

PINEWOOD

American International School

Thessaloniki, Greece

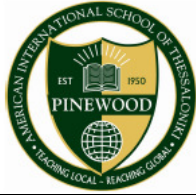


Secondary School

Program of Studies

2011-2012

Revised August 2011



PINEWOOD – THE AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI, GREECE

August 2011

Dear Students and Parents,

In the following updated Program of Studies, you will find essential information about our Secondary academic program, including the IB Diploma Program, and brief descriptions of all courses offered in the Secondary School. Please note that this program contains all approved courses in the Secondary School; however, not all courses are offered simultaneously each year.

This year, we continue to follow a modified block schedule as it has proven to be a dynamic educational program enhancement. As witnessed throughout the Secondary school, the combination of average and longer class durations increases the opportunity for meaningful instruction, supports cooperative learning and allows for activities that appeal to students' multiple learning styles.

The review process will continue this year with a spotlight on the Sciences. As we evaluate all aspects of the program, our goal is to develop a continually interactive and contemporary curriculum grounded in standards-based content, critical and creative thinking and assessments that inform learning and instruction.

As an American international school, we have developed a curriculum that is highly engaging and designed to enhance our students' autonomy as learners. To this end, the academic courses outlined within this Program of Studies and the rich array of extracurricular activities offered to students in the Secondary School work together to create a vibrant culture of learning for Pinewood students.

As we enter the new school year, we are excited by the work aimed at student learning and remind you that our partnership with families plays a central role in the success of our students.

Best Wishes for a Fruitful Year,

Dr. Roxanne Giampapa
Director

The background features a large, light gray watermark of the school's logo. The logo is circular with the text "PINewood AMERICAN INTERNATIONAL SCHOOL OF THESSALONIKI" around the top and "TEACHING LOCAL ~ REACHING GLOBAL" around the bottom. In the center is a shield containing an open book, a globe, and the text "EST 1950".

Mission Statement

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 Statement

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.

Table of Contents

GENERAL ACADEMIC INFORMATION

Letter from the Director	3
Mission and Vision Statements.....	4
Administration and Secondary Faculty	6
Graduation Requirements	7
Grade Advancement	8
Grading System	8
ESL Grading Guidelines	9
Academic Awards	10
Standardized Testing	10
Course Selection.....	11
Academic Honesty	11

DEPARTMENTS & COURSE OFFERINGS

English	12
English as a Second Language	14
Mathematics	16
Social Studies	18
Host Country Studies.....	22
Sciences.....	23
World Languages	26
Information Technology	31
Fine Arts	32
Physical Education & Health.....	34
International Baccalaureate Program	36

ADMINISTRATION & SECONDARY FACULTY

ADMINISTRATION

Dr. Roxanne Giampapa	Director
Mr. Dimitrios Terzidis	IB Diploma Program Coordinator
Mr. Nikos Tsachtanis	Activities Coordinator / Facilities & Operations
Ms. Youli Andrianopoulou	Administrative Assistant / Office of Admissions
Ms. Smaro Kyrimi	Accounting
Ms. Stephanie Karamanolis	Receptionist / Alumni Relations

SECONDARY FACULTY

Dr. Roxanne Giampapa:	IB English
Dr. Rosa Gomez:	IB Spanish
Mr. Ian Harrington:	Middle School Language Arts
Mrs. Linda Kainz:	Mathematics / Social Studies / ESL
Dr. Linda Joyce Manney:	English / IB English / IB Theory of Knowledge
Mr. Dimitrios Michalaros:	Visual Arts /IB Visual Arts
Mrs. Georgia Paliouris:	Science / Biology / Global Issues
Mr. George Papakostas:	Mathematics / IB Mathematical Studies
Mrs. Natalie Pinakidou:	Information Technology
Mrs. Amalia Spiliakou:	Host Country Studies
Dr. Clare Squires:	Science / IB Biology
Mrs. Alina Tavlaridou:	French / IB French
Mr. Dimitrios Terzidis:	IB Physics / IB Chemistry / IB Theory of Knowledge
Mr. Nikos Tsachtanis:	Physical Education
Mrs. Katerina Tsaloumi:	IB Economics / IB Business Management
Ms. Mary Tsoulfa:	Mathematics / IB Mathematics
Ms. Eurydice Tzima:	Modern Greek / IB Modern Greek
Mrs. Athena Yannoulis:	History / IB Psychology / IB History

GRADUATION REQUIREMENTS

Requirements for graduation are established by the Board of Directors based upon the recommendation of the Director and are consistent with the goals of the school and the requirements for admission to institutions of higher education. Pinewood grants its diploma only to students who have successfully completed all graduation requirements.

Students are required to attend 8 full semesters in high school as well as complete a minimum of **22 credits** distributed as follows to obtain a diploma from Pinewood:

		Important Notes on Specific Requirements:
English	4 credits	<p>A one-credit course meets 5 times a week (45-minute periods) for Grades 6-10 and 4 times per week (two 45-minute periods and two 60-minute periods) for Grades 11-12.</p> <p>A credit is earned only for high school courses passed with a grade of 60% or better.</p> <p>Seniors must pass all of their full credit senior courses to graduate. Senior course failures will have to be made up at some agreed upon time before a senior can receive a diploma.</p> <p>Successful completion of English 12 or English IB2 required for graduation.</p> <p>English as a second language (ESL) may receive only one year of credit toward an English graduation requirement.</p> <p>Successful completion of Algebra I, Geometry and Algebra II or Math Studies IB1 is required for graduation.</p> <p>Successful completion of Biology, Chemistry and Physics or an IB science course is required for graduation.</p> <p>Course work completed in other schools will be evaluated at the time of enrollment and credit will be extended for equivalent subjects towards a Pinewood diploma.</p> <p>World Language minimum requirement of 2 credits in the same language. Also, students are encouraged to take the appropriate language proficiency examination offered locally each year.</p>
Social Studies	4 credits	
Mathematics	3 credits	
Science	3 credits	
World Languages	2 credits	
Fine Arts	1 credit	
Physical Education	1 credit	
Electives	4 credits	

Recommended for University

English	4 credits
Social Studies	4 credits
Mathematics	4 credits (If Math and/or Science career directed)
Science	4 credits (If Math and/or Science career directed)
World Language	3 credits (If Humanities career directed)
Fine Arts	2 credits (If Humanities career directed)
Physical Education	2 credits
Technology	2 credits (If Math and/or Science career directed)

GRADE ADVANCEMENT

As a general rule, the following policy will apply to all students in the Secondary school:

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 **15 credits** by the end of grade 11 to advance into grade 12.

GRADING SYSTEM

While effort, improvement and attitude have some bearing on grading, the earned grade is primarily based on a student's academic achievement. The Secondary School uses the following grading system:

Letter Grade	Percentage Range
A	90-100
B	80-89
C	70-79
D	60-69
F	59 and below

The following system is used in averaging grades for the semesters and for final grades:

First Semester Grades	
1 st Quarter	40%
2 nd Quarter	40%
January Exam	20%
Second Semester Grades	
3 rd Quarter	40%
4 th Quarter	40%
June Exam	20%
Final Grades	
First Semester	50%
Second Semester	50%

ESL GRADING GUIDELINES

Secondary Admissions standards for English language proficiency have been specified for each grade level according to levels of proficiency defined by the ESL Placement Test. These guidelines are as follows:

Grade Level	Recommended ESL Level at Time of Admission
Grade 7	ESL Level 1 or higher
Grade 8	ESL Level 2 or higher
Grade 9	ESL Level 3 or higher
Grade 10	ESL Level 4 or higher
Grade 11	ESL Level or Exit ESL

Students enrolled in ESL classes shall receive modified grades as per guidelines approved by the school board.

Level 1 and 2 students may be allowed to use the course textbook and be given extra time to complete tests if this is helpful and practical. They are allowed to use both monolingual English and bilingual dictionaries, as well as their notes and course materials, during tests. In some cases, modified work and tests are also given. For students in **Level 1 and Level 2**, a compensatory mark of [+10%] may be added to the score for tests, examinations and assignments (homework, papers, projects) at the discretion of the teacher.

Level 3 students may be given extra time to complete tests if this is helpful and practical. In addition, they are allowed to use both monolingual English and bilingual dictionaries during tests. For students in **Level 3**, a compensatory mark of [+10%] may be added to the score for tests, examinations, and assignments (homework, papers, projects) at the discretion of the teacher.

Level 4 students may be allowed to use a monolingual English dictionary during tests. No other allowances are made.

Level 5 students have no allowances.

Matriculation within the ESL Program

Once placed in the appropriate ESL level [1–5], students generally advance one level per academic year. An end of the year assessment and the student’s performance in the ESL and English courses determines advancement to the next level. Based on these criteria, the ESL teacher will determine whether the student advances to the next level.

Exiting the ESL Program

In order to exit the Secondary ESL program at Pinewood, all students must complete Level 4 and pass the Level 4 Exit Test to be administered at the end of the Level 4 year. If one of these two components is not successfully accomplished, the student will continue in the ESL program in the subsequent academic year.

ACADEMIC AWARDS

Honor Roll

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

Director's Honors:	Students with an average of 95% or higher
High Honors:	Students with an average of 90% to 94%
Director's Award:	Student with the highest average for each semester & year

Secondary Academic Awards

At the end of each academic year, various awards are given to secondary students for outstanding academic achievement and merit, including certificates for individual secondary courses and departmental awards for the major subject areas. Two special awards (The Ryan Giatas School Spirit Award and the All Around Student Award) are also given.

STANDARDIZED TESTING

International Schools Assessment (ISA)

All students in grades 7, 8 and 9 are given The International Schools Assessment (ISA) each year in October. Test scores and results are reported directly to the parents as soon as possible by the school.

Preliminary Scholastic Aptitude Test (PSAT)

All students in grades 10 and 11 are given the opportunity to take the Preliminary Scholastic Aptitude Test (PSAT) at school each October free of charge. Questions and/or concerns should be directed either to your child's advisor or to the Curriculum and Studies Coordinator.

SAT I and SAT II

The SAT I and SAT II are administered at Anatolia College throughout the year on most of the test dates set for international centers. Please refer to the Pinewood Calendar of Events for specific dates.

Test of English as a Foreign Language (TOEFL)

The TOEFL (Test of English as a Foreign Language) can be taken at a computerized testing center downtown Thessaloniki throughout the year.

Maculaitis Assessment of Competencies II Test of English Language Proficiency

The MAC II Test of English Language Proficiency is a comprehensive assessment for non-native speakers that measures proficiency in speaking, listening, reading and writing. Pinewood uses the test to accurately place English language learners, set program exit standards and guide instruction.

COURSE SELECTION

Students matriculating to Grades 7-12 will select courses during the Spring prior to the upcoming academic year. Parents, students, teachers and the Coordinator of Curriculum and Studies will have input into yearly course selections and the development of student four-year plans. It is critical that each student schedule has been developed with careful thought and consideration since there is no student initiated “drop and add” in the Secondary School.

The number of students in a particular course will vary based on the requests of students. If there are an insufficient number of students requesting a particular course, the course will not be offered and those students who have requested it will be assigned to one of their alternate choices.

ACADEMIC HONESTY

Pinewood American International School expects all students to abide by ethical academic standards. Academic honesty is a fundamental component to the integrity of the teaching and learning process. Acts of academic dishonesty, including plagiarism (the act of presenting others’ words and ideas as one’s own without crediting the source), copying work from other students or using notes during a test are considered serious offenses and shall be subject to academic and disciplinary penalties, including an automatic zero grade on the specific quiz/test/assignment/project and additional administrative action as deemed necessary.

All Secondary students are required to sign an Academic Honesty statement at the beginning of the year and are expected to uphold its guidelines throughout the year.

Pinewood American International School maintains a zero tolerance for cheating or plagiarizing

ENGLISH DEPARTMENT

The main goals of the English Department are to encourage and instill in students a lasting appreciation of literature and to nurture their self-expression by helping them develop a range of skills in writing and public speaking. The English Department uses a variety of approaches to engage the students' interest and to promote their deep understanding of literary texts. Students complete a number of public speaking and expository writing assignments, and at each level they also have the opportunity to create their own original literary works and projects. Students are exposed to a full range of literary genres (including novels, short stories, poetry, drama, and critical essays) that are drawn from Anglophone literary traditions of Europe, North America, Africa and Asia. Students are thus encouraged to consider aspects of the human condition from several diverse socio-cultural perspectives.

ENGLISH 7

Grade 7

The seventh grade English curriculum is a literature-based study of various literary genres which incorporates reading, writing, and language instruction. Students study elements of novels, short stories, drama, non-fiction, and poetry to gain an understanding of the genres as well as to ascertain the theme or author's purpose. Writing instruction features a process approach to writing clear, well-structured essays. Responses to literature, personal, persuasive, and expository writing, as well as narratives and a research paper are the focus of the writing component. Additionally, journal writing and creative assignments are regularly assigned to support comprehension and further analysis of the literary themes studied in class. Vocabulary enrichment, language usage and mechanics are all derived from the class readings and are geared to support further understanding and development of written and spoken language. Oral expression and listening skills are developed through class discussions, classroom presentations, interactive writing groups, and drama activities so that students have an opportunity to develop all of the requisite language skills, achieving increased precision, economy and sophistication in both speech and writing.

ENGLISH 8

Grade 8

In English 8, students continue to develop an appreciation for literature through careful reading and rereading of several literary works, including both classic and contemporary selections. Students review important aspects of literary analysis, including plot structure and figurative language, as they study a variety of short stories, novels, and dramatic works. Students are encouraged to respond to literature personally through a number of reader response activities, both spoken and written, and they are also introduced to the basics of literary analysis. The process model of writing is used to help students conceptualize, organize, draft and revise a number of expository essays on literary topics.

ENGLISH 9

Grade 9

In English 9, students read English language literature by contemporary and classic writers from Europe and North America, with a focus on diversity of social, cultural and ethnic identities. Students are encouraged to read literary texts critically and to formulate

literary interpretations according to basic principles of modern literary theory. The process model of writing is used as students are guided to develop their own written analyses of particular literary works. As students continue to write analytical essays and give formal oral presentations on literary themes, they are taught the structure and function of various modes of presentation, including comparison / contrast and persuasion.

ENGLISH 10

Grade 10

In English 10, students survey a variety of literary traditions and cultural perspectives as they read English language literature by contemporary and classic writers from North America, Africa, Europe, and Asia. Students also read selected critical essays on the literary works studied in order to better understand the intellectual climate and historical context within which major literary works are written. Students continue to use the process model of writing as they write a number of comparative literary analyses, and they are also required to deliver formal oral presentations regularly. In preparation for IB English A1 / English 11, students are taught how to perform a close reading of a literary text and to justify their own original interpretations in a formal written essay.

ENGLISH 11/12

Grades 11-12

This course is intended for students not enrolled in the full IB program. Students learn and practice the fundamental skills necessary for reading, writing and presenting works of literary and non-literary texts. Students read a variety of fiction (novels and short stories) by classic and contemporary Anglophone writers from North America, Europe and Africa. They are also exposed to significant nonfiction texts (memoirs, autobiographies, creative nonfiction) from writers and public figures of various backgrounds. Correspondingly, students review the basics of the process model of writing and write, revise and peer edit several analytical essays on topics related to the assigned readings. They learn a model of writing creative nonfiction and write several personal narratives on topics drawn from their own range of experiences and give oral presentations on topics related to their written personal narratives and histories.

ENGLISH A1 IB 1 & 2 (SL/HL)

Grades 11-12

The Language A1 English program is a two-year course that aims to encourage a personal appreciation of world literature and develop an understanding of the techniques involved in literary criticism. The students are introduced to a range of literary works from different periods, genres, styles and cultures as well as to ways of approaching literature to develop an understanding of the relationships between different works. Students learn to express ideas with clarity, coherence, conciseness, precision and fluency in both oral and written communication. The works chosen for study are taken from the Prescribed Book List prepared by the IBO and 12 different works (SL) and 15 different works (HL) are studied in the two-year program. The works to be studied fall into 4 groups, each with different forms of assessment. The groups are: (1) World Literature (two written assignments), (2) Detailed Study (recorded individual oral commentary), (3) Groups of Works (written examination) and (4) School's Free Choice (individual oral presentation). Groups 1 and 4 are studied in the first year and Groups 2 and 3 are studied in the second year.

ESL PROGRAM

Secondary ESL courses provide instruction in the four main skills areas of reading, writing, listening and speaking, and follow internationally recognized curriculum standards for ESL instruction in English-medium schools. At all levels of ESL instruction, there is a strong emphasis on reading and writing for academic development as well as for personal needs. All students are required to read extensively from books of their own choosing in order to increase overall English language proficiency, and they are also required to read shorter non-fiction texts in order to develop particular reading skills. A small collection of books, both fiction and non-fiction, has been ordered especially for ESL students in support of the secondary ESL curriculum. ESL students at all levels are also required to complete a number of writing assignments. These assignments include sentence writing exercises at the beginning levels, paragraph writing assignments at the intermediate levels, and five-paragraph essays and research papers at the advanced levels. Listening and speaking skills are also covered in all ESL courses. Students listen and respond to short dialogues and/or longer stories and exchanges, depending on the level of the class, and in each course, students plan, organize and deliver regular oral presentations. Specific instructions in English grammar and syntax is provided as needed, according to the particular needs of the students in the class.

ESL 1: BASIC BEGINNER

Grades 6-7

Students work on the fundamentals of listening and reading comprehension. Short speaking and writing exercises are introduced as students acquire a working vocabulary of English for general communication. Students are also given focused instruction on the basics of English grammar and sentence patterns. After successfully completing the course, students are able to understand and participate in everyday classroom discourse, plan and deliver a short oral presentation on topics of personal interest, read and understand books written for beginner ESL students and write a paragraph of 6-8 sentences on a topic of general interest.

ESL 2: HIGH BEGINNER TO LOW INTERMEDIATE

Grades 7-8

Students focus on reading and writing English for basic interpersonal communication. As the students progress in developing overall English language proficiency, they are gradually given sort non-fiction texts to read, discuss and analyze for main ideas and supporting details. Students are also given some instruction on the basics of English language sentence patters and grammar, and they are shown how to organize and write a properly structures paragraph. After successfully completing the course, students are able to understand and participate in everyday classroom discourse, plan and deliver a short oral presentation on topics of personal interest, read and understand books written for intermediate ESL students and also selected adolescent literature written for native speakers, write paragraphs of 10-12 sentences on a topic of general interest and summarize accurately in writing a short non-fiction text.

ESL 3: INTERMEDIATE TO HIGH INTERMEDIATE**Grades 7-9**

Students focus on reading, comprehending and summarizing a wide range of texts, both fiction and non-fiction, and they are taught the basics of paragraph and essay writing. Each semester, students complete a research project which involves researching a topic, finding appropriate sources of information, taking accurate paraphrase notes, and planning, writing and revising a research paper (first semester) or a research essay of five paragraphs (second semester). Students are taught how to plan and present a formal speech and are required to deliver several oral presentations. Students also review the English language tense system and common English sentence patterns. Grammar quizzes are scheduled as needed. After successfully completing the course, students are able to plan, deliver and understand oral presentations on personal and academic topics, read and understand selected adolescent literature written for native speakers, write well-structured paragraphs and five-paragraph essays, summarize accurately in writing a short non-fiction text and write a correctly documented short research essay.

ESL 4: HIGH INTERMEDIATE TO ADVANCED**Grades 7-10**

Students focus on reading, understanding and summarizing a wide range of texts, both fiction and non-fiction. There is also a review of paragraph and essay organization, and students are required to complete several formal paragraph and essay assignments. Each semester, students are also required to complete a library research project. This involves researching a topic, finding appropriate sources, taking accurate paraphrase notes on sources, and planning, writing and revising a short research paper (500-600 words) the first semester and a longer research essay (800-1000 words) the second semester. Students are taught how to plan and present a formal speech and they are required to deliver several oral presentations during class. Students also review common sentence patterns as needed. After successfully completing the course, students are able to plan, deliver and understand oral presentations on personal and academic topics, read and understand selected adolescent and adult literature written for native speakers, write syntactically accurate and well organized paragraphs and essays, summarize accurately in writing a variety of non-fiction texts, and plan, organize and write a correctly documented research essay.

ESL 5: ADVANCED**Grade 11**

Students focus on reading and responding to a wide range of texts written for native speakers of English, and they are required to complete several formal writing assignments on both personal and academic topics. Each semester, students are required to complete a research project. Each research project involves researching a topic, finding appropriate sources of information, taking accurate paraphrase notes from several sources, and planning, writing and revising a research essay of approximately 1500 words. Students are also required to plan and deliver several oral presentations. Students review common sentence patterns, especially if a particular need arises in their own written projects. After successfully completing the course, students are able to plan, deliver and understand oral presentations on personal and academic topics, read and reflect on adolescent and adult literature written for native speakers, write syntactically accurate and well organized expository essays, summarize accurately in writing a variety of non-fiction texts, and plan, organize and write a correctly documented research essay.

MATHEMATICS DEPARTMENT

The main goal of the mathematics department is to ensure that every student has the opportunity to become mathematically literate. To achieve this, the courses are designed in such a way as to give all students the chance to reach their maximum abilities. The program addresses the aspects and strategies of mathematical thinking. This includes a consideration of tools to aid students in representing and processing their mathematical thinking as well as the development of specific skills and strategies for engaging in mathematical thinking. Throughout the program, students learn to acquire the skills necessary to communicate mathematical ideas clearly and accurately and also use symbols to express mathematically connected ideas flexibly and consistently within the conventional parameters. Students are encouraged to communicate ideas verbally, symbolically and with diagrams and graphs. The program provides a strong foundation in concepts, techniques and applications for more advanced work. Therefore, the expectation is that students will succeed in mastering the concepts and techniques of the discipline and thus be willing and/or able to continue to college-level work in pre-calculus and IB courses.

PRE-ALGEBRA

Grades 7-8

In addition to reinforcing the concepts presented in Math 6, this course extends problem solving to a more sophisticated level. Students apply integer operations to various units of study and concentrate on building an understanding of the core concepts and skills of Algebra. This course provides students with the essential tools for success in Algebra I.

ALGEBRA I

Grades 8-9

Algebra I is a traditional one-year course in modern Algebra and it is the first course in the college preparatory sequence. It is intended to stress and encourage students to use precise language and deductive reasoning. The goal of this course is to teach the basic concepts and skills in Algebra, which are fundamental to future understanding in Math and Science. Areas of study include: properties, problem solving, polynomials, factoring polynomials, algebraic fractions, linear equations and systems and inequalities. This course provides the necessary tools for success in Algebra II and Geometry.

GEOMETRY

Grades 9-11

This course is the standard high school Geometry course and is designed to introduce students to various components of Euclidian geometry as well as logic and methods of inductive and deductive reasoning. Emphasis is on the theory of proofs and its application relating to the properties of geometric figures. In addition to proofs, the course explores the following topics: absolute value graphing, line graphing, quadratic factoring, central conics, linear equations, inequalities, relations and functions, circles, polygons, area and volume of solids and coordinate geometry. Prerequisite: Algebra I

ALGEBRA II**Grades 10-12**

This is a second year algebra course, which reviews and extends concepts covered in Algebra I and Geometry. This course continues with work in solving equations and inequalities, graphing, quadratics, systems of equations and inequalities and rational expressions. Students cover in detail topics such as functions, irrational and complex numbers, variations, polynomial equations, matrices, sequences, series and trigonometry. Emphasis is placed on problem solving, real life applications and implementing technology. The course provides a solid background for students who plan to take higher-level mathematics courses.

MATH STUDIES IB 1 (SL)**Grades 11-12**

Mathematical Studies is a two-year course for students with varied backgrounds and abilities and is available at standard level (SL) only. More specifically, it is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies. Students embarking on this course need to be equipped with fundamental skills and a rudimentary knowledge of basic processes. The program consists of the study of eight compulsory topics: introduction to the graphic display calculator; number and algebra; sets, logic and probability; functions, geometry and trigonometry; statistics; introductory differential calculus; and financial mathematics. The internal assessment component of this course is the project. This consists of an individual piece of work involving the collection of information or the generation of measurements, and the analysis and evaluation of the information or measurements. Students are expected to undertake work of an independent nature in the areas of mathematical investigation and modeling or statistical surveys, applications, etc. The project is internally assessed by the IB teacher and externally moderated by the IBO. This is a course offered to students whose main interests lie outside the field of mathematics. Throughout the course, an approach from first principles is used, so that the students are able to use their own inherent logical thinking skills and do not have to rely on standard algorithms and remember formulae. Prerequisite: Algebra I and Geometry

MATH STUDIES IB 2 (SL)**Grade 12**

This is the continuation of Math Studies IB 1. The program consists of the study of three compulsory topics: functions; introductory differential calculus; and financial mathematics. The program also includes a thorough review of the material covered in the first year in preparation for the IB exams. This is a course offered to students whose main interests lie outside the field of mathematics. Throughout the course, an approach from first principles is used, so that the students are able to use their own inherent logical thinking skills and do not have to rely on standard algorithms and remember formulae. Prerequisite: Math Studies IB 1

MATHEMATICS IB 1 (SL) / PRE-CALCULUS**Grades 11-12**

Mathematics is a two-year course in the IB Diploma program. This is a demanding subsidiary level IB course designed to provide a sound mathematical basis for those students planning to pursue mathematically related subjects. The course focuses on introducing important mathematical concepts through the development of mathematical

techniques. The intention is to introduce students to those concepts in a comprehensible and coherent way. The first year course consists of the study of five core topics: algebra; functions and equations, circular functions and trigonometry; matrices; and vectors. The internal assessment component of this course is the portfolio. This consists of two pieces of work assigned by the teacher and completed by the candidate. Students are expected to undertake work of an independent nature in the areas of mathematical investigation and modeling. The portfolio is internally assessed by the IB teacher and externally moderated by the IBO. Mathematics IB1 is a rigorous course that provides a very strong foundation for a calculus course. Throughout the course, strong emphasis is placed on the use of the graphic calculator, quantitative reasoning and problem solving techniques. Prerequisite: Algebra I, Geometry, Algebra II (85% or above) OR Algebra II (60%<X<85%) and placement test.

MATHEMATICS IB 2 (SL) / CALCULUS

Grade 12

Designed as the continuation of Mathematics IB1, this course completes the material in the SL Mathematics syllabus as well as the AP Calculus syllabus. It continues with all work in statistics and probability and provides an in depth study of differential calculus and its applications, followed by a study of integral calculus and its applications. The course emphasizes a multi-representational approach to calculus, with concepts, results and problems expressed geometrically, numerically, analytically and verbally. Throughout the course, strong emphasis is placed on quantitative reasoning and problem solving techniques. The graphic display calculator is an integral part of the program and is used regularly by both students and teacher to reinforce the relationship among the multiple representations of functions, to confirm written work, implement experimentation and assist in interpreting results. Throughout the year, students have the opportunity to practice for their final exams by taking previous IB exams. Prerequisite: Mathematics IB 1

SOCIAL STUDIES DEPARTMENT

The main goal of the Social Studies curriculum is to promote reflective, critical thinking. Accordingly, the department recognizes that the knowledge and skills gained from social studies and the study of history and geography are necessary in order to function as informed citizens in a culturally diverse and interdependent world. Likewise, each course fosters the development of attitudes in students that will motivate them to use their knowledge and skills in a responsible manner.

During the 2009-2010 academic year, a review of the Social Studies was the focus across all divisions (PreK-12). The result is an interactive and contemporary Social Studies curriculum that will be implemented this year. Overall, it is grounded in standards-based content, critical and creative thinking and assessments that inform learning and instruction. As a result of the new curriculum, this year is considered a transition year, wherein some courses will have overlapping content and objectives to account for student learning and their shift to the new curriculum.

ANTIQUITY AND THE MEDIEVAL WORLD**Grade 7**

The seventh grade Social Studies course is a historical overview of the end of the ancient period up to the beginning of the Renaissance period. The course begins with a study of Ancient Greece and Rome and begins a larger unit of study on the medieval world in Europe, the Middle East, and Japan. A full study of the five major world religions gives insight into historical and current world affairs. Finally, the cultures of the early Central and South Americans provide a basis for further studies in the Social Studies on European exploration and conquest. Main themes of discussion are empire building, political systems, social hierarchies, daily life, and religious systems. Throughout the year students will be involved in basic geographical activities that coincide with the historical units and will engage in active learning activities in pairs or small groups. A strong educational emphasis is placed on oral and written communication and the mechanics of writing for history.

HISTORY AND GEOGRAPHY**Grade 8**

The Social Studies course for eighth grade students will consist of two separate units of study, history and geography, coinciding with the two separate school semesters. During the first semester, the curricular emphasis will be given to the history of the Medieval World in Europe, the Middle East, and Japan. Students will also explore the topic of World Religions, by conducting extended research on one of Hinduism, Buddhism, Judaism, Christianity, or Islam which will culminate in a comparative study of them all. Also included in this historical study are the cultures of the early Central and South Americans. The second semester will focus on contemporary World Geography which will correspond to the historical topics studied in the first semester. An initial introduction to the geographer's world will guide the students to further studies on the geographical areas of Asia, Latin America and Europe. Topics of study include Spatial Inequality, Extreme Weather, Supranational Cooperation, Population Dilemmas, Resources and Power, and Oil. This course relies on active student involvement in daily activities, cooperative pair and group work, peer collaboration on projects, and individual research on topics of self-interest. A strong educational emphasis is placed on oral and written communication and the mechanics of writing for history.

WORLD HISTORY I: 1300-1800**Grade 9**

The Social Studies course for ninth grade students will consist of two separate units of study, geography and history, coinciding with the two separate school semesters. During the first semester students will study contemporary World Geography topics of Asia, North America, Latin America, and Europe. Topics of study include Settlement Patterns, Urban Sprawl, Consumption Patterns, Population Density, Globalization, and Oil. The second semester begins with a historical study of the post-Renaissance era, covering the Age of Enlightenment and the flowering of monarchy as a form of government in Europe. The course will examine the development of nation states in France and England as well as the birth of the American republic. Specific topics of study include Global Exploration, Enlightenment and Philosophy, Absolutism, and Revolutions. Students will initially study the economic, technological, political, social, philosophical and religious developments in Europe. Then, students will explore the extensive influence and affects that Europe has had within the continent itself and on the rest of the world. This course relies on active student involvement in daily activities, cooperative pair and group work,

peer collaboration on projects, and individual research on topics of self-interest. Students are expected to complete assigned readings, take class notes, respond to primary sources, and contribute to class and group discussions regularly. A strong educational emphasis is placed on oral and written communication and the mechanics of writing for history.

WORLD HISTORY II: 1800-1939

Grade 10

This course begins with the study of Ideologies and Revolutions of the early 1800s, the spread of Industrialism, and the growth of Nationalism and Imperialism. This is followed by an intensive study of World War I, the Russian Revolution, revolutions around the world, the making of peace, and finally, political and ideological upheaval in the early 1900s. Daily activities focus on gaining factual knowledge and developing analytical skills. Critical reading and writing skills are developed through research assignments, oral presentations and essay writing.

U.S. HISTORY

Grades 10-12

This course is the study of the United States and is presented and observed from the historiographical and chronological approach from the first human arrivals in the Americas up to the Civil War and Reconstruction. As this is an introductory course, it is designed to provide students with skills and knowledge necessary to deal with problems in American history. Students explore major areas: Age of Exploration, Colonial Period, American Revolution, Rise of Political Thought, the Federalists and Republican eras, Westward Expansion, Jacksonian Democracy, Manifest Destiny, Slavery, the Civil War and Reconstruction.

HISTORY IB 1 (SL/HL)

Grades 11-12

This first year of the IB history course covers topics such as the causes, course and effect of wars, with particular reference to the World Wars and the rise of single party states such as Bolshevik Russia, Mussolini's Italy and Hitler's Germany. The emphasis in the first year is on European history from 1890-1945 and the development of important historical skills such as analyzing sources and writing clear essays in line with IB criteria. Students are expected to read extensively, to take an active role in historical debate, to write essays and to analyze documents.

HISTORY IB 2 (SL/HL)

Grades 11-12

The second year of the IB course covers the Cold War topic and document options of the IB syllabus. Students will study world history from 1945-1990, with particular reference to China, Cuba, Vietnam, Korea, the Middle East and US—USSR relations. As with IB1, students are required to read extensively, write essays and research papers and analyze documents. Prerequisite: History IB 1

PSYCHOLOGY IB 1 (SL/HL)

Grades 11-12

The IB psychology program approaches the study of human behavior and experience through 3 distinct perspectives: biological, cognitive and learning. Students study all three perspectives and familiarize themselves with the approaches represented in the key

themes. They will examine closely the following four elements of each perspective: describing, comparing and evaluating the (1) cultural contexts, (2) framework, (3) methodologies and (4) applications. The aim of the course is to create in the student an increased understanding of the nature of human beings, both as individuals and as members of social groups; develop an appreciation of psychology both as an academic discipline and as a body of knowledge that is relevant to the student's own life; and to introduce the student to various methods of psychological inquiry, with particular emphasis on empirical psychology.

PSYCHOLOGY IB 2 (SL/HL)

Grade 12

In the second year of the IB psychology program, students examine dysfunctional behavior and ethical considerations. Key issues include: what is normal, hypothesis formation, definition of abnormality and dysfunctional behavior, concepts of mental illness, functions of diagnosis, treatment and therapies. Students study situational variables as well as design decisions, carry out observations, collating data and graphic designs. Prerequisite: Psychology IB 1

ECONOMICS IB 1 (SL/HL)

Grades 11-12

The purpose of the first year Economics IB is to introduce students to basic concepts of Microeconomics and Macroeconomics and to make them aware of the role of economics in real world situations. Microeconomics is concerned with the study of markets, moreover demand and supply, elasticity of demand and supply, externalities and the theory of the firm. Macroeconomics is concerned with economic growth, unemployment, inflation and economic policies available to governments. Economic phenomena are studied through the use of diagrams, data analysis and evaluation of economic material. Students write commentaries based on economic articles and analyze real world economic situations.

ECONOMICS IB 2 (SL/HL)

Grade 12

The second year Economics IB course deals with issues in International and Development Economics. It examines why countries trade, the role of exchange rates, the problems involved and how these problems are addressed. The distinction between economic growth and economic development will be emphasized. Students will have the opportunity to understand the problems faced by less developed countries and understand how globalization affects our lives, the role of MNC's (Multi-National Companies) and how governments deal with arising problems. Students will complete a portfolio of commentaries and practice on past IB exams to prepare for the IB Economics exam. Prerequisite: Economics IB 1

BUSINESS AND MANAGEMENT IB 1 (SL/HL)

Grades 11-12

The first year of Business and Management IB course is designed to develop an understanding of business theory, as well as an ability to apply business principles, practices and skills. Topics studied are business organizations and management, organizational planning, objectives, internal and external growth. Later on, the course concentrates on accounts, finance and management accounting then it concludes with the

study of marketing planning, marketing mix and international marketing. Emphasis is placed on strategic decision-making through the study of real world business examples.

BUSINESS AND MANAGEMENT IB 2 (SL/HL)

Grade 12

The second year IB Business and Management course is concerned with the study of human resource management such as workforce planning, organizational structure and communication, leadership, motivation and corporate culture. Furthermore the course studies production methods, cost, revenue and break-even analysis, quality assurance, innovation and production planning and management. Students work on case studies and prepare a research project based on a real business. Students are taught how to make day-to-day business decisions based on strategic analysis.

Prerequisite: Business and Management IB 1

HOST COUNTRY STUDIES PROGRAM

THE ANCIENT WORLD

Grade 7

This course covers the centuries from the Minoans to the break up of Alexander's empire and the conquest of Greece by the Romans. Students examine important historical events and aspects of culture dating from the 6th century BC to the 4th century AD. The ultimate goal of the course is to enable students to learn and appreciate aspects of Greek history and culture. Specifically, this curriculum challenges students to think and learn independently, know themselves and the host country around them and communicate their thoughts and feelings accurately. Student literacy is further enhanced by learning how to value Ancient Greek civilization and its heritage, exhibit knowledge of Ancient Greek artistic, historical and cultural developments, and demonstrate the ability to critique Ancient Greek achievements.

SAILING TO BYZANTIUM

Grade 8

This course covers the centuries between Constantinople's foundation in 330 AD by Emperor Constantine the Great and its fall in 1453 to the Ottoman Turks. Students explore important historical events, aspects of culture and learn to appreciate the unique character of Byzantine art. The ultimate goal of the course is to enable students to learn and appreciate aspects of Greek history and culture. Specifically, this curriculum challenges students to think and learn independently, know themselves and the host country around them and communicate their thoughts and feelings accurately. Student literacy is further enhanced by learning how to value Byzantine civilization and its heritage, exhibit knowledge of Byzantine artistic, historical and cultural developments, and demonstrate the ability to critique Byzantine achievements.

SCIENCE DEPARTMENT

Science is concerned with the natural world and the physical universe. It attempts to discover facts about this world and to organize them into conceptual schemes and theories that give meaning and order. Scientific study begins with the experimental process and is always based on observation, whether direct or indirect. The aim of the Science curriculum is to introduce these scientific concepts to students and emphasize the process of scientific method. The department offers courses of varying degrees of difficulty in the fields of chemical, earth, life and physical science and has designed the curriculum for all levels of students to challenge and stimulate their maximum potential. Each course involves students in the scientific methods of observation and experimentation, acquainting them with the facts and theories associated with specific fields of science. The program also focuses on the ability of students to understand and appreciate the concepts taught and their interrelationships. Application of these concepts is accomplished through experimentation and study, both of which help foster critical thinking. It is a goal of the department for students to enjoy the discovery process and to appreciate the profound relationship of humans to the natural world. Finally, the department actively promotes a spirit of inquiry and performance through class discussions, participation and laboratory experiences. Notably, this year's curriculum review cycle will focus on all courses in the Science department.

LIFE SCIENCE

Grade 7

The Science 7 curriculum focuses on life science, including ecology and earth science. Science concepts and principles place emphasis on the nature of science and inquiry. It builds upon students' experiences in life, helps students recognize and appreciate the application of earth science to everyday living and provides the foundation for further studies in high school biology. It presents a scientific study of the structure and function of living organisms; it promotes an awareness of living things and underlines the processes that support life and the relationship among organisms. It investigates human interference in natural ecosystems as well as the composition and processes in the atmosphere. Throughout the course, students construct an understanding of science concepts through systems and diversity.

INTRODUCTION TO PHYSICAL SCIENCE

Grade 8

This course is a basic introduction to Physical Science. It is designed to create an atmosphere of discovery in concept development. It is believed that a conceptual scheme provides a framework within which students will participate in the processes of Physical Science and understand the workings of the physical world. The spirit of inquiry is promoted through class participation, discussion and hands-on work. The course provides the fundamental bases for the field of Physical Science (physics and chemistry) necessary in advanced science courses. Topics covered include but are not limited to: atoms, elements and the periodic table, states of matter, properties and changes of matter, motion and momentum, force and Newton's Laws, work energy and electricity.

BIOLOGY**Grade 9**

Biology is a laboratory-oriented course designed to give students a background in biological concepts as well as experience in using the methods of scientific inquiry. The course focuses on the life processes that occur within the cell, the organ systems of the human body, heredity and how genetic information is passed on to offspring, and an introduction to plant structure. Students become proficient in a laboratory setting and develop their critical thinking skills in preparation for enrolment in IB science courses in 11th and 12th grades. An important component of the course is the Science Fair. Students research a chosen topic and present their results to the class. Students are encouraged to conduct their own experimental investigation as part of their research.

CHEMISTRY**Grades 10-11**

The aim of this course is to develop an understanding of chemistry in the modern world. Concepts and principles of chemistry are developed in a logical, yet flexible order to make the student's study of chemistry both challenging and interesting. Emphasis is placed on the evidence on which laws and theories in chemistry are based and the use of models as an aid to understanding them. The laboratory component aims to develop adequate skills in common laboratory procedures and techniques as well as the ability to judge and assess their uses and limitations. Critical thinking and participation is promoted through class discussions. Basic concepts studied include but are not limited to: describing matter, chemical reactions and equations, the mole, stoichiometry, properties and behavior of gases, the structure of the atom and chemical bonding. This course prepares students for enrolment in IB science courses in Grades 11 and 12.

CHEMISTRY IB 1 (SL/HL)**Grades 11-12**

This course is designed for students who intend to take the IB exam in chemistry or plan to follow a science program in college. The curriculum emphasizes the experimental nature of chemistry through a series of laboratory investigations. Topics are studied in depth and include: properties of matter, stoichiometry, chemical reactions, atomic theory, periodicity, chemical bonding and intermolecular forces, kinetic molecular theory, energetics, reaction rates, reaction equilibrium, acids and bases. All students are required to complete an interdisciplinary science project (IB Group 4).

CHEMISTRY IB 2 (SL/HL)**Grade 12**

This course is a continuation of the Chemistry IB1 course, designed for students who intend to take the IB exam in chemistry and covers the second year of the IB program. The experimental nature of chemistry and the use of information and communication technology (ICT) are emphasized through laboratory investigations, which are an integral part of the course. The topics covered include: calculations involving equilibrium, calculations involving acid-base reactions, buffer solutions, electrochemistry, organic chemistry, environmental chemistry and a second option (human biochemistry, medicines and drugs, chemistry in industrial and technology or food chemistry).

Prerequisite: Chemistry IB 1

BIOLOGY IB 1 (SL/HL)**Grade 11-12**

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

BIOLOGY IB 2 (SL/HL)**Grade 12**

Biology IB2 is the second year of a two-year sequence in which students study biology in depth. Students continue the topics on the cell, nucleic acids and proteins, cell respiration and photosynthesis, genetics, human reproduction, defense against infectious disease, classification and diversity, nerves, muscles and movement, and plant science. In addition, students study higher-level options including evolution, neurobiology and behavior, applied plant and animal science, ecology and conservation and human physiology. Students are required to take the IB exam. Prerequisite: Biology IB 1

PHYSICS IB 1 (SL/HL)**Grades 11-12**

This course provides a general introduction to the principles, applications and ideas of physics based on the IB core standard level syllabus. The material covered includes topics such as kinematics, Newtonian mechanics, work and power, concepts of energy and thermal physics, an introduction to electrostatics, current electricity, magnetism and nuclear physics. Throughout the course, emphasis is placed on mathematical modeling in physics, interpretation of graphs and real-life applications. The course includes a number of laboratory investigations and students are required to complete an interdisciplinary science project (IB Group 4).

PHYSICS IB 2 (SL/HL)**Grade 12**

This course is designed for students who intend to take the IB exam in Physics, covering the remaining core topics of the Physics IB program, the options and the additional higher-level material. The topics covered include: energy sources and the environment, simple harmonic motion and waves, motion in fields, thermodynamics, astrophysics, nuclear and particle physics. Experimental methods, data analysis techniques and the use of information and communication technology (ICT) are emphasized through laboratory investigations, which are an integral part of this course. Prerequisite: Physics IB 1

GLOBAL ISSUES**Grades 10-12**

The aim of this course is to provide an understanding of the most serious global issues that remain unsolved or of novel issues that have emerged after the formation of the global village. These issues are environmental, such as global warming, biodiversity and the ecosystem losses, fishery depletion and deforestation. They are also social and health-related issues such as poverty, education for all, global infectious diseases as well as issues of a regulatory nature such as new taxation rules, biotechnology rules and e-

commerce rules. The complexity and their interdisciplinary nature are examined thoroughly. Reasons why the current international system has not been able to successfully deal with them are at the heart of the discussions and new ideas regarding global problem solving are proposed.

WORLD LANGUAGES DEPARTMENT

The primary goal of the World Languages department is to provide learners with the means to achieve as quickly as possible the aims for which they have decided to invest their time in learning a language; specifically, to be able to communicate accurately and fluently in a particular modern world language, to become familiar with the foreign culture and civilization. Consequently, the contents and methodologies applied are based on the following principles: the intensive study of grammar and vocabulary as well as through the progressive mastery of speaking, reading and writing skills. The curriculum stresses the practical and pleasurable recompenses of interacting in a foreign language. Language use is constantly related to explicitly communicative ends, without omitting to regularly systematize acquisitions and discoveries. The language skills included in each language program cannot lead to an effective interaction unless they are coupled with the active knowledge of foreign culture and its constraints on communicative events, involving both the study of contemporary life and the filtering of past events through current states of foreign communities. In this area, as well as in many others during the learning process, students are encouraged to reflect upon and compare with their native tongue and culture in order to fully grasp and appreciate the cultural values that are being introduced.

MODERN GREEK 1a

Grades 7-12

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 (literature, laws, food, games), perspectives (attitudes, values, beliefs) 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 is on-going during the course.

MODERN GREEK 2a

Grades 7-12

Students following this course have successfully completed Modern Greek 1a or a similar course. This course provides students with opportunities to continue the development of their listening, speaking, reading and writing skills. Students will participate in simple conversational situations both orally and in writing. They are able to satisfy basic survival needs and interact on issues of everyday life in the present and past tenses, inside and

outside of the classroom setting. They will compose related sentences, which narrate, describe, compare and summarize familiar topics from the Greek culture. Focus is placed on understanding main ideas. Students will develop a better understanding of the similarities and differences of languages and will examine the influence of the beliefs and values on Greek culture.

MODERN GREEK 3a

Grades 7-12

The final compulsory course broadens and deepens students' Greek proficiency, introducing a greater variety of texts and topics as well as covering more complex grammar and expression. This course is the continuation of Modern Greek 2a and aims to develop students' spoken expression particularly in debates and arguments, to introduce them to semi-specialized language (i.e., banking), to cover more challenging themes and to introduce non-native speakers to Greek literature. Degrees of comparison, the future perfect, comparatives and reflexive verbs are taught in detail along with texts on the history of Greek literature, Byzantine history, Greek life and food. Extracts, articles and sayings complete the range of subjects offered. This course is offered to students in Grade 7 who have attended 4-6 years of Greek in the primary school. Students can take the A2 level exams.

MODERN GREEK 4a

Grades 7-12

This course is offered to students who have successfully completed the Modern Greek 3a honors course. It is an advanced course, which covers a variety of topics including literature, culture, history and geography.

MODERN GREEK 3, 4, 5, 6

Grades 7-12

These courses are offered to students who are native speakers of Greek or bilingual, having completed Greek courses from Grades 7-10. 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 A2 courses in Greek.

MODERN GREEK A2 IB 1 (SL/HL)

Grades 11-12

The Modern Greek IB A2 course is a vigorous pre-university course leading to examinations that meet the needs of highly motivated secondary students. There are three groups of students in the IB class. All students are doing the same work and only the students who are in do not sit for the IB exams. The IB course is a two-year program and includes a variety of Greek literature and works on different issues based on the prescribed book list issued by the IBO. During the first year, language studies are based on literary works such as 'Eroica', by Politis, 'Fonissa', by Papadiamantis and 'Katathikos', by Theotokis. Students are also required to research and present work on global, social and media issues, which give them the opportunity and ability to be well-informed. Prerequisite: Greek 6

MODERN GREEK A2 IB 2 (SL/HL)**Grades 11-12**

In the second year, students work on literature and poetry as a continuation of Modern Greek A2 IB1. They are given the opportunity to do more advanced work following the general framework of the IBO. In poetry, they study Kavafy's poetry and literary works of Xenopoulos 'Plousioikai Ftohoi' and 'Matomena Homata' by Dido Sotiriou. Issues on media and global problems are given for research. During the second year, students must prepare an externally assessed assignment as part of the IB requirement. Discussions and debates on the issues are graded and considered to be an important part of exploring the problems. Prerequisite: Modern Greek A2 IB1

FRENCH I**Grades 7-12**

French I corresponds to Level A1 as described by the Common European Framework of Reference for Languages. It is considered the lowest level of generative language use and the point at which the learner can interact in a simple way, ask and answer simple questions, produce brief everyday expressions in areas of immediate practical need or on a very familiar topic, using basic sentence patterns and a limited repertoire of memorized phrases, groups of a few words and formulae sufficient for coping with simple survival needs. Emphasis is placed on acquisition of basic oral and auditory efficiency and high-frequency vocabulary structures of daily communicative situations, while pronunciation can be understood with some effort by native speakers used to dealing with speakers of his/her language group. Students preparing for the IB Ab Initio examination (Grades 11 and 12) will do so in Levels I and II and will have additional assignments in order to prepare them for the IB exam.

FRENCH II**Grades 8-12**

French II corresponds to Level A2 as described by the Common European Framework of Reference for Languages. At this level, emphasis is given to social functions of language use. What is also noticeable here is more active participation in conversation given some assistance and certain limitations, plus increased ability to sustain monologues. At this level, language learners will have a repertoire of basic language enabling them to deal with specific everyday situations with predictable content, involving familiar situations and topics, though they will generally have to compromise the message and search for words. Pronunciation will be generally clear enough to be understood despite a noticeable foreign accent, but conversational partners will need to ask for repetition from time to time. Students preparing for the IB Ab Initio examination (Grades 11 and 12) will do so in Levels I and II and will have additional assignments in order to prepare them for the IB exam. Prerequisite: French I or *Delf* A1 certificate

FRENCH III**Grades 8-12**

French III corresponds to a major step towards reaching the Level B1 as described by the Common European Framework of Reference for Languages. In this course, the focus is on the ability to maintain interaction and get across a message in a range of contexts as well as the ability to cope flexibly with problems in everyday life. At this level, language learners can perform and respond to a wide range of language functions. They will have enough language to get by, with sufficient vocabulary to express themselves flexibly and

with reasonable accuracy on most topics pertinent to their everyday life. Pronunciation will be clearly intelligible even if a foreign accent is sometimes evident.

Prerequisite: French II or *Delf* A2 certificate

FRENCH IV

Grades 9-12

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

Prerequisite: French III or low performance on *Delf* B1 certificate

FRENCH AB INITIO IB (SL)

Grades 11-12

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

FRENCH B IB 1(SL/HL)

Grades 11-12

This two-year, advanced level course is based on the guidelines set for the Language B program by the IBO. After the second year, it fulfills essentially the Level B2 (SL) and Level B2+ or C1. There is a strong focus on argument, effective social discourse and conversational management on language awareness and coherence mechanisms. The first year course stresses a thorough review of grammatical fundamentals through advanced grammar and increasingly refined vocabulary. Emphasis is placed on authentic readings from the press, essay writing and commentary activities dealing with contemporary issues and civilization. Within a particular chapter theme, a variety of subject-related literature texts are also introduced in order to provide further basis for discussions and debates while candidates of the HL exam focus on formal literary analysis as well.

Prerequisite: French III (SL) or French IV (HL)

FRENCH B IB 2 (SL/HL)**Grade 12**

During the second year, as a continuation of the French IB1, students will perfect their communicative skills and further enrich their vocabulary through intellectual challenges such as the reading and analyzing of literature and articles, discussions and other oral-visual stimuli. All materials are designed to expose students to sophisticated native input and deepen the ability to express themselves in French accurately and resourcefully both orally and in writing with maximum fluency. Course content is gain structured within the general framework of recommendations from the IBO in correlation with the interests shared by the instructor and students, e.g. the arts, current events and literature. Prerequisite: French IB1

SPANISH AB INITIO IB 1 (SL)**Grades 11-12**

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

SPANISH A1 IB (SL/HL)**Grade 11-12**

The Spanish A1 program is a two-year pre-university literature course aimed at students who have a native command of the language. Over the two years of the course, students are introduced to a variety of literary works from different periods, genres, styles and cultures, emphasizing critical thinking and analytical skills which are coupled with writing and speaking skill development. The development of literary criticism and analysis, combined with creative and imaginative interpretations of literature are essential to the course. The works chosen for study are taken from the Prescribed Book Lists published by the IBO. Prerequisite: Native command of Spanish

Spanish B IB (SL/HL)**Grades 11-12**

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

INFORMATION TECHNOLOGY DEPARTMENT

The Information Technology department aims to familiarize students with the uses of the computer as a tool. Applications are used throughout the curriculum that will prepare students for an educational environment, a workplace and a world that is technologically oriented.

INFORMATION TECHNOLOGY 7

Grade 7

This course is designed to introduce students to the basic concepts of word processing as applied to letters, outlines, tables and reports, while refining and reinforcing previously learned keyboarding skills. Students will learn to blend these computer skills to efficiently use the primary applications of Microsoft Word software and apply them competently to school and personal projects. Basic Windows and LINUX operating system commands will also be covered. Students will learn how to maintain their computer environment by managing their hardware components, operating system and software applications.

INFORMATION TECHNOLOGY 8

Grade 8

Students learn the basics of Windows and LINUX operating environments and school network. They are exposed to the use of the Internet, web mail, organization of contacts and bookmarks. Desktop Publishing and Page Layout is introduced and students will develop advanced layout techniques involving creation/manipulation of images. Additionally, students will be trained in the use of presentation software.

INFORMATION TECHNOLOGY 9

Grade 9

Students learn the basics of Windows and LINUX operating environments and school network. They are introduced to Advanced Word techniques (tables, calculations, outlines, the Equation Editor, working with pictures) in order to create professional documents. With spreadsheets, students will manage data using tables and create a variety of graph types (bar, line, pie, etc), utilizing advanced formatting techniques, embedded charts, formulas and functions. Students learn how to work with different file types (.txt, .csv, .xls) as well as basic network awareness and Internet safety.

INFORMATION TECHNOLOGY 10-12**Grades 10-12**

In this course, students are initially exposed to Photoshop learning components and skills that will assist in effective image manipulation. This hands-on course also familiarizes students with the computer languages and concepts used to develop web pages. Students are introduced to the fundamentals of the World Wide Web, web page design using Hypertext Markup Language (HTML) and a simple HTML editor. Building on the basic HTML tagging, students explore advanced and complex scripting and design concepts possible for the World Wide Web. The class focuses on web page planning, basic design, layout and construction. Finally, a class Web page is developed using web authoring software. The course is self-paced, allowing students to progress at their own speed.

FINE ARTS DEPARTMENT

The Visual Arts program is offered to students in Grades 7-8 and 10-12 and the Music program is offered to students in Grades 7-8. One of its goals of the Fine Arts department is to help students explore their own relationship to the world in a very personal way. Students are encouraged to experiment and discover new ways of expression and to use their imagination and freedom of expression. In cooperation with other subjects such as Host Country Studies, History, English and World Languages, students are able to deepen their knowledge through practice. A strong emphasis is placed on improving the students' skills in various techniques. By working in teams, they take pride in proving the appearance of the school building and its environment and participate in school-wide performances. Through the Fine Arts, students build their self-confidence by becoming aware of their abilities of expression, imagination and creativity.

VISUAL ARTS 7**Grade 7**

Students explore their own relationship to the world, recording, ordering and re-creating in a personal way what they see and feel. Through play, they invent constructions, images and forms to express their ideas. Students begin to recognize that their art works are a means of communication. Throughout the course, students learn in theory and practice about the elements of design. They use the basic visual arts elements such as line, shape, form, value, color, space and texture to communicate observations, ideas and feelings. Through experimentation and exploration, students learn to express ideas using their developing visual arts skills. Students demonstrate appropriate use of different media, techniques and processes to communicate themes and ideas in their work, including drawing, painting, sculpting and creating collage.

VISUAL ARTS 8**Grade 8**

Students draw upon their own experiences and imagination to make art works about their feelings, ideas and observations. As they explore a variety of art media, they develop their skills, knowledge and understanding. They use the visual art elements to communicate ideas. Throughout the course, students learn in theory and practice about the principles of design. They use the basic visual principles of design such as balance, unity, contrast, emphasis, pattern, movement and rhythm in connection with the elements of design learned in the previous year. Students learn through experimentation and practice to manipulate a broad variety of art media and tools. They select and organize the elements and principles of design in expressive ways to add meaning to their art works. Students demonstrate appropriate use of different media, techniques and processes to communicate themes and ideas in their work, including drawing, painting and sculpting.

ART THROUGH THE AGES**Grades 10-12**

This course is made up of two distinct components: the practical and the theoretical. In the practical component, students apply their skills and knowledge to visually communicate and to show their understanding of the different cultures and time periods in art history, taught in the theoretical part of the course. They show an understanding of the artistic development and stylistic characteristics of the different times in their practical work. Students explore and use a variety of sources and ideas that draw upon art history, experiences, direct observation and imagination. They develop and apply skills using a broad range of two- and three-dimensional visual art forms such as drawing, painting, sculpting, collage, printmaking, textiles and sculpture. In their artworks, students apply their knowledge about the elements and principles of design effectively and show an understanding of aesthetics to create works that communicate personal meaning.

VISUAL ARTS IB 1 (SL/HL)**Grades 11-12**

Visual Arts IB1 covers the first year of the diploma program course, which is designed to enable students to study visual arts in higher education, but also welcome those students who seek life enrichment through visual arts. The overall goal of the course is for students to develop a body of work that represents their individual research and development of artistic expression. Students will create a written journal and a visual portfolio. The written journal will reflect the student's personal choice of concentration in both a period of art history or particular artist and in the artistic medium in which they choose to work. For the visual portfolio, students will be given an opportunity to select from a variety of visual media and limited only by the resources available to the individual.

VISUAL ARTS IB 2 (SL/HL)**Grade 12**

In the Visual Arts IB2 course, students will continue to investigate past, present and emerging forms of visual arts and engage in producing, appreciating and evaluating their own and others' works. They will develop their skills and sensitivities to create more art works. Importantly, they intensify their close relationship between investigation and purposeful, creative process in studio work. Near the end of the course, students will

complete their final works for the IB exhibition, marked externally, and they will prepare the requested material for examination. Prerequisite: Visual Arts IB 1

PHYSICAL EDUCATION & HEALTH DEPARTMENT

Physical Education and Health are courses that run throughout a student's career at the school. A variety of activities are presented and each student is given instruction in a wide range of games, exercise, modified sports and lifestyle models. It is structured to improve students' motor fitness (agility, coordination, flexibility, reaction time, speed and strength), to improve cardiovascular physical fitness, to improve skill level and to learn to balance these with healthy lifestyle choices. The primary goal of the department is to foster the healthy growth of students, to provide them with the basis for lifelong participation in healthy living and physical activity and to encourage fairness and good sportsmanship at all times.

PHYSICAL EDUCATION 7, 8, 9 and 10-12

Grade 7-12

The goal of the Physical Education courses at the Secondary Level is to provide students the opportunity to comprehend and experience the benefits of physical activity in their lives. Each course consists of a plan of activities that demonstrates these benefits. To promote the concept of lifelong learning to personal health and wellness, each course reinforces the major components of the other programmatic levels: social skills, motor skill development, movement-rhythmic development, and physical activity. Safety will be stressed during all activities. Regarding the learning of sports, the following sequence is gradually applied to consecutive course levels:

- Learning of the basic rules and regulations for a first contact with the sport.
- Learning of fundamentals, basic skills and drills on individual techniques.
- Learning of possibly all the rules that are necessary in a scrimmage.
- Learning of tactics and strategies in both offence and defense.
- Learning of officiating and scorekeeping of the sport.

Sports that are offered at all levels of the program include:

QUARTER I:	Soccer (15 sessions), Softball (8 sessions)
QUARTER II:	Basketball (18 sessions), Badminton (6 sessions)
QUARTER III:	Volleyball (14 sessions), Floor Hockey (10 sessions)
QUARTER IV:	Football (6 sessions), Tennis & Table Tennis (10 sessions), Yearly Review (8 sessions)

HEALTH 1

Grade 7

This course concentrates on family life education wherein students learn about their bodies and their selves. The course begins with a study of the stages of growth and development. This sets the foundation for each subsequent unit studied. These include family and peer relationships, senses and feelings and how to control them in daily

situations, personal safety and nutrition. Ultimately, the course is designed to help students learn to make healthy lifestyle choices in the areas of physical, emotional and social health. Coupled with self-knowledge, a fundamental outcome of the course is for students to create a school wide awareness campaign related to one of the topics studied in the course.

HEALTH 2

Grade 8

This course focuses on the human body. Students identify and study the organs, bones and muscles that make up the human body. The fundamental objective of the course is for students to understand how to utilize all biological systems and how they help us daily. Specific emphasis on nutrition, personal safety, exercise and personal health are embedded throughout the year. Coupled with self-knowledge, a fundamental outcome of the course is for students to create a school wide awareness campaign related to one of the topics studied in the course.

HEALTH 3

Grade 9

This course concentrates on the relationship between health and the community. Students learn about medicines and drugs and how we use them. Moreover, students study the most common diseases, including symptoms and treatments. The goal of the course is for students to discuss comfortably their own ideas and how they may be applied to a healthy environment and healthy living. Coupled with self-knowledge, a fundamental outcome of the course is for students to create a school wide awareness campaign related to one of the topics studied in the course.

HEALTH 4

Grades 10-12

This course focuses on adolescence and the challenges that every child experiences during this stage of development. Students learn about drugs, alcohol, tobacco and communicable and non-communicable diseases and family relationships. Sexuality and abuse is studied in some depth. Additionally, students are introduced to the basics of first aid and practice how to react in emergency situations. Coupled with self-knowledge, a fundamental outcome of the course is for students to create a school wide awareness campaign related to one of the topics studied in the course.

INTERNATIONAL BACCALAUREATE PROGRAM

IB PROGRAM COORDINATOR

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CAS COORDINATOR

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PHILOSOPHY OF THE IB PROGRAM

The International Baccalaureate (IB) Diploma Program is a comprehensive and rigorous two-year curriculum, aimed at students in Grades 11 and 12, and leads to a qualification that is widely recognized by leading universities around the world. The overall program stresses a holistic philosophy of learning that seeks to address the critical, intellectual and social skills of the student.

THE IB PROGRAM AT PINEWOOD

The IB Diploma Program consists of a core of six academic subjects. IB Diploma candidates are required to study one subject from each of the six subject groups. At least three and not more than four of these subjects are studied at Higher Level (HL), the others at Standard Level (SL). The six subject groups are:

Group 1	Language A1 (Literature)	English (SL/HL)
Group 2	Second Language	French ab initio (SL) or B (SL/HL) Mod. Greek A2 (SL/HL) Spanish ab initio (SL) or B(SL/HL)
Group 3	Individuals and Societies	Economics (SL/HL) History (SL/HL) Psychology (SL/HL) Business and Management (SL/HL) Information Technology in a Global Society (SL/HL)*
Group 4	Experimental Sciences	Biology (SL/HL) Chemistry (SL/HL)
Group 5	Mathematics	Mathematics (SL) Mathematical Studies (SL) Mathematics (HL)*
Group 6	The Arts or Elective	Visual Arts (SL/HL) or a second subject from group 2, 3 or 4

* available as an online course

Other A1 or second language courses may be available depending on student demand or as a school supported self taught course (A1 languages only).

The IB Diploma is awarded by the IBO after the candidate has successfully completed the final IB examinations in May of his/her senior year, which are externally assessed by IBO examiners. During their two years of IB studies, students complete assessment tasks in all courses, which are either internally assessed by teachers and then externally moderated by IBO moderators or assessed externally by IBO examiners. The final IB mark for each subject is calculated from the final examination results and the internal assessment marks.

As an alternative to the full Diploma Program, Pinewood also offers the option to highly motivated students to take certificate exams in selected IB courses of their choice.

IB Diploma candidates attend their six core subjects, (4 periods per week for each subject) the Theory of Knowledge course (2 periods per week), and additional classes for their higher level subjects in the second year and/or Study Hall periods.

REQUIREMENTS FOR THE IB DIPLOMA

Each of the 6 subjects taken is graded on a scale of 1 to 7. The award of the diploma requires a minimum total of 24 points and the satisfactory completion of three additional requirements:

1. The *Extended Essay* (of not less than 4,000 words) must be written in one of the subjects of the IB program (except Math). This essay work is meant as an introduction to independent research.
2. A course entitled *Theory of Knowledge* aiming at exploring the different relationships among various academic areas and fields of study and ensuring that students engage in a critical reflection of the philosophical principles acquired in and beyond the classroom.
3. Participation in *Creativity, Action, Service (CAS)* activities. A minimum of 150 hours must be accumulated over the two-year program. IB students may also submit their own plans for available projects to the CAS Coordinator for approval prior to undertaking them.

The IB courses and additional requirements are challenging, but manageable, provided students are willing to put in long hours of extra study. IB students are extending their goals and find a personal pleasure in pursuing knowledge and undertaking research in the classroom and library. Equally, parents must be aware of the support, guidance, monitoring and encouragement that their son or daughter will require to successfully complete the IB diploma program.

IB AND PINEWOOD EXAMINATIONS

In order to maintain their status as IB diploma candidates in grade 12, students need to pass all their core subjects, or have an overall grade point average of 65% or above at the end of grade 11. All diploma and certificate candidates are required to take an IB 'mock' exam during the third quarter of their senior year as preparation for the final IB examinations in May. An IB predicted grade is given to the students for each course, based on their performance in the IB 'mock' exam and their Internal Assessment work. Students who receive an IB predicted grade of 4 or above are not required to take the final Pinewood examination in June for the particular subject(s), students who receive a predicted grade of 3 or below are required to take the final Pinewood examination in June for the particular subject(s).

IB diploma candidates do not attend any classes during and after the final IB examination session in May of their senior year. IB certificate candidates are not required to attend classes one day before and during the day of their final IB examination.

IB THEORY OF KNOWLEDGE (TOK)

The Theory of Knowledge program is central to the educational philosophy of the International Baccalaureate. It challenges students to reflect critically on diverse ways of knowing and areas of knowledge and to consider the role which knowledge plays in the global society. It also encourages participants to become aware of themselves as thinkers and to recognize the need to act responsibly in an increasingly interconnected world. Students are expected to develop an understanding of the importance of examining and evaluating beliefs and knowledge claims. A central aim is the understanding of the strengths and limitations of individual and cultural perspectives, as well as a concern for rigor in formulating knowledge claims. Intellectual honesty is a strict requirement. Students receive abundant practice in the use of oral and written language to formulate and communicate ideas clearly. In the program, the following topics are explored: the nature of knowledge and ways of knowing (language, perception, logic and emotion). In depth consideration is given to areas of knowledge, or the disciplines into which knowledge is customarily classified: mathematics, natural and human sciences, history, the arts and aesthetics, ethics and politics. Further details of the syllabus and the assessment scheme may be obtained from the IB office. Participation in the Theory of Knowledge program is a requirement of all IB Diploma candidates.

CREATIVITY ACTION SERVICE (CAS)

CAS is at the heart of the Diploma Program. It is one of the three essential elements in each Pinewood student's experience. It involves students in a range of activities alongside their academic studies throughout the Diploma Program. The three strands of CAS, which are often interwoven with particular activities, are characterized as follows:

Creativity	(50 hours)	arts and other experiences that involve creative thinking
Action	(50 hours)	physical exertion contributing to a healthy lifestyle, complementing academic work
Service	(50 hours)	an unpaid and voluntary exchange that has a learning benefit for the student

Pinewood's CAS program enables students to enhance their personal and interpersonal development through experiential learning. At the same time, it provides an important counterbalance to the academic pressures of the rest of the Diploma Program.

For student development to occur, Pinewood's CAS program strives for:

- real and purposeful activities with significant outcomes
- personal challenge
- thoughtful consideration, such as planning, reviewing progress and reporting
- reflection on outcomes and personal learning

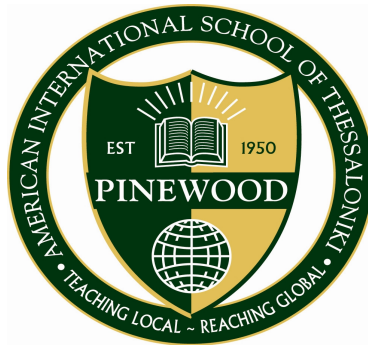
Successful completion of CAS is a requirement for the award of the IB Diploma.

BENEFITS OF THE IB PROGRAM & UNIVERSITY RECOGNITION

Pinewood is proud to be officially approved and authorized by the International Baccalaureate Organization to offer the IB Diploma Program. Over 1000 colleges and universities in 100 countries around the world accept students holding the IB Diploma.

The IB has also proved to be of great value to college bound students taking individual subjects as well as to those taking the Diploma. Regularly, college credit is awarded for scores of at least 5 in specific HL subjects in many North American colleges and universities as well.

Importantly, the same courses offered by Pinewood for its IB program are simultaneously taken for credit toward the Pinewood American high school diploma. These courses are open to any student (Honors) who has demonstrated the ability to be successful in a demanding and rigorous academic course.



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