develop awareness of the natural environment, earth, life, and physical sciences, and of how it affects and in turn is affected by human activities, past and present. Students develop concepts basic to science, such as matter, mass, force, energy, time, and temperature. They use scientific knowledge to make decisions about real-world problems, they learn through research, reading, and discussion, and they become familiar with the natural world, and respectful of its unity, diversity, and fragility.

**Social Studies:** Students in Grade 4 study the development of the United States up to 1850, with an emphasis on the people who were already there, when and from where others arrived, and why they came. They recognize that the United States has a constitution that derives its power from the people. Students compare and contrast cultural characteristics and how they meet human needs, and examine how families, institutions, and sociological circumstances influence people and meet people's wants and needs within different cultures.

**Physical Education:** Physical Education in Grade 4 stresses the application of motor skills and movement concepts to lifetime physical activities. Proficiency in basic movement forms leads to enjoyment in more complex skills and activities. Students develop mature loco motor, non-loco motor and manipulative skills. They begin to practice these skills to adapt and refine them to be used in a variety of specific situations, primarily in sports and games.



**Modern Greek for Native Speakers:** Learning languages other than one's own mother or heritage language provides wide ranging benefits to the individual learner, as well as the school's overall, interdisciplinary curriculum. The Grade 4 Greek Native course is based on the Greek National curriculum. Students focus on generating their own texts by using experiences from their own lives.

Also, students look into grammar phenomenons, such as nouns and verb tenses' conjugation. Students are encouraged to be independent readers who love reading Greek literature. By the end of the year, students have improved comprehension and productive skills in written and oral communication of the Greek language.

**Modern Greek Internationals:** All international students in Grades 1-6 study Modern Greek as a foreign language in, as much as possible, leveled groups 3 times a week. Students begin their introduction to Greek by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, as well as interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. The program is designed to help students

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Participate in conversations and respond appropriately to basic prompts
- Generate language incorporating basic vocabulary and grammar patterns
- Read, write, speak, and listen for meaning in basic Greek

Finally, the students' learning process will be assessed based on the continuous monitoring of the work performed and the acquired knowledge.

**Music:** In Grade 4, students learn to play the recorder. They start with simple tunes and group playing, and later they combine recorders with metallophones, xylophones and other percussion instruments, learning to create a fuller sound. They also present themselves with music and songs from different countries and cultures, often bringing in their cultural background and experience. They finally learn to combine music to math and physics.

**Art:** Students in Grades 1-6 are given once a week instruction in the visual arts. This program introduces students to a wide variety of media in the form of exposure, instruction and practice. Each child can find an individual level of personal artistic expression and appreciation.

In PYP 4, students will compare responses to a work of art before and after working in similar media. They will analyze components in visual imagery and collaboratively set goals and create artwork that is meaningful and has purpose to the makers. Students will revise artwork in progress on the basis of insights gained through peer discussion.

**Information Technology (IT):** Students in Grade 4 attend IT once a week. Students bring their own devices. We begin with a unit on procedures and how we handle and take care of devices. Main topics are: keyboard practice throughout the year, evaluating websites and online information, digital citizenship, presentation software and coding. The IT teacher works closely with the classroom teacher to address technology needs dictated by the classroom main curriculum, in an attempt to incorporate technology in the classroom effectively.

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# Grade 5

**Language Arts:** The Grade 5 Language Arts program enhances the reading and writing skills of the students, as well as their comprehension and expression. Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions of human experience, such as philosophical, ethical, aesthetic. Grade 5 students focus on studying novels and practice read-alouds. They learn narrative, informative and persuasive writing, in order to reach the fundamental aim of writing, which is to communicate.

**Math:** The Grade 5 math program is Math Expressions. It is a comprehensive program that allows students to explore numeracy, fractions, decimals, and percents. The students will make use of workbooks, homework books, learning centers, online assignments and collaboration to facilitate deep understanding.

**Science:** The Grade 5 Science curriculum focuses on earth, life, and space sciences. Students will conduct a series of experiments throughout the year to make real world connections between science and the world around them.

**Social Studies:** The Grade 5 Social Studies curriculum focuses on The Ancient World. The students will look at early civilizations, ancient Egypt, and ancient India. During the course of the year the students will make connections between the past and how it affects our lives now.

**Physical Education:** The goal of the Physical Education program at Grade 5 is to continue an active program in order to enhance development in physical activity outside the classroom. Movement is critical to proper growth and development at this age and PE class should assist students in developing a healthy body and self-image. As such, physical activity is important to the physical, emotional and social maturation of students.

**Modern Greek for Native Speakers:** Learning languages other than one's own mother or heritage language provides wide ranging benefits to the individual learner, as well as the school's overall, interdisciplinary curriculum. The Grade 5 Greek Native course is based on the Greek National curriculum. Students focus on generating their own descriptive and narrative texts. Also, students look into grammar phenomena, such as nouns, adjectives and verb tenses' conjugation. Students are encouraged to be independent readers who love reading Greek literature. By the end of the year, students have improved comprehension and productive skills in written and oral communication of the Greek language.

**Modern Greek Internationals:** All international students in Grades K-6 study Modern Greek as a foreign language in, as much as possible, leveled groups 3 times a week. Students begin their introduction to Greek by focusing on the four key areas of foreign language study: listening, speaking, reading, and writing. Each unit consists of a new vocabulary theme and grammar concept, reading and listening comprehension activities, speaking and writing activities, as well as interactive activities and practices which reinforce vocabulary and grammar. There is a strong emphasis on providing context and conversational examples for the language concepts presented in each unit. The program is designed to help students

- Engage in language learning
- Master common vocabulary terms and phrases
- Comprehend a wide range of grammar patterns
- Participate in conversations and respond appropriately to basic prompts
- Generate language incorporating basic vocabulary and grammar patterns
- Read, write, speak, and listen for meaning in basic Greek

Finally, the students' learning process will be assessed based on the continuous monitoring of the work performed and the acquired knowledge.

**Art:** Students in Grades 1-6 are given once a week instruction in the visual arts. This program introduces students to a wide variety of media in the form of exposure, instruction and practice. Each child can find an individual level of personal artistic expression and appreciation.

Grade 5 students will experiment and develop skills in multiple art-making techniques and approaches through practice, whilst demonstrating safe use and procedures towards equipment and media. They will compare their own interpretation of a work of art with the interpretation of others. Students will identify and analyze cultural associations suggested by visual imagery.

**Music:** In Grade 5, students learn to play the ukulele. They play simple tunes and chords and later they accompany their singing. They practice on solfege to create a choir. They present to class music from different countries and styles, while in the "composer of the month" project they study the musical structure of a different composition every month.

**Information Technology (IT):** Students in Grade 5 attend IT once a week. Students bring their own devices. We begin with a unit on procedures and how we handle and take care of devices. Main topics are: keyboard proficiency (keyboarding practice throughout the year), evaluating websites and online information, digital citizenship, office applications and coding. The IT teacher works closely with the classroom teacher to address technology needs dictated by the classroom main curriculum, in an attempt to incorporate technology in the classroom effectively.

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# Grade 6

Grade 6 belongs to the PYP curriculum as of the school year 2023-2024. Grade 6 students will familiarize gradually, throughout the year, with the MYP standards.

**Language and Literature:** The Grade 6 Language Arts curriculum targets the areas of reading, writing, listening and speaking, with the purpose of guiding students to confidently read and write in all subject areas. In the area of reading students will learn how to use textual evidence to support their analysis of the assigned literary works and how a story's plot can proceed in small steps carried by the response of characters. They will learn how the meaning of words can change based on how they are used and to analyze how specific sentences add to the development of the theme or plot.

Throughout the course students will develop proficiency in writing argumentative, informative, and narrative texts. They will be able to support their writing using evidence found in other texts, while focusing on using appropriate punctuation and spelling throughout their writing. To develop their speaking and listening skills students will practice presenting their own claims by giving their ideas in a logical order. They will also learn to use various multimedia components to deliver their work using strong presentation skills such as appropriate eye contact and clear pronunciation.

**Math:** Students are assisted, through the curriculum, to develop a positive attitude towards mathematics and appreciate the usefulness of mathematics 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 will develop the ability to communicate mathematics with appropriate symbols and language and reflect upon and evaluate their work and the work of others.

They will also develop patience and persistence when solving problems. Students will strive to demonstrate knowledge of basic mathematical skills, conceptual understanding, and problem solving skills. The course covers different topics: Numbers and Operations; Geometry and Measurement; Functions and Algebra; Statistics and Probability; Problem Solving; and Mathematical Reasoning. Assessment is twofold: formative and summative. This will take the form of summative assessments with the PYP criteria, classroom work, peer teaching, and portfolios.



**Science:** The Grade 6 Science curriculum focuses on an overview of life science, earth science, space and technology, and physical science. Science concepts and principles place emphasis on the nature of science and inquiry. Within the unit of life science, students will focus on how living things reproduce. Throughout the earth science unit students learn about how minerals and soil form, what processes change the Earth's landforms, climate and weather all leading to an analysis of how we can use Earth's resources wisely.

In the physical science unit, students will discover how matter changes and will look at what the many different types of matter have in common. Content in the space and technology unit ranges from Earth's place in the universe to determining how robots help us now and predicting how robots can help us in the future. Throughout the course, students construct an understanding of science concepts through STEM activities that include individual work, partner work, and group projects. Students will be presented with opportunities for hands-on learning and develop creative applications for real-world situations and problems.

**Social Studies:** The Grade 6 Social Studies is a historical overview of the second half of the ancient world. The course begins with a study of Ancient India, progresses to Ancient Greece, and finishes with Ancient Rome. The main themes of discussion within each civilization vary from how climate and landscape affect lifestyle to the structure and effect religious, political, economic, and social systems have on people. Throughout the year students will be involved in discovery-based activities that coincide with the historical units, and they will engage in active learning activities in pairs or small groups. The students' creativity will be fostered throughout each of the units by asking the students to use the information they have gleaned and apply it in many different assignments, projects, and assessments. A strong educational emphasis is placed on oral and written communication.

**Physical Education:** The goal of the Physical Education courses in Grade 6 is to provide students the opportunity to comprehend and experience the benefits of physical activity in their lives, together with the team sports playing profits. Each course consists of a plan of activities that demonstrates these benefits. To promote the concept of lifelong learning to personal health and wellness, each course reinforces the major components of the other programmatic levels: social skills, motor skill development, movement-rhythmic development, collaboration and physical activity.

**Modern Greek for Native Speakers:** 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 Internationals:** 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.

At the end of every term, there will be a placement assessment for Modern Greek International students, that will determine whether students will move or not to the Beginner's or Advanced classes.

**Art:** Students solidify their knowledge on the elements of art such as line, shape, form, value, color, space and texture through a series of projects. During this process, students are exposed to a number of techniques such as painting, collaging, sculpting as well as a variety of materials in order to develop an awareness of their safe and appropriate use. Inspired by established artists from around the globe, they begin to explore artwork analysis and develop a strong vocabulary in the arts. Students begin to recognize that their art could be inspired by their environment and experiences. Through experimentation and exploration, students learn to express ideas using their developing visual arts skills. Students are exposed to compositional ideas throughout the course which are heightened during a fun photography project.

**Music:** In Grade 6, students continue to learn to play the ukulele. They play simple tunes and chords and later they accompany their singing. They practice on solfege to create a choir. They present to class music from different countries and styles, while in the “composer of the month” project they study the musical structure of a different composition every month.

**Digital Design:** Grade 6 Digital Design is a semester 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:

1. Inquiring and analyzing
2. Developing ideas
3. Creating the solution
4. Evaluating

The topics covered include eSafety, graphical design, block based programming, data representation, hardware and software, web design and text based programming. The course introduces standard programming and game development terms using SCRATCH developed by M.I.T and the Lifelong Kindergarten Group. Additionally students will be familiarized with all aspects of Cloud Computing, the importance of e-safety and promotion of Digital Citizenship.

**STEAM:** STEAM Grade 6 uses the design cycle to solve problems using robotics and replicating human actions through mechanical and electronic constructions. Students will use block-based visual programming to program sensors, motors, and mechanical particles. To create functional, useful products, students will research existing solutions, develop design criteria, create concept sketches, develop technical skills, test and improve their products based on the design criteria. Students will assess and reflect on the impact of their solution on the client/ end-user.

It is essential for parents and students to familiarize themselves with the Policy regarding the acceptable use of technology and Bring Your Own Device, as well as agree to the terms of the policy.

# Homework

Homework is defined as tasks assigned to students by teachers that are meant to be carried out during non-school hours. While homework should provide opportunities for students to reinforce what is taught in the classroom, the assignments should be based on learning outcomes that build students' conceptual understanding, develop thinking skills, and focus on the application of knowledge. Homework assignments should engage students in purposeful, relevant learning that meets their academic needs, with assignments emphasizing quality and depth over length and repetition. The purpose of homework is to establish habits of responsibility, develop independent work-study skills, and give parents/guardians insights into the skills and subjects being taught.

In elementary school, homework assignments are created based upon the intended purpose of the teacher and fully aligned with the grade-level curriculum and PYP framework. Teachers should be sensible regarding the time that is needed to complete the homework. Homework will be communicated with parents, through Class Dojo for Grades 1-3 and Managebac for Grades 4-6. Feedback on homework will be given as a whole-class activity or individually within one week.

Recommended Minutes for Core Subjects (L&A, Mathematics, TDL):

Grade 1: 15 minutes

Grades 2-3: 30 minutes

Grades 4-6: 60 minutes

Recommended Frequency:

Math and L&A/ ELL – Daily

TDL – 2 Days/ week

Greek Native – 2 Days/ week

Greek International – 2 Days/ week



In Grade 1 the following is recommended:

- Reading a book at night either in English or your mother tongue
- Conversations from pictures on class dojo or events at school

Homework will usually be one of four types:

- an enrichment activity
- a reinforcement activity of a skill taught in class
- an activity for a project-based learning outcome
- independent reading/book sharing with a grown-up.

Examples of elementary assignments include:

- Unfinished class work
- Reading logs
- Writing assignments
- Research for projects or reports
- Experiments and data collection
- Hands-on projects
- Preparation for assessment
- MAP Testing practice

Homework should be **meaningful**. Meaningful homework should always add value to the learning process for teachers and students. **Homework assignments on the computer should be avoided since it is harder to be monitored by the parents.**

**Project-based learning assignments:** Long-range assignments and/or project-based learning assignments should provide students with an opportunity to develop and refine research and independent study skills, embedding the use of technology, as applicable. As customary, teachers will plan collaboratively to assign relevant, meaningful homework and advise students of daily homework.

**Reading:** Reading is a universal skill that relates to all subjects. When specific homework assignments are not given, or when the homework assignment is completed in an expeditious manner, every student will read, minimally, for 30 minutes.

Parental/ guardian involvement with homework impacts students in a positive way. It is crucial to allow students to complete homework independently, unless otherwise noted. Provide time and space, but please allow them initially to complete the work alone; parents/ guardians can look at the completed assignments.

If a student is unable to complete the assignment with minimum adult direction, the student should bring the uncompleted assignment to school for additional teacher instruction.

Homework **does not count in the report cards** and should not be part of the comments, unless it is part of a project-based learning activity, for which teachers should provide constructive feedback to students on Managebac within two weeks after they have received the assignment/ assessment. Additionally, homework should not be part of the student's evaluation or used as a reward for the students. We believe that homework should be enjoyable and manageable for all people involved. We aim that the children are motivated by positive incentives and by the tasks themselves.



# ACADEMIC INTEGRITY

Academic integrity is the expectation that teachers, students, researchers and all members of the academic community act with: honesty, trust, fairness, respect and responsibility. Pinewood American International School expects all faculty, staff, parents and students to abide by ethical academic standards. Academic honesty is a fundamental component to the integrity of the teaching and learning process. Breaching academic integrity is also known as 'academic misconduct' or 'academic dishonesty'. 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. Click here to see a copy of the school's Academic Honesty Policy and Assessment Policy.



ACCREDITED

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