



PINEWOOD

American International School
Thessaloniki, Greece · Est. 1950

High School Program of Studies 2026 – 2027

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TABLE OF CONTENTS

Letter from the High School Principal	3
About Pinewood High School	3
Accreditation	4
U.S. State Department Sponsorship	4
Mission, Vision & Core Values	4
Nondiscriminatory & Privacy Policies	5
High School Administration	5
Pathways to Graduation	6
Greek Diploma Equivalency	6
Graduation Requirements	6
Grade Advancement	7
English Proficiency for Admissions	7
Academic Awards	7
Standardized Testing	8
Academic Integrity	8
Student Services	9
Advanced Placement (AP) Program	10
AP Capstone Diploma Program	12
AP with WE Service	12
Global Online Academy	22
Grade 9 Courses	23
Grade 10 Courses	26
Grades 11–12 Courses	30

LETTER FROM THE HIGH SCHOOL PRINCIPAL

Dear Students and Parents,



Welcome to the **Program of Studies** for **Pinewood High School**! My name is Apostolos Rofaelas, and as your principal, I am proud to share a curriculum that reflects our commitment to academic excellence, intellectual curiosity, and the development of well-rounded, lifelong learners.

I earned my **PhD in American Studies** from the **College of William & Mary in Virginia, USA**, an institution that has shaped my own appreciation for the transformative power of education. This perspective continues to inform my belief in the importance of providing students with meaningful opportunities to explore their interests, challenge themselves, and pursue their aspirations.

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, Disciplinary Core Ideas, and Cross-Cutting Concepts. In all our courses, we work to ensure concepts are grounded in authentic situations, where the 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 offer 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 their chosen AP course, students may also participate in **AP with WE Service**, which combines rigorous academic learning with meaningful **service experiences**. Through research, collaboration, and action, students apply course concepts to real-world issues, developing a deeper understanding of the curriculum while cultivating **leadership, empathy**, and a sense of **civic responsibility**.

Our students also 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

High School Principal | AP Coordinator

ABOUT PINWOOD 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 **International Baccalaureate (IB) Diploma Program** (the latter a joint program with Anatolia College) to students from the local and international communities. The language of instruction is **English**. Each grade level in high school has either three or four sections with a **class-size average of 18–20 students**. The student body consists of approximately **210 students** representing over **55 different nationalities**, including students from the diplomatic community, international business, the 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 as **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 engaged 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 **seven years** — Pinewood has been selected among the very few schools worldwide to implement the **Sustaining Excellence** protocol, foregrounding **relationships** as the cornerstone of our teaching and learning practices. In addition, Pinewood is 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 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 & Core 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 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. 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. Our school environment encourages a rich diversity of **original ideas, opinions,** and **expressions** to flourish. Our students are given myriad opportunities to practice **flexibility of thinking** in order to develop a **critical mindset**. Our goal is to foster **problem solving** and equip our students for their complex future. Arising from creative thinking are attributes such as originality, critical thinking, open-mindedness, individuality, confidence, innovation, and imagination.

Caring Thinkers. 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 care for themselves and 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 others.

Nondiscriminatory & Privacy Policies

Nondiscriminatory Policy

Pinewood admits students of any **race, color, religion,** and **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, or national and ethnic origin in the 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)**.

HIGH SCHOOL ADMINISTRATION

Dr. Roxanne Giampapa

Head of School

Dr. Apostolos Rofaelas

High School Principal / AP Coordinator

Mr. Nikos Tsachtanis

Activities Coordinator / College Counselor / Facilities & Operations

PATHWAYS TO GRADUATION

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

- **American High School Diploma** — based on the American model and awarded after successfully meeting all Pinewood graduation criteria.
- **American High School Diploma with Advanced Placement courses** — a combination of AP courses and American High School Diploma courses.
- **International Baccalaureate (IB) Diploma** — a two-year program of study, joint with Anatolia College, with the diploma awarded by the IBO.

Greek Diploma Equivalency

The **Greek Diploma Equivalency** is intended for students who wish 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 the **Carnegie Unit** system. Pinewood grants its diploma only to students who have successfully completed all graduation requirements. Students are required to attend eight semesters in high school and to 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 in Grade 12 must be earned at Pinewood.

Department	Minimum Requirement	Recommended for University
English	4 credits	4 credits
Social Studies	4 credits	4 credits
Mathematics	3 credits	4 credits
Science	3 credits	4 credits

Department	Minimum Requirement	Recommended for University
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 **5 credits** by the end of Grade 9 to advance into Grade 10.
- Students must obtain at least **10 credits** by the end of Grade 10 to advance into Grade 11.
- Students must obtain at least **16 credits** by the end of Grade 11 to advance into Grade 12.

Final grades are determined through a combination of the scores earned on both summative assessments and exams. Students pass a course and receive credit if they earn a Final Grade of **D- or 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 9–12 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 at the time of admission are as follows:

- **Grade 9:** B1 or higher
- **Grade 10:** B2 or higher
- **Grade 11:** B2 or higher
- **Grade 12:** B2 or higher

ACADEMIC AWARDS

Valedictorian & Salutatorian

The valedictorian and salutatorian honors go to two top-ranking seniors.

President's Award 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 three GPAs in each grade level.

Honor Roll

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

- **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 secondary student body, who shows 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 across several different areas of school life. A helpful way of considering students for this award is to consider the NHS criteria of service, character, and leadership. Students are nominated and voted on by the secondary 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, selected by a consensus of all faculty members in that department.

STANDARDIZED TESTING

PSAT 8/9, PSAT 10, and PSAT/NMSQT

All students in Grades 9–11 take the Preliminary Scholastic Aptitude Test (PSAT) at school. 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 in downtown Thessaloniki throughout the year. Duolingo can be taken from home.

CTY Greece Exams

The Center for Talented Youth (CTY) 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.

ACADEMIC INTEGRITY

Pinewood expects all students to abide by **ethical academic standards**. **Academic honesty** is a fundamental component of the integrity of the **teaching and learning process**. Acts of **academic dishonesty** — including **plagiarism** (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 students' needs and current circumstances to further promote the **well-being of students** and raise awareness of **global matters**. Students are 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 to enhance 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**. We offer the following support services through the department: **Psychological Support, Learning Support (SEN), College Counseling, Library Services, After-School Activities, and Dormitory Support**.

Mr. Nikos Tsachtanis	College Counselor & Activities Coordinator
Ms. Maria-Angeliki Apalodima	Student Services Coordinator
Ms. Ellie Tsachtani	High School Psychologist
Ms. Chara Tampakaki	Learning Specialist
Dr. Jonathan Sudholt	Librarian
Ms. Mihaela Cretu	School Nurse
Ms. Marianthi Serafeim	Dorm Liaison

Psychological Support

Psychological Support provides support to all students 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 by creating a caring, safe, and confidential environment.

Learning Support

Learning Support Services aim to identify and support students with different learning needs, within and outside the classroom, 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, supporting student success through assessment, intervention, and follow-up. She also participates in actions organized at school, such as Advisories and webinars, to raise awareness of specific health matters, healthy habits, and student 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, and to support seniors in achieving the highest possible placement at the institutions of their first preference. The College Counseling Services continuously follow the latest developments at international universities, and meetings with college representatives are held throughout the year.

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 serves readers of all ages and interests and provides a space for creative learning activities. The library continuously hosts important events, such as parents' evenings, meetings with teachers, and presentations by professionals.

After-School Activities

Pinewood offers a great range of after-school activities to support the holistic development of students and enhance their cognitive, social, emotional, and organizational skills, with an emphasis on teamwork. Through these 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 the availability of our Dormitory Liaison every day during school hours.

ADVANCED PLACEMENT (AP) PROGRAM

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. 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.

AP courses are designed to mirror the level of academic challenge found in college classes, helping 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 — learning to manage complex assignments, engage in in-depth discussions, and tackle rigorous exams.

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 — enhancing their college applications and making them more attractive candidates to top-tier institutions.

Research consistently shows that students who take AP courses are more likely to **succeed in college**. The skills and knowledge they gain often translate into better grades and higher retention rates. These students are typically more confident in their academic abilities and more adept at navigating the challenges of college life. Successfully completing a challenging AP course and earning a high score is also a significant achievement that builds **accomplishment and confidence**.

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

AP CAPSTONE DIPLOMA PROGRAM

The **AP Capstone Diploma** program is a college-level program built on two courses — **AP Seminar** and **AP Research** — that complement and enhance discipline-specific AP courses by developing the independent thinking, research, writing, and collaboration skills that colleges increasingly value.

Students who earn scores of 3 or higher in both AP Seminar and AP Research, together with four additional AP Exams of their choosing, receive the **AP Capstone Diploma**, signifying outstanding academic achievement and college-level research skills; those who succeed in AP Seminar and AP Research alone receive the **AP Seminar and Research Certificate**. At the heart of the program is authentic scholarship: in AP Research, students investigate a topic of genuine personal interest — formulating questions, analyzing evidence, and presenting findings in a scholarly manner — while AP Seminar builds intellectual curiosity and critical thinking as students examine complex issues from multiple perspectives.

Communication runs throughout the program. Students regularly present their ideas through individual and collaborative work, refining their ability to express themselves clearly and persuasively. The program's emphasis on independent research and teamwork mirrors real-world professional environments and fosters personal agency and confidence as students take ownership of their learning journey.

AP WITH WE SERVICE

The **AP with WE Service** program merges rigorous Advanced Placement coursework with a genuine commitment to community service. Designed for students who wish to excel academically while engaging in service-learning, it helps them apply their academic knowledge to real-world contexts — deepening their understanding of their studies while cultivating a sense of civic responsibility.

Built on the **WE Service model**, the program pairs each AP course with a service project that complements its content and addresses both local and global challenges. Students engage in project-based learning and structured reflection through essays, presentations, and discussions. Service activities are assessed on impact, creativity, and alignment with AP coursework, and successful completion is recognized with a certificate that strengthens college applications by demonstrating both academic excellence and a commitment to service — while developing leadership, project-management, and reflective-thinking skills valuable for college and beyond.

The following AP courses are offered at Pinewood, organized by department.

Grade-level availability is indicated with each course title.

AP CAPSTONE

AP Seminar (Grades 10–11)

AP Seminar is the first course in the **AP Capstone Diploma** program and one of the most distinctive offerings in the AP program — an interdisciplinary course that, unlike all other AP courses, is not about mastering a specific body of subject knowledge but about developing the foundational academic skills that make a student successful in any discipline. Students choose the real-world and academic topics they investigate, exploring questions ranging from the impact of technology on society to challenges of sustainability, justice, and human well-being — developing the intellectual flexibility and analytical confidence to engage across fields.

The course is organized around the **QUEST framework** — **Question and Explore, Understand and Analyze, Evaluate Multiple Perspectives, Synthesize Ideas, and Team, Transform, and Transmit** — which spirals through all units and assessments. Students are assessed through three interconnected components: a **Team Project and Multimedia Presentation**, an **Individual Research-Based Essay and Presentation**, and an **End-of-Course Exam**. Through **close reading of diverse sources, evidence-based argumentation, collaborative inquiry, multimedia communication, and oral defense**, students develop transferable skills in **critical thinking, research, collaboration, writing, and presentation** that prepare them for AP Research and college-level academic work across every discipline.

AP Research (Grade 12)

AP Research is the second course in the **AP Capstone Diploma** program and the most independent, student-driven academic experience the AP program offers. Building directly on the skills developed in AP Seminar, students spend the entire year designing, planning, and conducting a sustained scholarly investigation on a topic of their own choosing — asking an original research question, selecting and justifying an appropriate methodology, reviewing the relevant scholarly literature, and producing findings that contribute meaningfully to an existing field of inquiry. This is a course where students stop studying what others have discovered and begin discovering something of their own.

The course culminates in two interconnected assessments: a **4,000–5,000 word academic paper** submitted to the College Board for scoring, and a **15–20 minute presentation and oral defense** before a panel of evaluators. Throughout the year, students maintain a **process and reflection portfolio** documenting the evolution of their thinking. Through **independent inquiry, scholarly reading and synthesis, research methodology, ethical research practice, and academic writing and oral defense**, students develop the habits of mind of practicing scholars — intellectual independence, rigorous reasoning, and the confidence to pursue and defend original ideas. By the end of the course, students will demonstrate the ability to conduct **sustained, original research**, produce **college-level academic writing**, and defend their findings with clarity and precision.

ENGLISH

AP English Language and Composition (Grades 11–12)

AP English Language and Composition develops students' ability to read the world like a writer — analyzing how language is used to persuade, inform, and move audiences, and developing the rhetorical skills to do the same in their own writing. Equivalent to an introductory college-level composition course, it is organized around nine units that build progressively from foundational skills in **claims and evidence** and **reasoning and organization** through increasingly sophisticated work in **rhetorical situation, style, argument, synthesis, and multimodal analysis**.

Throughout the course, students engage with a wide range of **nonfiction texts** — newspaper editorials, political speeches, personal essays, critical arguments, visual and quantitative sources — reading them not merely for content but for the rhetorical choices that make them effective. Students develop three core writing practices assessed on the exam: **rhetorical analysis, argumentation, and synthesis**. By the end of the course, students will demonstrate sophisticated **rhetorical awareness and analytical precision**, produce **clear, well-organized, evidence-based writing**, and read complex nonfiction texts with the critical eye of a practiced writer.

AP English Literature and Composition (Grades 11–12)

AP English Literature and Composition develops students' ability to read literature with the precision, curiosity, and interpretive depth of a literary scholar — engaging closely with complex works of fiction, drama, and poetry to understand how writers use language to create meaning, provoke thought, and illuminate the human condition. Equivalent to an introductory college-level literary-analysis course, it is organized into nine units structured around three recurring genre-based cycles — **short fiction, poetry, and longer fiction and drama** — each revisited at increasing levels of complexity.

Students develop skills across three interconnected big ideas: **literary argumentation, character, and structure, perspective, and figurative language**. Through **close reading, literary-analysis essays, poetry explication, prose analysis**, and engagement with works of recognized literary merit from a wide range of periods and cultures, students develop the analytical precision and interpretive confidence of practiced readers and writers. By the end of the course, students will construct **well-supported interpretive arguments** grounded in textual evidence and write with clarity, nuance, and stylistic awareness.

MATH AND COMPUTER SCIENCE

AP Precalculus (Grades 10–12)

AP Precalculus develops students' ability to use mathematical tools and ways of thinking to make sense of the world — building the deep functional reasoning, modeling fluency, and mathematical maturity that open pathways to success in calculus, statistics, and quantitative fields. Equivalent to a college precalculus course, it is organized into four interconnected units:

Polynomial and Rational Functions, Exponential and Logarithmic Functions, Trigonometric and Polar Functions, and Functions Involving Parameters, Vectors, and Matrices.

A defining feature of the course is its emphasis on **multiple representations** — examining every mathematical situation graphically, numerically, analytically, and verbally — and on **mathematical modeling**. By the end of the course, students will demonstrate **deep mastery of functions and their behavior**, move confidently between **algebraic, graphical, and numerical representations**, and be exceptionally well prepared for AP Calculus, AP Statistics, and the quantitative demands of college coursework.

AP Calculus AB (Grades 11–12)

AP Calculus AB develops students' ability to think mathematically about change — building a deep, connected understanding of the concepts, methods, and applications of differential and integral calculus that form the foundation of modern mathematics, science, and engineering. Equivalent to a first-semester college calculus course, students explore eight interconnected units from **Limits and Continuity** through **Applications of Integration**.

Throughout the course, students develop four core **mathematical practices** and learn to move fluidly between graphical, numerical, analytical, and verbal representations, applying calculus to authentic contexts ranging from optimization and motion to exponential growth and area accumulation. By the end of the course, students will demonstrate **mastery of limits, derivatives, and integrals**, apply the **Fundamental Theorem of Calculus** with fluency, and construct and justify **rigorous mathematical arguments**.

AP Statistics (Grades 11–12)

AP Statistics develops students' ability to think like statisticians — collecting, analyzing, and drawing meaningful conclusions from data in a world where the ability to reason under uncertainty is one of the most powerful and transferable skills a person can have. Equivalent to a one-semester, non-calculus-based introductory college statistics course, it is organized around four fundamental statistical practices: **formulating questions, collecting data, analyzing data, and interpreting results**.

Students explore five content areas, from **Exploring One-Variable Data** through **Regression Analysis**, building fluency in describing distributions, designing studies, modeling randomness, and making evidence-based inferences. By the end of the course, students will demonstrate strong command of **statistical concepts and methods**, design and evaluate **data-collection strategies**, and perform and interpret **significance tests and confidence intervals** fluently.

AP Cybersecurity (Grade 9)

AP Cybersecurity develops students' ability to think like cybersecurity professionals — systematically analyzing how digital systems are attacked, why attacks succeed, and how individuals and organizations build layered defenses. Requiring no prior programming experience, the course is organized into five interconnected units, from **Introduction to Security** through **Securing Applications and Data**, with three core skills — **Analyze Risk, Mitigate Risk, and Detect Attacks** — spiraling throughout.

The course aligns with the **NICE Workforce Framework** for cybersecurity careers. Students who earn a qualifying score on the AP Exam also earn the **AP Cybersecurity Credential** and a voucher for the **CompTIA Security+** certification exam. By the end of the course, students will demonstrate strong command of **cybersecurity concepts and defensive strategies** and be exceptionally well prepared for college-level study and careers in one of the fastest-growing fields in the global economy.

AP Computer Science Principles (Grade 10)

AP Computer Science Principles develops students' ability to think computationally about the world — exploring how computing works, how it shapes society, and how it can be harnessed as a tool for creativity, problem-solving, and discovery. No prior coding experience is required, and the course may be taught in any programming language. Equivalent to a first-semester introductory college computing course, it is organized around five **Big Ideas: Creative Development, Data, Algorithms and Programming, Computer Systems and Networks**, and **Impact of Computing**.

A distinctive feature is the **Create Performance Task**, a sustained project in which students independently design and develop a program of their own choosing. By the end of the course, students will demonstrate strong **conceptual understanding of computing systems and networks**, design and evaluate **algorithms and programs** with confidence, and analyze the **impact of computing on society, culture, and the economy** with nuance.

AP Computer Science A (Grades 11–12)

AP Computer Science A develops students' ability to think algorithmically and computationally — designing, writing, analyzing, and testing programs to solve problems with precision, creativity, and rigor. Equivalent to a first-semester college computer-science course, it is taught in **Java** and emphasizes **object-oriented programming and design**, covering concepts from **primitive types** and **using objects** through **inheritance** and **recursion**.

Throughout the course, students develop five core **computational-thinking practices** — reading and understanding code, writing and developing code, analyzing and evaluating code, tracing and testing programs, and making connections to real-world applications. By the end of the course, students will demonstrate strong command of **object-oriented design principles**, implement and analyze **algorithms and data structures** with fluency, and **write and debug Java programs** with confidence.

HISTORY AND SOCIAL SCIENCES

AP Human Geography (Grade 9)

AP Human Geography develops students' ability to think spatially — using the tools, concepts, and analytical frameworks of geography to understand how and why human societies organize themselves across the surface of the Earth. Equivalent to an introductory college-level human-geography course, students explore seven interconnected units from **Thinking Geographically** through **Industrial and Economic Development Patterns and Processes**.

Throughout the course, students develop four core **geographic-reasoning skills** and learn to interpret **maps, charts, graphs, images, and infographics** as primary tools of geographic inquiry. By the end of the course, students will demonstrate strong command of **geographic concepts, models, and theories** and analyze the spatial dimensions of population, culture, politics, agriculture, urbanization, and economic development with fluency.

AP African American Studies (Grades 11-12)

AP African American Studies offers students a rich, rigorous, and deeply interdisciplinary encounter with the history, culture, literature, and lived experiences of African Americans and the broader **African diaspora**. Drawing from **history, literature, the arts, geography, science, and law**, it invites students to see the full complexity of Black life and thought through direct engagement with primary sources, original artifacts, and scholarly perspectives.

The course is organized into four chronological and thematic units, from **Origins of the African Diaspora** through **Movements and Debates**. A distinctive feature is the **Individual Student Project**, a sustained independent research initiative. By the end of the course, students will demonstrate sophisticated understanding of **African American history and culture**, analyze **primary and secondary sources** across multiple disciplines, and construct **well-supported, evidence-based arguments**.

AP Comparative Government & Politics (Grades 11–12)

AP Comparative Government and Politics develops students' ability to think like comparative political scientists — examining how different political systems are structured, how they exercise power, and how they respond to the challenges of governance, legitimacy, and change. Using the **comparative method**, students analyze six course countries: **China, Iran, Mexico, Nigeria, Russia**, and the **United Kingdom** — a diverse set representing democratic, authoritarian, and hybrid regimes.

The course is organized around five big ideas — **power and authority, legitimacy and stability, democratization, internal and external forces**, and **methods of political analysis**. By the end of the course, students will demonstrate sophisticated understanding of how **different governments solve similar problems**, analyze the conditions that shape **democracy and authoritarianism**, and evaluate **political data and text-based sources** with confidence.

AP United States Government & Politics (Grades 11–12)

AP United States Government and Politics develops students' ability to think analytically about how American democracy works — examining the structures, institutions, and processes that define the U.S. political system. Equivalent to a semester-long introductory college course in political science, students explore five interconnected units from **Foundations of American Democracy** through **Political Participation**.

A distinctive feature is engagement with **required foundational documents** — including the Constitution and the Federalist Papers — and **15 required Supreme Court cases**. By the end of the course, students will demonstrate sophisticated understanding of **American political institutions and processes**, analyze how **competing interests and ideologies** shape policy outcomes, and evaluate **political data and evidence** with confidence.

AP World History: Modern (Grades 11–12)

AP World History: Modern develops students' ability to think and reason like historians — analyzing sources, identifying patterns across time and place, and constructing evidence-based arguments about the forces that have shaped the modern world. Equivalent to an introductory college-level world-history course, it spans from **c. 1200 CE to the present** across nine chronological units, from **The Global Tapestry** through **Globalization**.

Six overarching themes — **humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation** — run throughout. By the end of the course, students will demonstrate sophisticated **historical analysis and reasoning**, construct and defend **well-supported historical arguments**, and evaluate the **reliability and perspective of diverse sources**.

AP Business with Personal Finance (Grades 10 & 11–12)

AP Business with Personal Finance develops students' ability to think strategically, make sound financial decisions, and apply core business principles to real-world challenges. Equivalent to an introductory college-level business course, students explore five key disciplines — **entrepreneurship, marketing, finance, accounting, and management** — while mastering the **National Standards for Personal Financial Education**, covering budgeting, investing, credit, and long-term financial planning.

A defining feature is the **Business Canvas Project**, a sustained entrepreneurial project. Students who earn a qualifying score on the AP Exam also earn an **employer-endorsed credential** recognized by the U.S. Chamber of Commerce and hundreds of leading organizations. By the end of the course, students will demonstrate strong **financial literacy**, the ability to analyze and respond to complex **business scenarios**, and an entrepreneurial mindset.

AP Microeconomics (Grades 11–12)

AP Microeconomics develops students' ability to think like economists — analyzing how individuals, households, and firms make decisions under conditions of scarcity, and how those decisions interact to shape prices, production, and the allocation of resources. Equivalent to a semester-long introductory college course, students explore six interconnected units from **Basic Economic Concepts** through **Market Failure and the Role of Government**.

Throughout the course, students develop four core **economic-reasoning skills**, including **modeling economic scenarios using accurately labeled graphs**. By the end of the course, students will demonstrate strong command of **microeconomic models and theory**, analyze the consequences of **market structures and government intervention**, and interpret **economic data and trade-offs** with fluency.

AP Macroeconomics (Grades 11–12)

AP Macroeconomics develops students' ability to think like economists — using principles, models, and data to analyze how entire economies function, why they fluctuate, and how policy decisions shape outcomes for millions of people. Equivalent to a semester-long introductory

college course, students explore six interconnected units from **Basic Economic Concepts** through **Open Economy — International Trade and Finance**.

Throughout the course, students develop four core **economic-reasoning skills**, including **modeling economic scenarios using graphs**. By the end of the course, students will demonstrate strong command of **macroeconomic models and theory**, analyze the effects of **fiscal and monetary policy**, and interpret **economic data and indicators** with fluency.

SCIENCES

AP Biology (Grades 11–12)

AP Biology develops students' ability to think and investigate like biologists — exploring the living world from the molecular scale of DNA and proteins to the sweeping scale of ecosystems and evolutionary change. Equivalent to a first-year college introductory biology course, students investigate eight interconnected units from **Chemistry of Life** through **Ecology**.

A significant portion of the course is devoted to **inquiry-based laboratory investigations**. Through six core **science practices**, students develop the habits of mind of working scientists. By the end of the course, students will demonstrate sophisticated understanding of **biological concepts across multiple scales**, construct and defend **scientific arguments** supported by experimental evidence, and apply **quantitative reasoning** to biological data with confidence.

AP Chemistry (Grades 11–12)

AP Chemistry develops students' ability to think and reason like chemists — moving well beyond memorization to explore the fundamental principles that explain why matter behaves the way it does at the atomic and molecular level. Equivalent to a first-year college general-chemistry course, students investigate nine interconnected units from **Atomic Structure** through **Electrochemistry**.

At least 25% of the course is devoted to **hands-on laboratory investigations**. Through six core **science practices**, students develop the intellectual tools of practicing chemists. By the end of the course, students will demonstrate sophisticated **conceptual and quantitative understanding** of chemical systems, construct and defend **scientific arguments**, and solve complex **multi-step problems** with fluency and precision.

AP Psychology (Grades 10 & 11–12)

AP Psychology introduces students to the systematic and scientific study of human behavior and mental processes — one of the most fascinating and personally relevant disciplines a high school student can encounter. Through five interconnected units, students explore the **biological bases of behavior, cognition and memory, human development and learning, social psychology and personality, and mental and physical health**.

Throughout the course, students develop four core **science practices**. By the end of the course, students will demonstrate strong command of **psychological concepts and terminology**, the ability to analyze and evaluate **research studies and their findings**, and a deeper, more nuanced understanding of themselves and the people around them.

AP Physics 1: Algebra-Based (Grades 11–12)

AP Physics 1: Algebra-Based develops students' ability to think like physicists — building physical intuition, constructing and testing models, and applying algebra-based reasoning to explain the behavior of the natural world. Equivalent to a first-semester introductory college physics course, students explore five big ideas spanning **Newtonian mechanics, energy, momentum, rotational motion, gravitation, and simple harmonic motion**.

A significant portion of the course is devoted to **inquiry-based laboratory investigations**. Through six core **science practices**, students develop the habits of mind of practicing physicists. By the end of the course, students will demonstrate sophisticated **conceptual and quantitative understanding** of classical mechanics and translate confidently between **mathematical, graphical, and physical representations**.

AP Physics C: Mechanics (Grades 11–12)

AP Physics C: Mechanics is the most rigorous and mathematically demanding of the AP Physics courses — a calculus-based, college-level study of classical mechanics designed especially for students planning to pursue the physical sciences, engineering, or mathematics at university. Equivalent to a semester-long introductory calculus-based college physics course, students explore seven interconnected units from **Kinematics** through **Gravitation**, applying the tools of differential and integral calculus throughout.

A defining feature is its **inquiry-based laboratory component**. Through three core **science practices**, students develop the analytical sophistication expected of university physics and engineering students. By the end of the course, students will demonstrate **mastery of calculus-based mechanics** and move fluently between **conceptual, mathematical, and graphical representations** of physical systems.

ARTS

AP Drawing (Grades 11–12)

AP Drawing develops students' ability to communicate ideas, emotions, and observations through the sustained practice of drawing as an expressive and investigative discipline. Working across media such as painting, printmaking, sequential art, illustration, mixed media, and analog and digital drawing, students pursue a deeply personal **inquiry-driven body of work**.

The course is organized around two portfolio components: a **Sustained Investigation** and **Selected Works**. By the end of the course, students will demonstrate a **cohesive and original portfolio**, show significant growth in both **technical skill** and **conceptual thinking**, and be well prepared for college-level studio-art programs.

AP 2-D Art and Design (Grades 11–12)

AP 2-D Art and Design develops students' ability to communicate ideas, solve visual problems, and express meaning through the full range of two-dimensional media and processes — from graphic design and photography to printmaking, illustration, painting, animation, and fibers. Students pursue a deeply personal **inquiry-driven body of work**, investigating how the elements and principles of **2-D design** can be applied with intention and originality.

The course is organized around two portfolio components: a **Sustained Investigation** and **Selected Works**. By the end of the course, students will demonstrate a **cohesive and original portfolio**, show significant growth in both **technical command** and **conceptual development**, and be well prepared for college-level studio-art and design programs.

AP Art History (Grades 11–12)

AP Art History develops students' ability to analyze, interpret, and contextualize works of art from across the globe and throughout human history — from prehistoric times to the contemporary world. Spanning ten content areas across all continents, students examine how **culture and cultural interaction, materials, processes, and techniques, theories and interpretations of art, and purpose and audience** shape the creation and meaning of art objects.

Through **visual and contextual analysis, comparative essay writing, attribution exercises, and structured academic discussion**, students develop **art-historical thinking skills** that mirror the work of practicing scholars. By the end of the course, students will demonstrate sophisticated **analytical and writing skills** and place works of art confidently within their historical and cultural contexts.

WORLD LANGUAGES AND CULTURES

AP French Language and Culture (Grades 11–12)

AP French Language and Culture develops students' ability to communicate with accuracy, fluency, and cultural understanding across the full range of real-world contexts. Equivalent to an intermediate college-level French course, students explore six rich thematic units — **Families and Communities, Personal and Public Identity, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges** — using authentic francophone sources.

Instruction is organized around three **modes of communication: interpersonal, interpretive, and presentational**. By the end of the course, students will demonstrate advanced **communicative proficiency** across all four language skills and articulate well-reasoned arguments in both written and spoken French.

AP Spanish Language and Culture (Grades 11–12)

AP Spanish Language and Culture develops students' ability to communicate with accuracy, fluency, and cultural understanding across the full range of real-world contexts. Equivalent to an intermediate college-level Spanish course, students explore six rich thematic units — **Families and Communities, Personal and Public Identity, Beauty and Aesthetics, Science and Technology, Contemporary Life, and Global Challenges** — using authentic Hispanophone sources.

Instruction is organized around three **modes of communication: interpersonal, interpretive, and presentational**. By the end of the course, students will demonstrate advanced **communicative proficiency** across all four language skills and articulate well-reasoned arguments in both written and spoken Spanish.



Graduating Class of 2025

GLOBAL ONLINE ACADEMY

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

GOA's courses are taught by experienced educators who are experts in their fields, ensuring that students receive **personalized attention and support** tailored to their individual learning needs. The curriculum emphasizes the development of **critical thinking, collaboration**, and the **practical application of knowledge** to real-world scenarios.

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

In addition to the academic benefits, GOA fosters a sense of **global citizenship**. By participating in a community of learners from different countries and cultures, students gain a broader understanding of the world and develop the ability to **communicate and collaborate across cultural boundaries**.

Central to the GOA experience are its **nine Learning Pathways**, which allow students to go deep in an area of genuine curiosity long before they set foot on a college campus:

- **Art, Media & Design**
- **Business, Economics & Finance**
- **Computer Science & Engineering**
- **Global Studies**
- **Health Science**
- **Justice, Ethics & Human Rights**
- **Mathematics & Quantitative Reasoning**
- **Psychology & Neuroscience**
- **World Language & Culture**

By completing three courses within a single pathway, a student earns a **GOA Pathway Certification** — a credential that helps them declare a major, explore a career, and tell a more distinct story in the college-admissions process.

Pinewood students in **Grades 10 to 12** can attend **one course per semester**, during regular school hours, with each course granting **0.5 credits**. The full GOA course catalogue is available on the Global Online Academy student-program website.

GRADE 9 COURSES

English 9

English 9 builds students' **analytical precision** and **personal voice** through close, critical engagement with literary and non-literary texts, focusing on how small details in a text unlock deeper understanding of the whole. Through drama, film, poetry, novels, and short stories, students encounter themes of identity, resilience, injustice, and responsibility — recognizing how language and narrative can persuade, provoke empathy, and inspire change.

Students are supported through targeted instruction that emphasizes **close reading**, **valuing evidence**, and **noticing language choices**. They progress from crafting well-structured paragraphs to producing **extended analytical writing**, while developing confidence in **oral presentation** and **collaborative discussion**. By year's end, they demonstrate deeper **analytical thinking**, produce coherent **evidence-based writing**, and participate more fluently in academic conversations.

Practical Ethics 9

Practical Ethics 9 develops students' ability to think critically about complex moral questions and make **reasoned ethical judgments** across personal, societal, academic, and digital contexts. Through five interconnected units, students examine authentic dilemmas that shape their lives as students and members of contemporary society, exploring foundational **ethical frameworks** while analyzing real-world conflicts of interest.

Students develop **ethical literacy** through scripted skits, video creation, research proposals, and Socratic seminars, building sophisticated language, presentation, and digital-media skills alongside **evidence-based reasoning** and **collaborative dialogue**. By year's end, students will analyze ethical dilemmas from multiple perspectives, construct **well-reasoned arguments** supported by credible evidence, and engage thoughtfully in sustained **academic discourse**.

Mathematics 9 (Algebra I and Foundations of Geometry)

Mathematics 9 develops students' capacity for **rigorous abstract reasoning** and mathematical analysis, marking a key step toward the formal, function-based thinking of higher-level mathematics. Students build foundational **Algebra I** skills through linear equations and relations, explore **quadratic and polynomial functions**, engage with **congruence and proof** in geometry, and develop formal **probabilistic reasoning**.

Throughout the year, instruction challenges students to move fluidly between representations, construct and communicate **rigorous mathematical arguments**, and apply their skills to unfamiliar, multi-step problems with increasing independence. By year's end, students will demonstrate mastery of **algebraic manipulation and function theory**, interpret polynomial and graphical behavior with confidence, and construct **geometric proofs**.

World History 9

World History 9 develops students' ability to think critically about the past by analyzing causes, consequences, and patterns of change, while building the skills necessary to construct and

evaluate **historical arguments**. The course encourages students to understand history not as a fixed narrative, but as an **interpretive process** shaped by evidence, perspective, and inquiry.

Students explore key developments in modern history — the American and French Revolutions, industrialization in Britain and Japan, World War I, the Russian Revolution, and the rise of totalitarian regimes. Instruction is supported through the **PEEL writing framework**, **OPCVL source analysis**, debates, Socratic seminars, and oral testimonies. By the end of the course, students will construct coherent **evidence-based arguments** and critically **analyze sources**.

Biology 9

Biology 9 develops students' ability to think and reason like scientists by establishing a strong conceptual foundation in the life sciences. Students explore relationships within **ecosystems**, examine mechanisms of **evolutionary change**, investigate the **structure and function of cells**, and study how **genetic information** is stored, expressed, and inherited.

Through scaffolded instruction, students deepen their understanding of key biological principles, learn to **design and evaluate scientific investigations**, interpret data, and communicate findings with clarity. The course emphasizes **analytical thinking** and **scientific writing** in preparation for AP Biology and IB Biology. By the end of the course, students will apply biological concepts to real-world phenomena and construct coherent **evidence-based arguments**.

Physical Education 9

Physical Education 9 develops students' understanding of the value of physical activity through active participation in a range of individual and team sports. Building on prior learning, students refine **sport-specific skills**, strengthen **coordination and fitness**, and develop a more confident and consistent approach to movement. Through units in Basketball, Soccer, International Sports, Volleyball, and Baseball, students engage in activities that promote **physical fitness**, **teamwork**, and responsible participation.

Through structured practice and increasingly purposeful game play, students apply the rules of each sport, refine individual techniques, and develop stronger understanding of **tactics and strategies**. By the end of the course, students will demonstrate greater confidence in movement, more refined **sport-specific skills**, improved **decision-making**, and a deeper appreciation of physical activity for **health, well-being, and personal development**.

Entrepreneurship 9 (Elective)

Entrepreneurship 9 develops students' ability to evolve an innovative idea into a **validated business opportunity**, using a **lean-startup approach** to research, test, and refine their thinking. Students use the **lean business model canvas** to ideate and pressure-test opportunities, develop **business-plan artifacts** and executive summaries, and pitch their ideas to a panel of expert judges for the chance to win funding and publicity.

The course moves through units including Developing an **Entrepreneurial Mindset**, Testing an Opportunity, Building a Competitive Edge, Making Profit, and an Opportunity Pitch Competition. By the end of the course, students will demonstrate the habits and skills of **entrepreneurial**

thinking, the ability to construct and defend a **business case**, and the resilience to iterate in the face of setbacks.

Visual Arts 9 (Elective)

Visual Arts 9 develops the capacity to think, make, and communicate through art. Designed for all experience levels, this course builds the **conceptual and technical foundations** for advanced study while fostering an **experimental mindset**. Students learn to take risks, sit with uncertainty, and revise without fear — transferable skills that drive innovation across disciplines.

Through four core units — The Power of Line, The Language of Color, Faces of Identity, and The Artist's Voice — students work in drawing, painting, sculpture, and photography, transitioning from **foundational skills** to **professional portfolio development**. By embracing the habits of artists, students cultivate a **confident, original voice** and the technical growth required for AP or IB Art.

Greek Language & Literature 9

Greek Language & Literature 9 builds students' capacity to engage critically with a wide range of texts while refining their **analytical, interpretive, and expressive skills**. Through Euripides' *Helen*, students analyze dramatic structure and explore themes of identity and illusion; an excerpt from Kazantzakis strengthens interpretation of complex ideas and authorial voice; antiwar poetry develops sensitivity to figurative language and tone; and engagement with online texts on cyberbullying builds **critical digital literacy**.

Across all units, students strengthen **written and oral communication** by organizing ideas clearly, supporting arguments with evidence, and adapting language to different audiences and purposes. By the end of the course, students demonstrate greater confidence in **critical discussion**, produce **well-structured writing**, and show a deeper awareness of how language shapes thought.

Greek International 9 (CEFR: A1)

Greek International 9 (A1) introduces learners to the foundations of Greek, focusing on understanding and using **basic expressions** in **familiar everyday** contexts. Students learn to introduce themselves and talk about their **origin, family, and daily life**, while developing core vocabulary and essential grammatical structures through guided and interactive practice.

As the course progresses, students expand their ability to describe **routines, free time, and simple experiences**, and begin to use language in practical contexts such as **travel and everyday interactions**. By the end of the course, students can understand and use **familiar expressions**, respond to **simple questions**, and produce **short spoken and written phrases** with increasing confidence.

French / Greek International / Spanish 9 (CEFR: A2–B1)

World Languages 9 develop students' ability to **communicate** with increasing independence across a broad range of familiar and everyday contexts. Learners strengthen their ability to **organize language** more effectively in order to express ideas, share experiences, and communicate personal viewpoints with greater clarity and confidence.

Students expand their engagement with **authentic materials** to **interpret meaning**, make connections across contexts, and deepen their understanding of **cultures and perspectives**. By the end of the course, students can participate in everyday conversations, express opinions and preferences, and navigate common real-life situations with growing independence.



Students and teachers at the Genius Bar

GRADE 10 COURSES

English 10

English 10 develops students' ability to use language as a vehicle for **critical thinking**, **interpretation**, and **self-expression** while strengthening analytical and personal approaches to literary and non-literary texts. Students examine how arguments are constructed across a range of contexts, synthesize multiple perspectives through nonfiction analysis, and explore complex human experiences through Gothic fiction, Art Spiegelman's *Maus*, and J. M. Coetzee's *Foe*.

Through carefully scaffolded instruction — from **close reading** and analytical paragraph development to **synthesis essays**, presentations, and structured discussions — students refine their use of **academic language** and build the ability to evaluate and combine multiple perspectives. By the end of the course, students will demonstrate strong **critical and analytical skills**, produce **well-supported writing**, and participate effectively in **academic dialogue**.

Practical Ethics 10

Practical Ethics 10 builds on Grade 9 and extends students' **ethical reasoning** into professional and institutional contexts, deepening their ability to recognize and navigate complex moral questions within specialized domains. Through five interconnected units, students examine authentic dilemmas that define **professional responsibility**.

Students deepen **analytical complexity** and develop **independent judgment** through presentations with oral defense, structured academic controversies, and collaborative dialogue. By the end of the course, students will analyze ethical dilemmas within societal contexts from multiple perspectives, construct **well-reasoned arguments** supported by evidence, and recognize how **ethical decision-making** shapes individuals and institutions alike.

Mathematics 10 (Algebra II & Geometry)

Mathematics 10 develops students' capacity for **advanced algebraic reasoning** and **multi-representational thinking**, equipping them with the analytical tools and mathematical maturity needed for higher-level study. Students refine algebraic manipulation, explore **rational and radical functions**, deepen their understanding of **exponential and logarithmic functions**, build connected **trigonometric reasoning**, and develop **statistical literacy**.

Instruction emphasizes **rigorous justification**, fluency in moving between algebraic, graphical, and numerical representations, and sustained engagement with complex, multi-step problems. By the end of the year, students will demonstrate mastery across **algebraic, functional, and trigonometric domains** and communicate their **mathematical thinking** with precision and clarity.

World History 10

World History 10 examines the defining events, movements, and transformations of the twentieth and twenty-first centuries. Students explore major themes of conflict, cooperation, and social change — **World War II and the Holocaust**, the **Cold War**, **Civil Rights Movements**,

the **European Union**, and **Globalization** — while developing skills in analyzing historical patterns and evaluating multiple perspectives.

Instruction emphasizes **source analysis**, case studies, map work, and **evidence-based argumentation**, with perspective-taking activities, debates, and research projects that mirror how historians construct knowledge. By the end of the course, students will demonstrate comprehensive historical knowledge of major events and movements, and think critically about **contemporary global challenges** through a historical lens.

Chemistry 10

Chemistry 10 develops students' ability to explain macroscopic observations through **particulate-level reasoning**, fostering deep conceptual understanding of matter and energy at the molecular scale. Students explore the **structure and properties of matter**, **chemical bonding and interactions**, chemical quantities, and **chemical transformations**.

Instruction emphasizes **inquiry-based activities and laboratory investigations**, **scientific modeling**, strategic use of mathematics, and rigorous analytical reading and writing. By the end of the course, students will demonstrate sophisticated **particulate-level explanations** of chemical behavior, construct scientifically sound arguments supported by data, solve **multi-step quantitative problems** with fluency, and be well prepared for AP Chemistry.

Physics 10

Physics 10 develops in students a deep appreciation for the order hidden beneath the complexity of the physical world — and the tools to uncover it. Students learn to build and interpret **mathematical models** that describe motion through **kinematics**, sharpen their sensitivity to cause-and-effect relationships through **forces and dynamics**, discover how **conservation laws** unify phenomena, and explore **momentum and collisions** and **particle physics**.

Through **laboratory investigations**, quantitative problem-solving, **graphical analysis**, and a carefully scaffolded progression from concrete observations to abstract principles, learners develop the ability to model complex physical systems with increasing precision. By year's end, students will approach unknown systems with **physical intuition** and translate confidently between mathematical, graphical, and conceptual representations.

Physical Education 10

Physical Education 10 develops students' understanding of the value of physical activity through active participation in a range of individual and team sports. Building on Grade 9, students consolidate **sport-specific skills**, strengthen **coordination, fitness, and overall performance**, and approach movement with greater confidence and self-awareness. Through units in Basketball, Soccer, International Sports, Volleyball, and Baseball, students engage in activities that promote **physical fitness** and **teamwork**.

Through structured practice and increasingly independent application of skills, students consolidate the rules of each sport, refine techniques, and strengthen their use of **tactics and strategies**, taking a more active role in officiating and scorekeeping. By the end of the course,

students will demonstrate greater confidence, consistency, and control in movement, and a deeper appreciation of physical activity for **lifelong health and well-being**.

Dance 10

Dance 10 helps students use movement to express themselves, communicate ideas, and think creatively. Designed to build strong **technique and performance skills** across different dance styles, this course sets the foundation for advanced study. Students learn to embrace physical challenges, **choreograph their own work**, and perform with confidence — building problem-solving skills and resilience that extend far beyond the studio.

Through four units — Movement and Technique, The Art of Choreography, Performance Skills, and Personal Expression — students grow from learning **foundational techniques** to designing their own thoughtful dance pieces. By practicing the habits of real artists, they develop the **physical versatility** required for upper-level dance and discover that dance is a powerful language for **storytelling and human connection**.

Greek Language & Literature 10

Greek Language & Literature 10 strengthens students' ability to think critically, interpret complex texts, and communicate effectively. Through the thematic study of human rights, students develop skills in analyzing arguments and constructing **ethical positions**; Papadiamantis' *The Murderess* deepens literary analysis; Lorca's *Yerma* develops interpretation of dramatic technique and symbolism; non-literary texts build **rhetorical awareness**; and post-war Greek writing connects literature to historical context and collective memory.

Across all units, students refine their writing by producing **structured, evidence-based responses** while strengthening **oral communication** through discussion and presentation. By the end of the course, students demonstrate increased independence in analysis, greater precision in language use, and a sophisticated understanding of how language operates as a tool for **critical inquiry** and social awareness.

Greek International 10 (CEFR: A1)

Greek International 10 (A1) introduces learners to the foundations of Greek, focusing on understanding and using **basic expressions** in **familiar everyday** contexts. Students learn to introduce themselves and talk about their **origin, family, and daily life**, while developing core vocabulary and essential grammatical structures through guided and interactive practice.

As the course progresses, students expand their ability to describe **routines, free time, and simple experiences**, and begin to use language in practical contexts such as **travel and everyday interactions**. By the end of the course, students can understand and use **familiar expressions**, respond to **simple questions**, and produce **short spoken and written phrases** with increasing confidence.

French / Greek International / Spanish 10 (CEFR: A2–B1)

World Languages 10 develop students' ability to **communicate** with increasing independence and consistency across a broad range of familiar and real-life contexts. Learners refine their ability to **organize language** to express ideas clearly, share experiences in detail, and communicate personal viewpoints with greater coherence and confidence.

Students engage with **authentic materials** to **interpret meaning**, compare perspectives across cultures, and respond to information in more sustained ways. By the end of the course, students can maintain conversations on familiar topics, express and justify opinions, describe experiences across time frames, and manage everyday situations with growing independence.

Visual Arts 10 (Elective)

Visual Arts 10 emphasizes the **process of producing creative work** — not just the finished artwork, but the thinking, experimenting, revising, and reflecting that bring it into being. Designed to build the foundational skills and habits of mind that students will draw on in AP Art and Design and college-level studio courses, the course centers on structured opportunities to **generate, test, and refine ideas** through sustained practice, **peer-to-peer dialogue**, and **purposeful revision**.

The course is organized into three modules — **Sources**, **Structures**, and **Iteration** — each explored through five interconnected big ideas. By the end of the course, students will demonstrate a confident and disciplined **creative process**, the ability to analyze and respond to works of art with precision, and the artistic habits of mind that form the foundation for advanced study in the visual arts.



Senior Walk, Class of 2025

GRADES 11–12 COURSES

American Drama

American Drama develops students' ability to use language and dramatic texts as a vehicle for **critical thinking**, **interpretation**, and **self-expression**. Students explore how playwrights construct meaning through dialogue, stagecraft, and character. Through five landmark American plays, students examine themes of illusion and reality, the American Dream, identity, power, class conflict, and moral responsibility.

Through carefully scaffolded instruction — from **close reading** of dramatic texts and analysis of symbolism, structure, and stagecraft to **analytical writing**, performance tasks, and structured discussions — students refine their use of **academic language**. By the end of the course, students will demonstrate strong **analytical and interpretive skills**, produce **well-supported writing**, and develop a nuanced understanding of how drama functions as a mirror of the human condition.

American Literature & Culture

American Literature & Culture develops students' ability to critically analyze how literature and media reflect, challenge, and shape American identity, values, and cultural narratives. Through Gothic short stories by Edgar Allan Poe, advertisement analysis, August Wilson's *The Piano Lesson*, Hollywood film study, and American poetry, students engage with a range of literary and non-literary texts.

Through scaffolded instruction — from **close reading** and **film analysis** to **structured essay writing**, presentations, and collaborative discussions — students refine their ability to construct **well-supported arguments**. By the end of the course, students will demonstrate advanced **analytical and interpretive skills**, produce coherent and **persuasive writing**, and understand how American literature and media reflect and influence cultural values.

World Literature & Texts

World Literature is designed to strengthen students' ability to use language as a tool for thinking, reflection, and expression while fostering critical and personal approaches to interpreting literary, visual, and **multimodal texts**. Through a diverse range of works — short stories, poetry, a graphic novel, world street art, and global imagery — students explore narrative craft, human experience, voice, identity, and visual communication across cultures.

Through scaffolded instruction — from **analytical writing** to visual analysis, research, **oral presentation**, and collaborative discussion — students build **academic writing and communication skills**. By year's end, students will demonstrate deeper **analytical capacity**, produce **well-organized, evidence-based writing**, and show heightened awareness of how language and visual texts function as tools for interpretation, persuasion, and connection.

Math Applications

Math Applications develops students' ability to engage with mathematics as a practical, investigative, and analytical discipline, building the **quantitative reasoning**, **statistical literacy**,

and **real-world problem-solving skills** essential for success in a data-driven world. Students move from pattern recognition to generalization through **Sequences and Series**, apply trigonometric reasoning in a hands-on capstone project, engage with the full investigative cycle through a substantial **Statistics research project**, and develop **probabilistic reasoning** leading to **Hypothesis Testing**.

Throughout the year, instruction connects mathematical ideas to authentic contexts through **project-based learning**, real data, and investigative tasks that require both technical skill and critical judgment. By the end of the year, students will confidently engage with **real-world data and mathematical modeling**.

Math Systems

Math Systems develops students' ability to engage with abstract algebraic and structural thinking, building the symbolic reasoning and systems-level problem-solving skills essential for advanced mathematics. The course progresses through six interconnected units, from **Algebraic Methods and Linear Equations and Functions** through **Matrix Algebra**, including **Quadratic Equations, Polynomials and Complex Numbers, Exponential and Logarithmic Functions, Circles and Coordinate Geometry**, and **Vectors**.

Throughout the year, instruction emphasizes how mathematical structures illuminate **relationships**, enable powerful **generalizations**, and provide flexible methods for **problem-solving**. By the end of the year, students will confidently work with advanced algebraic systems, model sophisticated relationships, and approach mathematical problems with structural thinking and technical skill.

Business Math

Business Math develops **financial literacy** and **analytical decision-making skills** by applying mathematics to authentic business scenarios. Through financial-statement analysis, investment evaluation, cost-benefit reasoning, and business-performance metrics, students learn how professionals make sound financial decisions in real-world contexts.

Using real business data, simulations, and case studies across six units — from Business Foundations through Investment Decisions and Business Planning — students gain the **mathematical foundation** and **professional judgment** needed for success in entrepreneurship, college business programs, and diverse careers. By the end of the course, students will demonstrate stronger **financial reasoning** and the ability to interpret and construct **financial models**.

Deep Time: Earth, Life, & Evolution

Deep Time invites students to step back from the details of any single discipline and ask the largest question of all: how did we get here? Spanning 13.8 billion years — from the **Big Bang** to the present — the course explores the universe's increasing complexity through the formation of stars and planets, the emergence of life, and the development of human societies.

Through engaging projects, case studies, and **collaborative inquiry**, students investigate significant **thresholds of complexity** and examine the physical, biological, and social forces that have shaped our world. By the end of the course, students will demonstrate a

comprehensive understanding of **deep history**, a stronger ability to **synthesize knowledge across subject areas**, and a genuine sense of global and cosmic interconnectedness.

Integrated Science

Integrated Science invites students into one of humanity's oldest and most ambitious endeavors: understanding why the universe behaves the way it does. Through **waves**, students recognize that energy and information travel without the transfer of matter; through **astrophysics**, they develop a sense of cosmic scale; and through **neuroscience**, they confront the profound question of how physical structures give rise to thought, sensation, and behavior.

Through **laboratory investigations**, case studies, and simulations, learners move from the familiar to the extraordinary — connecting the oscillation of a spring to the behavior of light, and the firing of a single neuron to the complexity of human thought. By the end of the course, students will be equipped to ask better questions about the natural world and practiced in **seeking evidence before drawing conclusions**.

Civics

Civics develops students' understanding of **political systems, institutions, and civic processes** while fostering critical thinking, inquiry, and informed engagement with public life. Students explore how governments and institutions function at local, national, and international levels, examine the role of citizens in shaping societies through **participation and activism**, and analyze global issues and current affairs.

Through **inquiry-based learning**, case studies, debates, and collaborative discussion, learners strengthen their ability to evaluate sources, consider multiple perspectives, and construct clear **evidence-based arguments**. By the end of the year, students will demonstrate stronger **critical thinking and analytical skills** and increased confidence in participating as informed, responsible members of their communities.

Introduction to Finance

Introduction to Finance develops students' understanding of core **financial principles, analytical tools, and decision-making frameworks** while fostering quantitative reasoning and real-world application. Students explore how organizations raise and manage funds, how performance is measured through **financial statements and ratios**, and how individuals and firms assess **risk, return, and value**.

Through applied problem-solving, case studies, **data-driven inquiry**, and collaborative tasks, learners engage with real-world financial scenarios and apply quantitative methods including **break-even analysis** and **time value of money**. By the end of the year, students will demonstrate stronger **financial literacy** and apply analytical tools to evaluate **business performance and investment opportunities**.

Political Science

Political Science develops students' ability to think critically about power, governance, and the forces that shape political life at the local, state, national, and international levels. Through the study of **political institutions, ideologies, public policy, and international relations**,

students build a rigorous and nuanced understanding of how governments function and how citizens can meaningfully engage with the systems that govern their lives.

Through **case studies, debates, current-affairs analysis, Socratic discussion, and evidence-based argumentation**, students develop the ability to evaluate multiple perspectives and construct well-reasoned positions on complex public issues. By the end of the course, students will demonstrate stronger **critical and analytical thinking**, a deeper understanding of **political institutions and processes**, and the civic confidence to participate actively and responsibly.

Fashion Design

Fashion Design develops the capacity to think, make, and communicate through design. Designed for all experience levels, this course builds the **conceptual and technical foundations** for advanced study while fostering an **experimental mindset**. Students learn to take risks, sit with uncertainty, and revise without fear — transferable skills that drive innovation from entrepreneurship to the sciences.

Through scaffolded instruction, students bridge the gap between creative concept and physical garment, moving through the **design process** from developing moodboards and researching designers to mastering **sewing and pattern-making**, enriched by field trips into the real-world fashion industry. Students emerge with a collection of work that demonstrates **technical growth, a confident original voice**, and the understanding that design is a powerful tool for connection and advocacy.

Greek International 11/12 (CEFR: A1–C1)

Greek International 11/12 is a **differentiated course** designed to support learners across all proficiency levels (A1–C1), enabling students to develop their language skills according to their individual stage. The course builds students' ability to **communicate** effectively in Greek through **listening, speaking, reading, and writing** in a range of familiar and increasingly complex contexts.

Beginning learners focus on **basic vocabulary and essential structures**; as proficiency develops, students expand their ability to describe experiences and engage in sustained interactions; and advanced learners refine their **fluency, accuracy, and clarity**. Through a **communicative and student-centered approach**, students engage with a range of texts and cultural perspectives while developing confidence, independence, and **intercultural understanding**, in alignment with CEFR levels A1 to C1.

Greek Language & Literature 11

Greek Language & Literature 11 further develops students' independence as **critical readers**, thoughtful writers, and confident communicators. Through Lorca's *The House of Bernarda Alba*, students analyze dramatic technique, power, and social constraint; Karkavitsas' *The Beggar* deepens skills in narrative perspective and social critique; persuasive techniques in advertising build **rhetorical awareness**; and practice with official letters and personal statements develops **writing for specific purposes and audiences**.

Across all components, students enhance their capacity to construct **coherent, well-supported arguments**, engage in meaningful academic discussion, and present ideas with confidence. By the end of the year, students demonstrate strong **analytical thinking**, adaptability in **written and spoken communication**, and a clear understanding of how language can be used strategically for persuasion and critical expression.

Greek Language & Literature 12

Greek Language & Literature 12 consolidates students' **analytical, interpretive, and communicative skills** in preparation for higher education and informed civic engagement. Through the study of different poetic movements, students interpret how historical and cultural contexts shape poetic expression; Theotokis' *Honor and Money* develops complex narrative analysis; scientific texts and political speeches sharpen **critical literacy** and detection of bias; and **advanced essay writing** develops students' ability to structure arguments and synthesize information.

By the end of the course, students demonstrate a high level of independence in reading and analysis, produce **sophisticated and well-organized written work**, and communicate effectively in both academic and real-world contexts — showing a nuanced understanding of how language operates as a powerful tool for **critical inquiry**, persuasion, and intellectual expression.



Pinewood at night



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