EF Academy Pasadena
Curriculum Guide
2023-2024
# Table of Contents

Introduction from the Head of School .................................................................................. 2

Competency-Based Learning ................................................................................................. 3

Pedagogical Vision ................................................................................................................. 4

Feedback & Reporting ............................................................................................................ 5

Showcase of Learning .............................................................................................................. 6

Academic Integrity Statement .................................................................................................. 6

Learning Support Resources .................................................................................................. 7

Academic Calendar ................................................................................................................... 8

Weekly Schedule ...................................................................................................................... 9

Accreditation & External Curricular Reviews ......................................................................... 11

University of California Approval, A-Gs ................................................................................. 11

Advanced Studies & Advanced Placement ............................................................................ 11

Global University Eligibility ................................................................................................... 12

Graduation Requirements & Recommended Courses ............................................................. 13

Course Planning Guide ........................................................................................................... 18

Enrollment Requirements ....................................................................................................... 20

Art & Design ............................................................................................................................ 22

English .................................................................................................................................... 27

Innovation & Impact ................................................................................................................ 34

Health & Wellness .................................................................................................................. 37

History .................................................................................................................................... 40

Math and Computer Science ................................................................................................. 47

Science .................................................................................................................................... 55

World Language ...................................................................................................................... 62
Introduction from the Head of School

I am delighted to introduce you to our EF Academy Pasadena curriculum, where we emphasize personalized pathways and learning by doing in a uniquely global community.

Everything from the design of our courses to our innovative school schedule is custom built around our student-centered philosophy. Our students experience personalization as they work within our fully Competency-Based curriculum to evidence their mastery of knowledge and skills in their own way and at their own pace. Our commitment to learning by doing is evident in our classrooms through an emphasis on Project-Based Learning and Design Thinking; and our active, immersive learning extends beyond the walls of our classrooms through dedicated weekly field study in the greater Los Angeles area.

Not only do our students receive the very best in innovative teaching and learning methodologies, they benefit daily from the ongoing cultural immersion of studying among a global group of peers. An EF Academy education is like a 24/7 Global Studies course, where students are learning the crucial skills of cross-cultural collaboration, communication, and relationship-building as they negotiate difference while continuously discovering common ground. Our graduates will be empowered to tackle global problems with global colleagues, because they know how to build global relationships.

Our signature Innovation & Impact program provides students an opportunity to build the skillsets of innovators and changemakers. Aligned to their choice from among the 17 UN Sustainable Development Goals, our students develop action projects to make an impact on local, national, or global scales. These student-driven projects are a crucial differentiator in their college application process, demonstrating the depth of their ability to make a meaningful impact on a community.

In the sections that follow you will learn a bit more about our philosophy, our unique approach, and how we prepare students through 1:1 guidance to make decisions that ensure a well-lived high school experience that sets them on a path for a life that is both successful and happy.

Sally D Mingarelli
Competency-Based Learning

All high schools prepare students with foundational knowledge and skills across a variety of disciplines in preparation for college and careers. All rigorous college preparatory high schools also offer extensive course offerings that go far beyond basic preparation for college and actually immerse students in college level learning while they are still in high school. All forward-thinking high schools are in the midst of reevaluating what they emphasize in their curricula and how they teach, in order to better prepare students for the demands of a fast-paced, globally-interconnected, constantly changing world. However, very few schools can quickly undergo the radical transformation of their philosophy and practices, and the supporting systems and structures, that it takes to build a truly future-focused education.

EF Academy Pasadena is privileged to be a forward-thinking, rigorous college preparatory school that is also a start-up campus! We were able to open our doors with curriculum, instructional practices and assessment strategies that are all aligned to best practices for ensuring every student’s successful future. Competency-Based Learning (CBL) is well regarded as the framework most capable of truly personalizing education and ensuring equitable access to learning for all students. In CBL, the approach to course design and student feedback emphasizes the development of the complex skillsets (called competencies) needed for success in university, career, and life. To view EF Academy Pasadena’s complete list of competencies, click here.

Every single class we offer, whether English, Chemistry, or Computer Science, is reverse engineered to develop competencies; not just to learn the key facts of that discipline. Traditional testing is de-emphasized as students instead create and submit work that serves as evidence of their growing competencies. Just like in real life, performance is determined by the depth and quality of work that a student submits, rather than by rote memorization for high-stakes quizzes, tests and final exams. CBL honors that for each student some competencies will come quite easily, and others will be more of a challenge. Students get continuous feedback and support from their teachers, mastering competencies with the sequencing and pace that matches their strengths and growth areas.
Pedagogical Vision

EF Academy Pasadena employs a variety of evidence-based, student-centered pedagogical styles, with a particular emphasis on Project Based Learning (PBL). PBL places student interests at the forefront of learning, providing a space for engagement with topics and questions relevant to students’ lives. Because learning stems from a place of curiosity and the pursuits feel realistic and authentic, students bring extraordinary excitement and enthusiasm to their work and generate products that are meaningful to their learning. The high engagement that PBL fosters leads to lasting learning, ensuring our students are developing competencies that will endure throughout their lives beyond high school.

Many of our projects employ the Design Thinking framework, as students work to create real solutions to authentic problems in service of others. This framework, developed at the Stanford d.school, emphasizes the need to first empathize and define a problem through the lens of the community one is trying to serve before beginning to ideate, prototype and test solutions. It is cultural competency meets the scientific method, and it prepares our students for futures as impactful changemakers.

EF Academy Pasadena students have opportunities to take their learning outside the classroom and make connections, not only across disciplines, but also within the greater Los Angeles area through field study. Our commitment to field study ensures that every class determines at least two field study sites each year that will enhance learning by connecting the theoretical questions from the classroom with real-world communities and experiences.
Feedback & Reporting

Our commitment to CBL and our student-centered pedagogical approach demand a different way of providing feedback and reporting on progress. Within every class, all assignments, projects, and assessments are aligned to competencies, and students are given ongoing feedback on how best to make improvements and evidence their growth. In fact, our students learn that the work they produce is meant to serve as evidence of competencies and they develop the skill of curating a portfolio of their best work.

Progress is not communicated through 0-100 scores, but rather through rubric-based feedback aligned to each course competency. Students learn to seek and incorporate feedback to help them set learning-focused goals to improve their work. As students submit completed evidence of competencies, they earn competency scores on a 1-5 scale which are determined by how many criteria of that competency a student has successfully evidenced.

An excerpt of a quarterly progress report is shown below. The criteria of each competency are scored using “Y” (yes) or “NY” (not yet) indications:

<table>
<thead>
<tr>
<th>Biology</th>
<th>Empowered Learners understand their strengths and they have the grit to continue to set challenging learning goals for themselves as they work on their growth areas.</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledges and incorporates feedback into progress towards a goal.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can ask for and seek out feedback.</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>I think about where my successes and/or mistakes come from and why they occur.</td>
<td>NY</td>
<td></td>
</tr>
<tr>
<td>I listen with an open mind when someone identifies a success or a failure in my work.</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>I can take steps to correct my mistakes.</td>
<td>NY</td>
<td></td>
</tr>
<tr>
<td>Ethical Researchers are skilled at not only locating information virtually, but also determining the validity of what they find.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identifies undefined areas of current knowledge.</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>I can articulate questions that have an appropriate scope.</td>
<td>NY</td>
<td></td>
</tr>
<tr>
<td>I can generate contextually-situated questions that address gaps in understanding.</td>
<td>NY</td>
<td></td>
</tr>
<tr>
<td>I can formulate an action plan for the investigation of my question.</td>
<td>Y</td>
<td></td>
</tr>
<tr>
<td>I can refine my question in an ongoing recursive manner.</td>
<td>NY</td>
<td></td>
</tr>
</tbody>
</table>

The 1-5 competency scores are used to convert to letter grades twice a year. These letter grades are reported on the Semester 1 progress reports and the Semester 2 report cards, and only the culminating grades are reported on students’ transcripts. A final grade ultimately reflects the degree to which a student could produce meaningful evidence of each of the course competencies by the conclusion of the course. Unlike traditional systems where students are rewarded for the speed with which they acquire mastery, our students instead thrive with the ability to align to their personalized timelines for mastery. This approach removes the anxiety associated with high-stakes testing and empowers students to iterate on their work and take ownership for producing high quality products that showcase their learning.
Showcase of Learning

In lieu of final exams at the end of the school year, our students prepare for and participate in the Showcase of Learning. This choice redirects the focus to the individual talents and creations of our students allowing them to take pride in their work and express what makes their learning journey and skill set unique. The Showcase of Learning helps students to assemble a portfolio of work and share their learning story with our campus community.

Academic Integrity Statement

EF Academy Pasadena is committed to a restorative justice approach to student discipline. We believe that young people are going to make mistakes, that mistakes are important teachable moments, and that learning to own mistakes, repair harm, and move forward with integrity are crucial life skills. In instances of academic integrity violations, we utilize those same restorative justice values to guide our process. Integrity is one of our shared community norms and is a cornerstone to being a successful EF Academy student. We take breaches of academic integrity especially seriously, as failure to ethically present one’s true work diminishes the opportunity to learn and contribute in high school and beyond.

Our Academic Integrity and Technology Team meets regularly to discuss and define our stance on the intersection of technology and education. In a time when students have access to everything from Google Translate to ChatGPT, we take seriously the need to thoroughly evaluate how and when tech tools can deepen and amplify learning and how and when they serve as detrimental crutches that inhibit learning. We believe that analyzing these key distinctions as a community is crucial to building a healthy culture around technology and learning.
Learning Support Resources

An Advisor is a faculty member who serves as the primary support contact during the school day for a small group of 8 to 10 students in the same grade level. Advisory meets four times per week, serving as an important check-in and touch point. Advisors will also offer family/advisor conferences once each during the fall and spring semester.

University & Academic Counselors (UAC) will help students plan their journey through high school to prepare for university and career goals. To that end, UACs supports course selection each year, help with major academic decisions, and assist with structuring support during academic challenges or time away from campus. Ultimately, UACs will also guide students’ career exploration process, help with university research, and support the university application process during Grade 12.

The Learning Support Specialist is a key resource to help students whose learning needs might qualify them for additional accommodations or support to succeed in the classroom. Students have access to extended time for assessments, student skills coaching, and workshops to support student learning.

The Director of English Language Learning (ELL) Support helps students from around the world to successfully access their education in a rigorous, university-preparatory, English-language high school. In addition to teaching the supplemental English Language Lab classes, the Director of ELL Support provides one-on-one support for English language learners and helps teachers create opportunities for every student to demonstrate their learning.

Study Hours are held after school and during the evenings each Monday, Tuesday, and Thursday. Boarding students are required to attend three sessions of study hours weekly, and day students are welcome (but not required) to take advantage of this resource. Teachers from each academic department are available during these study hours to support students with their homework, studying, and projects. Peer Tutors are also available to support their classmates during study hours.

In addition to study hours, every teacher holds regularly scheduled office hours during WIN times where they are available to support students.
Our innovative schedule allows students to focus their attention on immersive projects and field study in just three course subjects at a time. The year is divided into 14 sessions that are two to three weeks long (shown as green and blue sessions in the calendar that follows). After a few orientation days, students begin with a blue session focused on periods 1, 2, 3. This is followed by a green session of periods 4, 5, 6. These sessions alternate across the school year, allowing students to study 6 subjects and Innovation & Impact in a schedule that is optimized for learning by doing. Taking just three classes at a time also helps to limit the number of subjects our students are juggling, allowing for better focus and less overwhelm.
Our weekly schedule has some key features to support both immersive Project-Based Learning and Field Study, along with Advisory and community time. Classes meet every day, with class periods that are typically 85 minutes long, along with one shorter meeting on Wednesday and one 2-hour meeting on either Tuesday, Thursday, or Friday. The 2-hour class meetings are flanked by lunch and “WIN” (Whatever is Needed) time, creating spacious afternoons for off-campus field study that won’t conflict with students’ other classes, clubs, or sports.

Innovation & Impact meets every Wednesday for two hours, allowing students the large stretches of time that they need in order to develop, refine, and implement their action projects. Innovation & Impact scheduling also leaves spacious time before and after the class to allow for field study that enhances students’ projects as they connect with local non-profits, seek inspiration and learning from community mentors, or complete project-aligned service work.

Community, care, and wellness are also emphasized in our schedule. Advisory meets four times per week, allowing students and advisors to build close relationships that support each student’s academic and social-emotional success. Community meetings bring the whole school together each Monday to celebrate successes, plan for events, and highlight upcoming days of cultural significance within our international community.

In the sample week shown below, a “blue session” is featured, during which students take only periods 1, 2, and 3. During green sessions, students instead take classes 4, 5, and 6. Wednesday mornings remain the same every week throughout the year, providing students with a late-start day and then focusing on Innovation & Impact.
2023-2024 Academic Day Schedule

<table>
<thead>
<tr>
<th>Mon</th>
<th>Tues</th>
<th>Wed</th>
<th>Thurs</th>
<th>Fri</th>
</tr>
</thead>
<tbody>
<tr>
<td>09:00</td>
<td>period 1</td>
<td>period 3</td>
<td>period 2</td>
<td>period 1</td>
</tr>
<tr>
<td>10:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10:30</td>
<td>period 2</td>
<td>period 1</td>
<td>period 3</td>
<td>period 2</td>
</tr>
<tr>
<td>11:55</td>
<td>community</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12:00</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:15</td>
<td>adv 9 &amp; 10</td>
<td>adv 11 &amp; 12</td>
<td>adv 11 &amp; 12</td>
<td>adv 11 &amp; 12</td>
</tr>
<tr>
<td>12:30</td>
<td>30 min</td>
<td>30 min</td>
<td>30 min</td>
<td>30 min</td>
</tr>
<tr>
<td>13:00</td>
<td>lunch</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13:15</td>
<td>period 2</td>
<td>period 3</td>
<td>period 1</td>
<td>period 3</td>
</tr>
<tr>
<td>13:30</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14:45</td>
<td>WIN</td>
<td></td>
<td>WIN</td>
<td>WIN</td>
</tr>
<tr>
<td>15:00</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Accreditation & External Curricular Reviews

EF Academy Pasadena was awarded 7 years of accreditation by the Middle States Association (MSA) in 2022. MSA is an accrediting body that works with a number of international schools to support their work towards fulfilling their uniquely global missions.

EF Academy courses are reviewed and approved by a UC review board. UC course approvals distinguish regular from honors level courses, and all of our Advanced Placement (AP) and Advanced Studies courses are approved as UC honors level courses.

All of our AP courses undergo an annual audit by the College Board to ensure alignment to the curriculum and appropriate preparation for the exams. College Board audits ensure that the school is meeting the rigorous standards of an AP course.

University of California Approval, A-Gs

EF Academy Pasadena’s graduation requirements are aligned to the University of California’s A-G requirements, and all EF Academy Pasadena courses are approved by the University of California. While the UC system uses a selective admission process, this means that all EF Academy Pasadena graduates who earn a C- or better in every class and graduate with a 3.0 or higher will meet the minimum requirements to be considered for admission to the University of California family of campuses.

Advanced Studies & Advanced Placement

Advanced Placement (or AP) courses and Advanced Studies courses are our most rigorous and advanced offerings, and both will be recognized by colleges and universities for their rigor. Beyond Grade 9, we encourage our students to challenge themselves within our curriculum through a combination of AP and Advanced Studies courses in some disciplines. Demonstrating their willingness to embrace challenge through their commitment to advanced coursework in particular subject areas will help our students tell a story of both their college readiness and their individual strengths.

AP courses also have corresponding AP exams that are offered each May. Many U.S. universities may award university credit for scores of 4 or 5. International universities—especially those in the United Kingdom and Europe—may require AP exam results as part of their entry requirements.
Students enrolled in an AP class are not required to take the AP exam, but should consult with their University & Academic Counselor before making a decision about whether to take the exam. While AP Courses are aligned to the standardized requirements of the College Board and align to 1st year university course content, our Advanced Studies courses are designed by our faculty to provide in-depth study in topics that are more typically studied in 2nd or 3rd year university courses.

Global University Eligibility

The University & Academic Counseling office works to make sure that, in addition to meeting EF Academy’s graduation requirements, students interested in attending a university in their home country can pursue eligibility to do so. Applicants with a U.S. high school diploma are often required to meet additional entry requirements, usually in the form of AP exams. If a student is interested in studying in a country other than the United States, the student should let their UAC know as early in high school as possible so they can support the student’s course choices throughout their high school journey to meet those international entry requirements.
Graduation Requirements & Recommended Courses

EF Academy’s University & Academic Counseling office strongly recommends that students exceed the minimum graduation requirements, aiming instead to complete the recommended credits indicated in the table below. For any students considering applying for admission to moderately or highly selective colleges and universities, this is critically important. In addition to students’ academic performance, the rigor and depth of a students’ course choices are among the most important considerations for university admission.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Minimum Requirement</th>
<th>Recommended Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>4 Years</td>
<td>4 Years</td>
</tr>
<tr>
<td>History</td>
<td>2 Years</td>
<td>3+ Years</td>
</tr>
<tr>
<td>Math</td>
<td>3 Years</td>
<td>4 Years</td>
</tr>
<tr>
<td>Science</td>
<td>2 Years</td>
<td>3+ Years</td>
</tr>
<tr>
<td>World Language</td>
<td>2 Years</td>
<td>3+ Years</td>
</tr>
<tr>
<td>Art</td>
<td>1 Year</td>
<td>1 Year</td>
</tr>
<tr>
<td>Elective(s)</td>
<td>1 Year</td>
<td>2+ Years</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>1.5 Years*</td>
<td>1.5 Years</td>
</tr>
</tbody>
</table>

*Health & Wellness requirements include one semester of Physical Education, one semester of Health & Wellness to be taken in grade 9 or 10, and one semester of Health & Wellness to be taken in grade 11 or 12.

There are many sets of circumstances where students’ choices and opportunities might represent a departure from these recommendations, most often to pursue additional depth in an area of particular interest. Below are three examples of how student choices might differ from the recommended credits but still be excellent choices for that students’ future.
To more deeply pursue course options in math and science, the student represented above chose to complete only 3 years each of History and a World Language. Especially if the additional courses in math and science were at the highly rigorous Advanced Studies or Advanced Placement level, and combined with relevant co-curricular involvement in STEM-oriented clubs and activities, this distribution of courses would be a great way for students interested in studying STEM fields in university to highlight their particular interests, strengths, and preparation in math and science.
The student represented above—the “global citizen”—has a particular interest in the humanities, international affairs, and world languages. To maximize coursework in these areas—and, notably, to acquire two additional languages at EF Academy—the student took only three years of science classes. While this is fewer than the University & Academic Counseling team would typically recommend, university admissions officers will recognize how the curricular choices and the student’s interests align.
In this third example, the student has a deep and meaningful commitment to the arts. While they exceeded the minimum requirements in core academic areas, they did not maximize four years of each. To some universities, this might be viewed as a “light” set of courses, although the rigor of the specific courses (i.e. Advanced Studies and APs) might offset any concerns. Ultimately, though, this is a good set of choices for a student who is quite certain that they want to study the arts intensively. In an admissions process that is often talent or portfolio-driven, the depth of their work in the arts might be exactly what the student needs. A student who enjoys the arts but isn’t considering it as a major would want to consider shifting one of those art credits to a more traditional core academic subject.

**Understanding Rigor**

In addition to the selection of subjects each year, the specific course choices present another opportunity for students to pursue depth and challenge in areas of particular interest. There is no expectation that students take a particular advanced course: i.e., not every highly successful student needs to progress to Advanced Studies: Differential Geometry, nor does every student need to take AP U.S. History.

Rather, these advanced courses are opportunities for students to take on a challenge they’re excited about. Naturally, two strong students with different interests will take two very different sets of advanced courses. Below is a visualization of similar levels of rigor pursued by students whose strengths and interests lie in different disciplines.
As with all things in this individualized learning journey, the choice is a personal one, and you will frequently hear a UAC say “it depends.” Ultimately, though, the best choice for each student is having the most you schedule possible by grade 12.
## Course Planning Guide

### Grade 9

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 9</td>
</tr>
<tr>
<td>History</td>
<td>Global History: Contemporary Issues</td>
</tr>
<tr>
<td>Science</td>
<td>Conceptual Physics</td>
</tr>
<tr>
<td>Math</td>
<td>Integrated Math 1, 2, or 3 (Determined by Placement)</td>
</tr>
<tr>
<td>World Language</td>
<td>Spanish/French/Mandarin/English Language Lab</td>
</tr>
<tr>
<td>Health &amp; Wellness</td>
<td>Fundamentals of Health &amp; Wellness</td>
</tr>
<tr>
<td>I&amp;I</td>
<td>Innovation &amp; Impact</td>
</tr>
</tbody>
</table>

### Grade 10

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 10</td>
</tr>
<tr>
<td>History</td>
<td>Modern World History or AP Human Geography</td>
</tr>
<tr>
<td>Science</td>
<td>Biology or Chemistry</td>
</tr>
<tr>
<td>Math</td>
<td>Integrated Math 2 or 3, AP Calculus, or AP Statistics (Determined by Placement)</td>
</tr>
<tr>
<td>World Language</td>
<td>Spanish/French/Mandarin/English Language Lab</td>
</tr>
<tr>
<td>Student Choice/Elective</td>
<td></td>
</tr>
<tr>
<td>I&amp;I</td>
<td>Innovation &amp; Impact</td>
</tr>
</tbody>
</table>
### Grade 11

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 11, AP English Language, or AS American Studies</td>
</tr>
<tr>
<td>History</td>
<td>US History, AP US History, or AS American Studies</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Integrated Math 3, AP Calculus, AP Statistics, or AS Differential Geometry (Determined by Placement)</td>
</tr>
<tr>
<td>Student Choice/Elective (Science Recommended)</td>
<td></td>
</tr>
<tr>
<td>Student Choice/Elective (Language Recommended)</td>
<td></td>
</tr>
<tr>
<td>Health &amp; Wellness/Student Choice</td>
<td>Human Sexuality, Health &amp; Relationships</td>
</tr>
<tr>
<td>I&amp;I</td>
<td>Innovation &amp; Impact</td>
</tr>
</tbody>
</table>

### Grade 12

<table>
<thead>
<tr>
<th>Subject</th>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English 12, AP English Literature, or AS Fiction &amp; Film</td>
<td>English 12, AP English Literature, or AS Fiction &amp; Film</td>
</tr>
<tr>
<td>Mathematics</td>
<td>AP Calculus, AP Statistics, or AS Differential Geometry (Determined by Placement)</td>
<td>AP Calculus, AP Statistics, or AS Differential Geometry (Determined by Placement)</td>
</tr>
<tr>
<td>Student Choice/Elective (History Recommended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Choice/Elective (Science Recommended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Choice/Elective (Language Recommended)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Choice/Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I&amp;I</td>
<td>Innovation &amp; Impact</td>
<td>Innovation &amp; Impact</td>
</tr>
</tbody>
</table>
Enrollment Requirements

Students are required to maintain full enrollment in six classes, plus EF Academy’s signature Innovation & Impact course.

The U.S. high school diploma is awarded at the end of a four-year high school experience, with students proceeding sequentially from grades 9 through 12. For example, a student who begins at EF Academy for grade 10 must proceed to grade 11 and then to grade 12 in order to earn the high school diploma; skipping grade levels is not an option.
EF Academy Pasadena
Course Offerings
2023-2024
Art & Design

In a world that values many forms of expression, EF Academy Pasadena students cultivate an appreciation for visual, musical, and theatrical disciplines through both formal study and practice. As an Arts and Design department, we emphasize learning where our students learn by doing. Learning competencies in our classes guide the courses we design. As educators we approach our teaching with real life experience; the Arts and Design faculty are professional practitioners in our chosen disciplines. We value the development of our students’ personal voices, whether they be visual, musical, or theatrical. We encourage our students to express their unique voices in the medium of their choice and to be patrons of those whose work we respect, aspire to, and admire.

Graduation Requirements & Recommended Courses

Visual Arts Offerings:
- Intro to 2D Arts
- Drawing & Painting
- Intro to 3D Arts
- AP Art & Design/Portfolio

Performing Arts Offerings:
- Intro to Drama & Storytelling
- Drama & Video Production
- Instrumental Music
Visual Arts

Intro to 2D Arts

| Grade 9, 10, 11, or 12 | Year or Semester course |
--- | --- |

Intro to 2D Arts is an introductory art course open to all students, regardless of previous art experience or ability. This course starts with a study of the language and elements of art, such as line, shape, form, space, color, and texture. The course subsequently explores the principles of design, such as rhythm and movement, balance, proportion, variety, emphasis, and unity. Students develop a variety of drawing, painting, and critical analysis skills. They are given instruction in color theory, shading, perspective, and painting and drawing techniques. Students are also expected to research and learn about artists old and new, and encouraged to attend local museums and art events as they are added to our activities calendar.

This course appeals to students who have an interest in 2-dimensional art forms, and primarily traditional mediums. It is an entry-level course open to all students, regardless of previous art experience or ability. It is a prerequisite for the AP Art class open to 11th and 12th grade students.

Intro to 3D Arts

| Grade 9, 10, 11, or 12 | Year or Semester course |
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Intro to 3D Arts is an introductory art course open to all students, regardless of previous art experience or ability. Students in this course hone their 3D visual arts and design skillsets through explorations in three-dimensional space. Applying the elements and principles of art and design while immersed in the design process provides a foundation for student projects in this course. Working from process to product, students realize their creations using techniques and concepts related to 3D design and sculpture. Traditional and emergent technologies and materials support course work, including modeling and sculpting in oil-based clay and Sculpy, modeling and sculpting in 3D CAD software, printing in 3D plastic, using wire, and fabricating in cardboard, along with other foundational 3D techniques and materials. Fabrication and use of maquettes and models help students iterate, evolve, and improve their concepts and craft in each project. Written and visual analysis of historical and contemporary case studies provides context.
for students to understand and direct their developing visual voices. In the interest of fostering original thought and making, students are given ample opportunities to self-direct their work throughout the year. Drawing connections between 2D and 3D modalities supports coursework investigating themes of abstraction, representation, observation, invention, imagination, space, form-language, form-sense, and architecture and design throughout the year. Visiting local museums and engaging in the broader visual arts community is supported as opportunities arise.

This course appeals to students interested in sculpture, architecture and design, visual art, concept design, character design, jewelry design, and games. Intro to 3D Arts is an entry-level course open to all students, regardless of previous art experience or ability. It is a prerequisite for the AP Art class open to 11th and 12th grade students.

### Drawing & Painting

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<tr>
<th>Grade 10, 11, or 12</th>
<th>Year course</th>
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</table>

Drawing and Painting is an intermediate course that explores traditional mediums such as graphite, charcoal, pastels, watercolor, acrylic, and oil paint. Students use their knowledge of the elements and principles of design to further develop their drawing and painting skills, their studies of composition, and learn more about proportion through observational and figure drawing. Students are encouraged to engage with Social Justice through art.

This course appeals to students who have previous experience in art and would like to further develop their drawing and painting skills. This course is an excellent choice for sophomores and juniors who would like to hone their skills before creating a portfolio for AP Art.

### AP Art

<table>
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<tr>
<th>Grade 11 or 12</th>
<th>Year course</th>
<th>Prerequisite: one year of Visual Arts courses</th>
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</table>

AP Art allows students to prepare portfolios in alignment to their choice of AP Art offerings, including: AP 2-D Art and Design, AP 3-D Art and Design, AP Drawing. Students investigate different materials, processes, and techniques. Using this research,
they create a portfolio consisting of at least five finished pieces that are all connected to a theme, in addition to a number of other artworks that explore different mediums and techniques and show diverse ideas. Using knowledge of the elements and principles of design, students also communicate their ideas about their artwork and the work of others. Students engage in class critiques and exhibit their work.

This course appeals to students who would like to investigate, communicate, and create in order to deepen their understanding of art and create a portfolio for college. Portfolios can be used to apply for scholarships and are sometimes necessary when applying for Arts-focused colleges or programs. Students may also elect to submit their portfolio for college credits at the end of the school year in May (rather than taking a written exam). A completed portfolio should demonstrate a sophisticated and advanced level of creativity and mastery of technique. A score of 3, 4, or 5 is considered “passing” and the student will gain college credit in Visual Art or Humanities at many colleges and universities.

**Performing Arts**

<table>
<thead>
<tr>
<th>Intro to Drama &amp; Storytelling</th>
<th>Grade 9, 10, 11, or 12</th>
<th>Year or Semester course</th>
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Intro to Drama & Storytelling is a survey course that introduces students to the conventions of both performance and theater. Students learn the vocabulary and implement the concepts that inform narrative structure and dramatic writing by performing personal stories, monologues, and scenes. A historically significant play is studied at length to deepen appreciation and recognition of the unique story-telling features of dramatic literature. The year culminates with students writing and directing their own scenes.

This activity-oriented course appeals to students who want to explore and cultivate performative and written expression. Designed for students with little or no experience, this course provides a warm and safe environment for students to explore their own story-telling capability.
**Drama & Video Production**

| Grade 10, 11, or 12 | Year course |

In Drama & Video Production, students extend their knowledge of narrative structure and story from Intro to Drama into the world of the moving image. During the first semester, students learn the basics of the moving image starting with the first films from the turn of the 20th century to contemporary digital filmmaking. Students explore the major theories surrounding the moving image and develop a vocabulary by which to describe cinematic compositions. Second semester includes a variety of project-based assignments using simple cameras, lenses, and editing software, through which students will develop their own filmmaking and story-telling style. The summative for this class is a short film written, edited, and filmed by individual students.

This course appeals to students interested in various aspects of filmmaking, including acting, cinematography, and editing. The course is an opportunity for students to bring their storytelling and creativity to the screen.

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**Instrumental Music**

| Grade 9, 10, 11, or 12 | Year course |

The major emphasis of this course is to develop student achievement through the study of instrumental music. This may include band and orchestral music, chamber music, and other forms including modern, popular music. Student-musicians develop the ability to perform individually and in an ensemble with considerable skill, accuracy, and aesthetic sensitivity. Students will complete an interest and ability questionnaire in order to be assigned to the ensemble best suited to the student’s skill. An audition may also be required. Students can expect to maintain a practice schedule throughout the school year.

This course appeals to experienced musicians and students eager to develop as musicians in collaboration with their peers. Formal experience playing in an ensemble is helpful but not required.
At EF Academy Pasadena, the English department works to cultivate a dynamic and inclusive learning environment that goes beyond the conventional boundaries of literature and language. We believe in the transformative power of English education, not only to enhance linguistic proficiency, but to develop core competencies that empower students to build a globally interconnected future. Our courses use literature, art, and the language itself as a gateway to practice analytical thinking, empathetic understanding of the world, and compelling communication. As a department, our English teachers instill a profound appreciation for the art of storytelling and the nuances of language by developing lessons and projects where students become more adept readers and writers, in addition to compassionate and socially conscious individuals prepared to make a positive impact. Finally, our English courses are rooted in project-based exploration and real-world applications. We believe in the power of hands-on experiences and field study opportunities to challenge students to apply their knowledge to authentic contexts to better understand the interconnectedness of literature to our global community.

Graduation Requirements & Recommended Courses
**English Language Lab**

<table>
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<tr>
<th>Grades 9 and 10</th>
<th>Year or Semester course</th>
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English Language Lab is a curricular support class for students whose first language is not English. The coursework offers students instruction, feedback, and resources designed to support English learners in the reading, writing, speaking, and listening tasks expected of them in their content courses. The course emphasizes English writing and speaking skills and offers instruction around academic writing and the research process, a key component of competency-based learning and project-based learning at EF Academy. This course is designed to enhance students’ confidence in their English ability.

The course enables students to:
- Implement English vocabulary at command and ensure language proficiency.
- Achieve better academic writing and presentation skills.
- Identify the common errors in speaking and writing in English.
- Acquire and enhance communication skills.

This course is mandatory if the student’s English Language skills are at or below B1, determined by an English language test prior to entry at EF, or by teacher recommendation. This course is a credit or no credit option. Students will be placed in the course for at least one semester.

**English 9**

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<tr>
<th>Grade 9</th>
<th>Year course</th>
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During this grade 9 course, students learn some basic structures of reading and writing to explore different aspects of identity: who they are, their home cultures, and who they want to become. This includes specific skills related to narrative, explanatory, and creative writing, pre-writing, research, and continued vocabulary and grammar acquisition. During this course, students read and engage with texts in collaborative literature circles, as well as various pieces of nonfiction and shorter fiction. Narratives they encounter act as windows into cultures and situations different from theirs, while others may be mirrors that reflect some of their own experiences.
This course appeals to students interested in collaboratively discussing and analyzing English literature, mechanics of writing and personal expression, and exploring their personal identity and culture.

**English 10**
**Grade 10**  **Year course**

During this grade 10 course, students move from learning the basic structures of reading and writing to a more sophisticated ability to express their understanding of themselves and the world at large. This includes developing specific skills related to organizational schema for analytical and narrative analysis/expression and continued vocabulary and grammar acquisition. During this course, students read and view several anchor texts, as well as various pieces of nonfiction and shorter fiction. They deepen their understanding of complex themes around the tension between the identity of the individual and the pressures of society, philosophical questions around nature and nurture, and the importance of understanding and recognizing human rights violations around the world.

This course appeals to students interested in deepening their understanding of English literature, mechanics of writing and personal expression, as well as tensions informing the creation of personal identity and culture.

**English 11: American Literature**
**Grade 11**  **Year course**

American Literature is a year-long 11th grade course that prepares students to build a better world through research and storytelling. Students use interviews, historical inquiry, and research to strengthen written and oral communication skills and challenge their close reading and interpretations of texts and the world around them. By reading the world through an analytical, critical, and empathic lens, students develop a deep understanding of diverse perspectives that have shaped the field of American Literature. Students expand their understanding of textual analysis and American literature, broadening their definitions of art and storytelling. Some of the questions students explore include: What is the American Dream and who has access to it? What are this
nation’s stories and who gets to tell them? How can literature and reading the world through an analytical lens inspire critical responses? What kinds of narratives do cultures and individuals create?

This course appeals to students interested in making connections between American literature and contemporary society, both in America and in their home countries. This course is beneficial to students looking to deepen their reading, writing, presentation, and critical thinking skills, with a focus on formulating a thesis with clear supportive evidence that analyzes a central argument.

**AP English Language & Composition**

**Grade 11 Year course**

This AP English course is **all** about rhetoric. Students discuss rhetorical situations, exigence, how an author “does something,” what the reasoning is behind that, and how that achieves a purpose. Fiction is not often read in this class, as the focus is on non-fiction: letters, political speeches, philosophical texts, etc, however, a few fiction pieces may be read through the lens of rhetorical analysis. The course begins with the basics of argumentation: the rhetorical situation. Students are introduced to the rhetorical triangle, speaker/writer, audience, message/purpose, context, and exigence. They then practice with mentor texts to begin deconstructing the bare bones of an argument: basic claims and logical support, before moving into more advanced work and preparation for the AP exam.

This course appeals to students interested in the way language works in persuasive manners. Students with a context of American history, politics, and social constructs will find this course appealing as many of the texts deal with these areas of thought. This course is beneficial for students looking to go into fields of study including English, Law, Psychology, Sociology, and more.
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<tr>
<th><strong>Advanced Studies: American Studies (Dual Credit)</strong></th>
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<tr>
<td><strong>Grade 11</strong></td>
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American Studies is an advanced year-long, dual credit (English and History) course that offers an interdisciplinary and team-taught approach to the themes, texts, and context of United States history and American literature and culture. We explore issues of identity, equality, justice, and power, and consider how different and often conflicting ideas about America have shaped this nation. This class emphasizes the stories of varied peoples and the local history of Los Angeles, while encouraging students to consider how the fabric of US history is interwoven with the experiences and cultures of people all over the globe.

Throughout the course, students develop skills of critical thinking, close reading of historical and literary sources, effective research methods, a variety of writing styles, and verbal presentation skills. Students are also expected to actively collaborate through Harkness style discussions, projects, and presentations. Assessments largely consist of historical and literary analysis, research, creative writing, extensive journaling, and project-based assignments with the intention to design products with a real-world connection and focus. Due to the interdisciplinary nature of American Studies, students’ final grade appears twice on their transcript.

This course appeals to students who have a keen interest in the subjects of History and English and would value an integrated approach to studying various themes of American history and literature. Students will benefit from applying historical content to their readings of American novels, while developing a variety of analytical and creative writing skills. The interdisciplinary nature of this course asks students to practice intense critical thinking to make connections across disciplines and apply concepts to the real world. Students in this course should be prepared to engage in active discussions and complete collaborative projects both inside and outside of class.
**Journalism**

**Grade 12**  
**Year course**

Journalism is a 12th grade course that teaches students how to formulate questions, interview subjects, gather research, synthesize information, and ultimately produce content in print, digitally, and for social media. Students learn the roles, responsibilities, and ethics of student journalists and practice the various forms of non-fiction writing for an audience of students, staff, and community stakeholders, with the purpose of promoting school culture and global awareness. This class requires mature collaboration to effectively tell meaningful and authentic stories for our EF community and beyond.

This course appeals to students interested in improving their research and writing skills while learning about their own community, as well as its intersections with global issues and changemakers. This course will benefit students interested in fields related to journalism, reporting, and social media engagement.

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**AP English Literature & Composition**

**Grade 12**  
**Year course**

AP English Literature and Composition focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama). The works students engage with are pulled from various time periods, traditions, languages, and moments in history. A strong understanding of history, from ancient to modern, will greatly aid a student’s ability to critically analyze and engage in the work. The course underscores the importance of understanding imaginative literature to both provide meaning to and engage the reader. Because of this, a strong foundation in the study of rhetoric is built early on. Students continuously consider the structure, style, theme, figurative language, symbolism, and imagery of every work they read. Assessments largely focus on writing, including expository, editorial, analytical, argumentative, and narrative styles.

This course appeals to students who enjoy verbal reasoning, literature, critical theory, and open discussions. These are key skills required for college, and it will benefit students to refine these talents before moving on to university and beyond.
Fiction and Film is an advanced studies course for grade 12 students. This course provides students with the opportunity to interpret films through critical analysis and literary frameworks for selected movies and screenplays. This class focuses on the close study of directors and genres, emphasizing the reflection of social, cultural, and historical values through literary techniques. In addition to analyzing existing models of film, projects introduce students to the technical aspects of film creation: camera techniques, screenplay development, lighting, sound, production, adaptation, etc. By examining texts historically and critically, students learn to critique fiction as well as films.

This course appeals to students interested in literature and film (history, techniques, genres, production, etc.). This course will benefit students interested in developing different interpretation techniques related to literature and film/cinematography majors offered in college.
Innovation & Impact

Innovation and Impact empowers the next generation of change-makers to tackle 21st century challenges by designing sophisticated solutions to address local and global issues. With a commitment to preparing students for the challenges of today’s world, our program goes beyond conventional education, weaving design thinking, collaboration, and purposeful action into the fabric of learning. Innovation and Impact equips students with the mindset and tools to outline and implement solutions that matter. We teach design thinking as a fundamental skill, empowering students to approach local and global challenges, defined by the UN Sustainable Development Goals, with creativity and empathy. Through this program, students embody collaborative teamwork, cross-cultural understanding, and a sense of purpose in everything they research, design, and create. Finally, rich learning in Innovation and Impact is centered on a transdisciplinary model, where faculty guide students through community-driven projects. Students engage in hands-on experiences that transcend traditional subject boundaries.
## Innovation & Impact Phase 1, Phase 2, and Phase 3

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<tr>
<th>Grades 9, 10, 11, and 12</th>
<th>Year courses</th>
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Innovation & Impact (I²) prepares the next generation of empowered changemakers to meet the challenges of the 21st century by designing sophisticated solutions to address local and global issues. Every year, students have the opportunity to design meaningful, community-driven projects that align with the UN Sustainable Development Goals and which fulfill our I² competencies. Using a transdisciplinary model of teaching, I² faculty members coach students through design thinking to empathize, define, ideate, prototype, test, and implement their ideas in the real world.

I² is organized into four phases to help guide student learning. In Phase 1, students work to identify what it means to be a strong and productive **global citizen**. Projects in Phase 1 are largely focused on identifying a student’s personal interests and skillsets, while also building empathy in order to better understand and define community needs.

In Phase 2, students continue working through the design process to ideate and prototype their ideas, moving into the **global innovator** realm. Students have the opportunity to continue evolving their original projects from Phase 1, or they can choose to refocus their interests with a new project to demonstrate Phase 2 competencies.

Phase 3 gives students the opportunity to strengthen and scale their projects, with a focus on what it means to be an effective **global entrepreneur**. Here, students test their ideas and work to incorporate valuable feedback from outside audiences, thereby refining their ideas to better solve a real-world problem or meet a community need. Phase 3 competencies ask students to start measuring their impact in the real world.

Each phase includes ample opportunities for iteration, along with one-on-one coaching from GL faculty members. Students are empowered to move through phases 1, 2, and 3 on individualized timelines. Every year culminates in an Innovation & Impact Symposium for students to share out on their journey, gain valuable feedback to drive their ideas forward, and learn from each other.
Innovation & Impact Phase 4: Capstone or Mentorship

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<tr>
<th>Grade 11 or 12</th>
<th>Year course</th>
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The final phase for Innovation & Impact provides students with two distinct opportunities to engage with design thinking, community engagement, and portfolio building. Students can choose to either: (1) Develop a Capstone project, highlighting the ways in which their work in the previous phases has had an impact on EF, local, and global communities; or (2) Become a mentor for other I² students in coaching their peers, along with supporting I² faculty, through projects in Phases 1, 2, or 3.

In addition to choosing between the Capstone or Mentorship pathways, students have the opportunity to present their work and learning journey throughout the program by curating an Innovation & Impact Portfolio that evidences the 12 Innovation & Impact competencies.
Health & Wellness

The Health & Wellness Department at EF Academy gives students the knowledge and skills to lead the happy, healthy, and fulfilling teenaged and adult lives they deserve. Health & Wellness values students’ self-worth, sexual health, responsibility, and justice & inclusivity. Every Health & Wellness student is entitled to dignity and their own attitudes and beliefs, has the right to medically-accurate information, has the right and obligation to make responsible decisions and to experience love, commitment, delight and pleasure, and deserves to be equally valued and have equal rights.

Graduation Requirements:
- Physical Education (one semester)
- Foundations of Health and Wellness (to be taken during grade 9 or 10)
- Human Sexuality, Health, and Relationships (to be taken during grade 11 or 12)

Elective Courses:
- AP Psychology
**Physical Education**

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<th>Grade 9, 10, 11, or 12</th>
<th>Semester course</th>
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This course provides a survey of physical education, which includes the self-assessment of one’s personal fitness levels in relation to a variety of new and familiar activities, games, and sports. An investigation of the role that physical fitness plays within the health and wellness of oneself is at the heart of this course, with an emphasis placed on communication.

Throughout this course, we aim to learn more about ourselves and our communities through physical activity. We investigate ways in which to safely engage in physical activity, the benefits of physical activity, and the diversity of physical activity.

This course appeals to students interested in understanding the connections between physical fitness and emotional wellness, as well as those who are interested in improving and/or maintaining a healthy and active lifestyle.

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**Foundations of Health & Wellness**

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<th>Grade 9 or 10</th>
<th>Semester course</th>
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Foundations of Health and Wellness offers students the opportunity to explore wellness topics in a thought provoking, activity-based manner. Students understand how psychological and emotional health are connected to our overall wellbeing and how to evaluate evidence to support healthy behaviors and lifestyles. Units cover mental, physical, and social health, including topics of mindfulness, nutrition, and healthy habits.

This course appeals to students interested in understanding what impacts our emotional wellness, as well as learning and practicing strategies to promote health and happiness.
### Human Sexuality, Health, and Relationships

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<th>Grade 11 or 12</th>
<th>Semester course</th>
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This course builds upon the Foundations of Health and Wellness course. Topics covered in this course relate to more advanced studies of physical, mental and social health, including topics of sexual health, substance use and abuse, and decision-making and dynamics in relationships. Students identify lifestyle changes to enhance lifelong health, identify personal health risks based upon current lifestyle choices, and evaluate evidence to support healthy behaviors and lifestyles.

This course appeals to students who have a basic knowledge of health and development topics and want to deepen their understanding of topics of wellness, as well as identify habits and skills that will support strong relationships and sense of self in adulthood.

### AP Psychology

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<th>Grade 10, 11, or 12</th>
<th>Year course</th>
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AP Psychology is an introductory college-level psychology course. Students cultivate their understanding of the systematic and scientific study of human behavior and mental processes through inquiry-based investigations as they explore concepts like the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology.

This course appeals to students interested in topics of human behavior and mental processes, connecting psychological concepts and theories to real-world scenarios, and analyzing and interpreting data. This course is well-suited for students who might be considering courses of study in social sciences at the university level.
EF Academy Pasadena students understand how the past and present are connected in order to make informed arguments and design innovative solutions to pressing contemporary global problems. As a history department, we prioritize experiential learning where our students learn by “doing history.” Designing around learning competencies in our classes, we focus on crafting intentional activities and assessments that prioritize students’ application of skills, rather than memorization of information. We take our responsibility as history educators seriously by reflecting on our role in upholding or upending dominant paradigms so that our students can critically examine narratives of the past and present. By learning from the past, our goal is for our students to become critical thinkers, compelling communicators, and ethical decision makers.
Global History: Contemporary Issues
Grade 9 Year course

In this course, students explore our long human history—beginning before humans existed and connecting to our present moment. This course equips students with the historical thinking skills necessary to examine how and why societies change, how we define ‘progress’, and what we can learn about the past to better inform our present. Students work on collaborative projects and Socratic seminars, where they think critically, engage in creativity, and learn how to communicate. What does it mean to be human? How do people develop strategies to live in their environments? What disruptions to those strategies force change and what is that change? These are a few essential questions that we expect our students to grapple with.

This course appeals to students looking to develop their historical thinking skills by doing assignments that focus on the following: critical reading and annotating of primary and secondary resources, evaluating resources and improving research skills, constructing and evaluating historical interpretations and frameworks, essay writing, presentations, evaluating causes and effects, analyzing comparisons, making historical analogies, and improving time management, organization, and study skills.

Modern World History & Geography
Grade 10 Year course

Modern World History & Geography is a contemporary history and social studies course set from 1750 to the present day. It begins with an overview of the world in 1750—the social makeup, the economic spheres of influence, dominant political entities, and the circumstances of the masses. It analyzes relationships between revolution and evolution, industrial revolutions, social upheavals, and labor and society. There is a distinct focus on gender disparities, disputes centered on ethnicity, the reaches of empire, and the massive changes brought about by the 20th century. Students express their knowledge and understanding in a number of ways, ranging from performing role-plays, giving speeches, participating in Socratic seminars, working on creative writing projects, and building dioramas. Students are also asked to pair primary and secondary sources with their pre-existing knowledge so as to encourage historical thinking.
This course appeals to students who wish to take a survey course of the world with questions of equity, inclusion, and diversity as the center stage. It will benefit students who need to improve their analysis of primary sources and strengthen their argumentative writing skills, both of which will be necessary in their later years of high school and beyond.

**AP Human Geography**

**Grade 10 or 12 | Year course**

This is a year-long course designed to replicate the experience of an introductory college human geography course. We use geographic processes to systematically study and understand spatial patterns that are evident in the world in which we live by focusing on the distribution, processes, and effects of human populations on the planet. Units of study include population, migration, culture, political geography, economic development, industry, agriculture, and urban geography. We focus on geographic models and their applications. We also use several case studies to compare these themes. Students demonstrate proficiency by taking exams in traditional AP format, quizzes, essays, research papers, projects, and presentations. Key frameworks of this class include human-environment interactions, the study of spatial distribution, and trends in contemporary demography. Students ask themselves: how was this world created, and how can I effect change within it?

This course appeals to students who would like to challenge themselves in a wide variety of disciplines. It will benefit students who wish to explore the intersection of hard and social sciences, which may open up the door to potential career interests and colleges suited for them.
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<th>United States History</th>
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<td>Grade 11</td>
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<td>Year course</td>
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What does it mean to be an American in a global context? To what extent is "American Exceptionalism" a reality? What does active citizenship look like? And how can we better understand other perspectives? Students wrestle with these open-ended questions, while developing a strong foundation of knowledge in American history, government, and culture. Students examine the span of American history from the pre-colonial period to the late 20th century, while developing the key skills of an historian. Interpretive and experiential in scope, this course challenges students to compare and critique multiple narratives of American history through engaging discussions, role-playing activities, and project-based assessments. Examining the global context of American historical events, as well as local historical connections to Los Angeles County, allows students to see that history is all around them. Developing students’ voice in oral presentations and analytical writing is a combined curricular focus with Grade 11 English courses.

This course appeals to students who wish to focus on developing strong critical analysis skills. A research paper on a key event in American history will help to advance these skills and will also serve as a writing sample for future college and internship applications.

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<th>AP U.S. History</th>
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<td>Grade 11</td>
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In this course, students study the cultural, economic, political, and social developments that have shaped the United States from circa 1491 to the present. This course provides students with an overview of American history to the present day. We study the main political, economic, social, and cultural developments during this period so that students understand the chronology of U.S. history and how individual facts fit into a bigger picture. This course also enhances students’ ability to evaluate historical information, providing a balance of factual knowledge and critical analysis.

This course appeals to students who enjoy history and also want to be challenged. AP U.S. History is recommended for students who have a heightened level of interest in U.S. History and are motivated to learn college-level historical thinking skills. Since this is a
Fast-paced, reading-intensive course, students who wish to join the class should be accustomed to reading lengthy chapters closely. This course is aimed to prepare students to take the AP exam and students will be expected to participate in a rigorous plan of self-study outside of class to adequately prepare for the exam.

### Advanced Studies: American Studies (Dual Credit)

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<tr>
<th>Grade 11</th>
<th>Year course</th>
<th>Corequisite: American Studies English Credit</th>
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This is a dual-credit English and History course; please see the English section of this guide for the full course description.

### Urban Geography: City of Angels

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<th>Grade 12</th>
<th>Semester course</th>
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Urban Geography: City of Angels is an introduction to the metropolis of Los Angeles—its history, economy, ecology, and social makeup. This course looks closely at the evolution of urban landscapes and spatial patterns, including deep dives into local histories. Students consider the broad ethnic makeup of the city, before and after its formal founding as a city and as a complement to the state of California. Given this, there are discussions of social justice and conflict in the city, especially in the mid-20th century. This ties into the regional characteristics of class, race, gender, and politics as well as the spatial distributions of each in relationship to wealth and poverty. Further, the physical location warrants research of the commercial business, real estate and housing, production, and consumption of the city’s population.

This course appeals to students interested in studying multiple disciplines ranging from sociology and art history to demography and supply chain management. It will benefit students who wish to find real-life applications of local, national, and international economic development in an increasingly globalized world.
Advanced Studies: Queer Histories

Grade 12  Semester course

Queer Histories is a course centering on a social, cultural, and political history of LGBTQIA+ populations from the early modern period to the present, with a special emphasis on communities from the United States while still exploring various regions of the world. Major topics include: the construction of sexualities as a category of the state; the creation of intersectional identities with an eye toward race, ethnicity, and age; and the politics of everyday life as it pertains to the continued living of LGBTQIA+ populations. Major theorists are discussed in tandem with large-scale and granular case studies. Students deepen their understanding of these concepts by engaging in role-plays, flipped classrooms, research papers, and Socratic seminars. Further, they develop their abilities to provide fully rendered critiques of art and media portrayals of Queer communities, as well as explore the genre of performance as subversion. The course includes a research project on the topic of a student’s own choosing. Key questions this course grapples with include: how was the modern interpretation of gay, lesbian, trans, and queer people constructed? What political purpose might this creation serve? How do we reimagine current institutions so as to include marginalized voices in major policy decisions?

This course appeals to students interested in lesser-known aspects of history as well as those interested in refining high level research skills. This course will benefit students who wish to develop strong critical analysis skills. Their research paper will also be able to serve as a writing sample for future college and internship applications.
AP Comparative Government & Politics
Grade 12 | Year course

AP Comparative Government and Politics introduces students to the rich diversity of political life outside the United States. The course uses a comparative approach to examine the political structures; policies; and political, economic, and social challenges of six selected countries: China, Iran, Mexico, Nigeria, Russia, and the United Kingdom. Students compare the effectiveness of approaches to many global issues by examining how different governments solve similar problems. They also engage in disciplinary practices that require them to read and interpret data, make comparisons and applications, and develop evidence-based arguments. Units focus on the following themes: political systems, regimes, and governments; political institutions; political culture and participation; party and electoral systems and citizen organizations; as well as political and economic changes and development.

This course appeals to students interested in politics and who wish to focus on comparing and contrasting different governance structures around the world. Analyzing data to find patterns and trends and draw conclusions, students will work to connect political concepts to real-life situations. This course is aimed to prepare students to take the AP exam and students will be expected to participate in a rigorous plan of self-study outside of class to adequately prepare for the exam.
Mathematics is a language of its own with such beauty and power that it has been spoken worldwide since antiquity. At EF Academy Pasadena, our students work to become fluent mathematicians, not only so that they can calculate, but so they can effectively communicate, describe, quantify, analyze, explore, and understand what can be found in the world around us. We have designed experiences that engage our students in practical explorations of applied mathematics. Through these experiences, students grow to see the math that is subtly hidden in our daily lives, learn how to defend their hypothesis of how systems work, and evaluate the validity of claims made by others.
# Mathematics

## Integrated Math 1

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<th>Grade 9</th>
<th>Year course</th>
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Integrated Math 1 is the first course of a three-course accelerated sequence including Integrated Math 1, Integrated Math 2, and Integrated Math 3 that prepares students to take AP Calculus at its conclusion. The Integrated Math series covers all content traditionally taught in Algebra 1, Geometry, Algebra 2, and Precalculus. Each course in this series offers students a “big picture” understanding of mathematics. This includes understanding how the different areas of mathematics are related, and how math makes sense, is relevant, and is useful in understanding the real world. Students are then able to become critical thinkers and gain the tools necessary in any field that requires problem solving. Students completing this course are proficient in communicating mathematics both verbally and symbolically. They understand the whys of the mathematics they are doing and are able to perform all levels of skill-based mathematics including manipulating algebraic expressions, using algorithms, and performing basic computations.

Integrated Math 1 builds and strengthens students’ conceptual knowledge of functions, linear functions, equations, inequalities, sequences, basic exponential functions, systems of linear equations, systems of linear inequalities, quadratic functions, one variable descriptive statistics, correlation and residuals, analyzing categorical data, mathematical modeling, and both coordinate and transformational geometries.

This course appeals to students interested in building their mathematical analysis and application skills to solve real world problems on a pathway toward AP math courses.

## Integrated Math 2

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<th>Grade 9 or 10</th>
<th>Year course</th>
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Integrated Math 2 is the second course of a three-course accelerated sequence including Integrated Math 1, Integrated Math 2, and Integrated Math 3 that prepares students to take AP Calculus at its conclusion. The Integrated Math series covers all content traditionally taught in Algebra 1, Geometry, Algebra 2, and Precalculus. Each course in this series offers students a “big picture” understanding of mathematics. This
includes understanding how the different areas of mathematics are related, and how math makes sense, is relevant, and is useful in understanding the real world. Students are then able to become critical thinkers and gain the tools necessary in any field that requires problem solving. Students completing this course are proficient in communicating mathematics both verbally and symbolically. They understand the whys of the mathematics they are doing and are able to perform all levels of skill-based mathematics including manipulating algebraic expressions, using algorithms, and performing basic computations.

Integrated Math 2 builds and strengthens students’ conceptual knowledge of functions, absolute value functions and inequalities, systems of linear and non-linear equations and inequalities, quadratic functions, matrices, probability, decision making based on probabilities, mathematical modeling, geometric proof, similarity, transformations, and trigonometry.

This course appeals to students interested in building their mathematical analysis and application skills to solve real world problems on a pathway toward AP math courses.

**Integrated Math 3**

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<th>Grade 9, 10 or 11</th>
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Integrated Math 3 is the third course of a three-course accelerated sequence including Integrated Math 1, Integrated Math 2, and Integrated Math 3 that prepares students to take AP Calculus at its conclusion. The Integrated Math series covers all content traditionally taught in Algebra 1, Geometry, Algebra 2, and Precalculus. Each course in this series offers students a “big picture” understanding of mathematics. This includes understanding how the different areas of mathematics are related, and how math makes sense, is relevant, and is useful in understanding the real world. Students are then able to become critical thinkers and gain the tools necessary in any field that requires problem solving. Students completing this course are proficient in communicating mathematics both verbally and symbolically. They understand the whys of the mathematics they are doing and are able to perform all levels of skill-based mathematics including manipulating algebraic expressions, using algorithms, and performing basic computations.
In Integrated Math 3, several big ideas are interwoven, including: functions (e.g., inverse, composite, piecewise, parametric), trigonometry, polar coordinates, modeling, and algebraic manipulation. Students engage with an introduction to several calculus topics, including limits, area under a curve, and rates of change. On a daily basis, students work collaboratively with others as they use problem-solving strategies, complete investigations, gather evidence, critically analyze results, and communicate clear and effective arguments while justifying their thinking.

This course appeals to students interested in building their mathematical analysis and application skills to solve real world problems on a pathway toward AP math courses.

### AP Statistics

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<tr>
<th>Grade 11 or 12 Year course</th>
<th>Prerequisite: Integrated Math 3</th>
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AP Statistics is an introductory college-level statistics course that introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students cultivate their understanding of statistics using technology, investigations, problem solving, and writing as they explore concepts like variation and distribution; patterns and uncertainty; and data-based predictions, decisions, and conclusions.

This course appeals to students who have completed Integrated Math 1, 2, and 3 and are interested in studying an AP level math course other than AP Calculus with many real-world applications.

### AP Calculus AB

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<tr>
<th>Grade 10, 11, or 12 Year course</th>
<th>Prerequisite: Integrated Math 3</th>
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AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Key topics covered are the existence of limits, differentiation techniques, optimization, related rates, integration
techniques, and differential equations. AP Calculus AB covers content taught in the first semester of calculus at the university level.

This course appeals to students who have completed the Integrated Math series and are interested in advanced mathematic studies that will prepare them for a rigorous STEM pathway in college.

### AP Calculus BC

**Grade 10, 11, or 12**  
**Year course**  
**Prerequisite: Integrated Math 3**

AP Calculus BC is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus through engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions. Key topics covered are the existence of limits, differentiation techniques, optimization, related rates, integration techniques, differential equations, sequences and the convergence of series, parametric equations, and polar coordinates. AP Calculus BC covers content taught in the first two semesters of calculus at the university level.

AP Calculus BC is a fast-paced and challenging course that appeals to students who have completed the Integrated Math series and are interested in advanced mathematic studies that will prepare them for a rigorous STEM pathway in college. Note: AP Calculus BC covers all topics contained in AP Calculus AB plus additional content.

### Advanced Studies: Differential Geometry

**Grade 11 or 12**  
**Year course**  
**Prerequisite: AP Calculus AB or BC**

This course introduces students to non-Euclidean Geometry, tensor analysis, differential forms, and the essentials of Einstein’s theory of General Relativity. Key topics covered are the proof of the Gauss-Bonnet Theorem, construction of a metric, extrinsic versus intrinsic curvature, the Levi-Civita connection, the Riemann curvature tensor versus the Ricci tensor, the calculation of geodesics, and the Schwarzschild solution to the Einstein Equation.
Advanced Studies in Differential Geometry appeals to students who have completed either AP Calculus AB or BC and are looking to take a college level course applying calculus concepts to geometric topics.

**Business & Personal Finance**

| Grade 11 or 12 | Semester course |

Business and Personal Finance focuses on preparing students with the financial life skills necessary to navigate the world and empower them to make educated financial decisions. This class provides a foundational understanding of banking, loans, credit, credit cards, interest, investing, retirement and estate planning, taxes, and budgeting.

This course appeals to students who would like to learn the skills necessary to navigate financial decisions in an informed and educated way in both the business and personal realms.

**Computer Science & Technology**

Information-Communication Technology → AP Computer Science Principles → ICT/Computer Science Capstone
### Information-Communication Technology

<table>
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<tr>
<th>Grade 9 or 10</th>
<th>Year or Semester course</th>
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This is an introductory course in which students develop their foundational skills in the use of basic technology, productivity applications/tools, digital media, digital citizenship, research, communication/collaboration, and computer science/programming. At the end of the course, students will have mastered basic technology skills and expanded their knowledge of ICT and CS.

This course appeals to all students who have an interest in and want to explore information and communication systems and technologies.

### AP Computer Science Principles

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<tr>
<th>Grade 10, 11, or 12</th>
<th>Year course</th>
<th>Prerequisite: Information-Communication Technology, or equivalent experience and teacher recommendation</th>
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This course introduces students to foundational concepts of computer science and challenges them to explore how computing and technology can impact the world. AP-CSP is designed to attract all students and especially those who are traditionally underrepresented in computer science, to engage them with essential computing tools and multidisciplinary opportunities. Students participating in AP-CSP have opportunities to develop their leadership skills in technology through “real-world” situations. Students enrolling in AP-CSP at this level should meet the prerequisites of strong command of English reading and writing, plus introductory programming in a block-based or text-based language.

This course appeals to students who want to learn how to code and develop their skills in information technologies and how they interact with today’s world.
ICT/CS Capstone

Grade 11 or 12 | Year course

ICT/CS Capstone is a course that is occupationally specific and designed to further develop the student’s necessary and required academic, technical, and career readiness skills needed to transition successfully to postsecondary education and employment. In collaboration with their educators, students develop an individualized program of study at the beginning of the academic year. Possible areas of focus may include yet are not limited to cybersecurity, database management, data science, digital design, information support and services, network systems, programming and software development, and web design/development.

This course appeals to students who are ready to choose their own course of study and develop specialized information technologies skills while building a portfolio of projects which demonstrate their readiness to perform in either a professional or post-secondary level.
Science

Science is a systematic method for understanding the natural world. By teaching science, we contribute to the advancement of human knowledge, allowing us to better understand the universe, our planet, and the living organisms that inhabit it. EF Academy Pasadena Science Department fosters critical thinking and evidence-based decision-making for a sustainable future, in which scientific literacy is a cornerstone. Our philosophy is grounded in inclusivity, engagement with natural phenomena, hands-on inquiry and CBL values. We develop skill-based competencies that enable students to forge deep connections with the world, nurturing a lifelong love for learning and a profound understanding of our interconnected reality. By engaging actively with the material, instead of passively reading or listening, our students are gaining rich learning in science.
**Conceptual Physics**

**Grade 9**

Year course

This course is a study of fundamental physics concepts, such as measurement, calculation, and graphing in kinematics and dynamics, propagation and conservation of energy and momentum, gravitation and circular motion, waves, sound, light and electromagnetic phenomena. Emphasis is placed on the utilization of mathematical, analytical, data acquisition, graphical, and communication skills as well as interdisciplinary approaches to discovery. This course serves as a foundational course to upper-level science classes. Concepts and skills are reinforced by a strong emphasis on the modeling/learning cycle, hands-on laboratory experiences, and the integration of other disciplines of science.

This course appeals to students who want to develop their reasoning and problem-solving skills which will include, but not exceed, Algebra I concepts. Applications to society, individuals, and the utilization of technology are included.

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**Biology**

**Grade 10, 11, or 12**

Year course

This course is designed to provide an introductory overview of the foundational concepts of study of life and living organisms. Students develop understanding of laboratory techniques and inquiry skills through various laboratory investigations and research projects. Students are exposed to biology topics such as biochemistry, cell biology, genetics, evolution, and ecology.

This course appeals to students interested in developing their understanding of the world around them while honing the critical thinking and inquiry skills of a scientist. Further, this course serves as a required or recommended pre-requisite for advanced courses in the science department including AP Biology, AP Environmental Science, and other Advanced Studies courses.
Chemistry
Grade 10, 11, or 12 Year course

This course introduces the basic principles of chemistry. Students gain experience using facts, graphs, data tables, concepts and math skills in problem solving situations. Basic laboratory skills are developed along with chemical literacy. The student will be exposed to atomic and molecular structures, phases of matter, atomic structure and periodic properties, energy of chemical and nuclear reactions, chemical kinetics, equilibrium reactions, solubility, electro-chemical cells, and organic chemistry.

This course appeals to students interested in a project-based learning model and hands-on laboratory experience. Additionally, this course is suggested for students pursuing AP Chemistry, AP Biology or Advanced Studies classes in science.

Physics
Grade 11 or 12 Year course

Physics is a one-year laboratory intensive course devoted to the study of motion and forces, energy and momentum, thermodynamics, and electricity and magnetism. Physics is meant to foster a greater understanding of the students’ world around them. It is meant to develop their appreciation of phenomena not only through their observation, but quantification of real-world experiences. Moreover, the value of scientific processes and practices are acquired through learning new methods of inquiry and powerful critical thinking skills. The students have the opportunity to acquire the concepts, knowledge, and skills through hands-on activities, laboratory practices, and science demonstrations. Most of the labs and classroom activities involve algebraic equations as well as some other mathematical calculations. Finally, this course seeks to connect science with its real-world purpose.

This course appeals to students interested in engineering, technical, or medical professions. Physics provides students with an opportunity to explore natural phenomenon through the application of scientific principles, mathematical models, and scientific inquiry. By utilizing demonstration, laboratory, and other learning activities and experiences, students will gain an understanding of major concepts in physics.
### AP Biology

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<tr>
<th>Grade 11 or 12</th>
<th>Year course</th>
<th>Prerequisite: Biology</th>
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Advanced Placement (AP) Biology is designed to provide a comprehensive overview of the study of life and living organisms, with an emphasis on depth and complexity of topics beyond the high school level. Students develop their critical thinking and inquiry skills through laboratory investigations, research projects, and analysis of scientific literature. The course covers topics such as biochemistry, cell biology, genetics, evolution, and ecology.

This course appeals to students interested in pursuing college study or a career in a scientific field (ex. pre-med).

### AP Chemistry

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<tr>
<th>Grade 11 or 12</th>
<th>Year course</th>
<th>Prerequisite: Chemistry</th>
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Advanced Placement Chemistry is a second-year high school course and is designed to be the equivalent of a general college chemistry course. Students cultivate their understanding of chemistry through inquiry-based lab investigations as they explore the four Big Ideas: scale, proportion, and quantity; structure and properties of substances; transformations; and energy. Students find this course both challenging and enlightening.

As we work through the material it is important that students view chemistry as being more than atoms, molecules, and reaction. Throughout the year students are asked to solve many problems, think creatively, and work both independently and as a team.

This course appeals to students interested in furthering their foundation for a science career.
### AP Physics C: Mechanics, Electricity & Magnetism

| Grade 11 or 12 | Year course | Prerequisite: Conceptual Physics or Physics  
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<td>Pre/co-requisite: AP Calculus AB or BC</td>
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AP Physics C: Mechanics and Electricity & Magnetism is a year-long, calculus-based, college-level physics course taken concurrently with AP Calculus BC (recommended) or AP Calculus AB. Students have the opportunity to delve deep into conceptualized knowledge of mechanics, as well as waves and optics, relativity, and electricity and magnetism. Students cultivate their understanding of physics through classroom study and activities as well as hands-on laboratory work as they explore concepts like change, force interactions, fields, and conservation.

This course appeals to students who are planning to specialize or major in one of the physical sciences or engineering and who seek to further their foundation for a science.

### AP Environmental Science

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<th>Grade 11 or 12</th>
<th>Year course</th>
<th>Prerequisite: either Biology or Chemistry</th>
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This course provides a comprehensive overview of environmental science, including the study of ecological systems, natural resource management, and the impact of human activities on the environment. Students develop their critical thinking and analytical skills through laboratory investigations, field studies, case studies, and research projects. The course covers topics such as ecosystems, biodiversity, pollution, climate change, energy, sustainability, and environmental justice.

This course appeals to students interested in deeper exploration of environmental issues and applying scientific understanding to complex social and political issues. Students passionate about the environment, advocacy, or trans-disciplinary thinking should consider this course.
Advanced Studies: Organic Chemistry

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<tr>
<th>Grade 11 or 12</th>
<th>Semester course</th>
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Organic Chemistry focuses on integration of chemical principles to the rich chemistry of carbon and carbon-based compounds. The class teaches chemical principles as it relates to organic chemistry and delves into the chemistry of various functional groups (hydrocarbons, alcohols, aldehydes, carboxylic acids, amines) as well as standard laboratory techniques (such as separation, purification, and synthesis) and analytical techniques such as spectroscopy. The emphasis in the course is on the comprehension of the concepts behind fundamental organic reaction mechanisms, energy changes involved in organic reactions, and synthesis of simple organic compounds. Interwoven throughout the course, the students have multiple opportunities to further hone the idea of the scientific method, concept of error, importance of reproducibility of results, and the proposition of viable hypotheses, in line with the scientific practices in the Next Generation Science Standards.

This course appeals to students interested in pursuing pre-med as a major in college and/or interested in a hands-on approach to chemistry. Organic Chemistry is typically a sophomore level course in college. Exposure to the material in high school will help students prepare for this difficult college course.
## Advanced Studies: Virology & Epidemiology

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<tr>
<th>Grade 11 or 12</th>
<th>Semester course</th>
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This course provides an in-depth study of viruses, their structure, replication, and the diseases they cause. It also covers the principles of epidemiology, the study of the spread and control of infectious diseases. Students explore the mechanisms by which viruses infect and harm host cells, as well as the host immune response to viral infections. In addition, students learn about the transmission of infectious diseases, factors influencing disease outbreaks, and strategies for controlling and preventing infectious diseases. Students engage in inquiry-based laboratory investigations in addition to research and case study projects.

This course appeals to students interested in developing a deeper knowledge on the science and study of issues related to public health in a post-Covid 19 pandemic world. More specifically, this course should appeal to students interested in pursuing college study or careers in medicine or public health.
World Language

The World Language Department at EF Academy strives to build culturally competent, curious, and empathetic lifelong language learners. Students will engage in learning that stimulates creativity, fosters global citizenship, and foments positive intercultural exchange. Students can expect to build resilience and perseverance by way of immersion in settings that feature languages situated within rich and diverse cultures wherein hands-on experiences both within and outside the classroom take center stage. By uplifting and challenging one another through sustained collaboration and peer feedback, students will develop confidence in themselves as leaders in cross-cultural communication and relationship building. Students will leave the World Language program equipped with the necessary tools to comprehend speakers of other languages, create their own voice in another language, build interpersonal connections across lines of difference, and stay inquisitive about other languages and cultures for years to come.

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<th>French</th>
<th>Mandarin</th>
<th>Spanish</th>
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<td>French 1</td>
<td>Mandarin 1</td>
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<tr>
<td>French 2</td>
<td>Mandarin 2</td>
<td>Spanish 2</td>
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<td>AP Spanish Language &amp; Culture</td>
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</table>
French 1
Grade 9, 10, 11, or 12  Year course

French 1 is an introduction to the French language. All three modes of communication (interpersonal, interpretative, and presentational) are targeted as well as cultural aspects of French-speaking countries. Students acquire common beginner structures used in everyday life and are able to communicate needs, likes, and dislikes in the present tense. Conducted in French, this course uses the Comprehensible Input (CI) method, employing strategies like TPRS (Teaching Proficiency through Reading and Storytelling), fostering a more natural language learning process (e.g. inductive grammar, high-frequency words and structures). Grammar is further explored during story comprehension exercises. Communication is assessed informally and formally through bellwork, creative writing, authentic materials, and conversation.

By the end of this course, students reach the level of novice-mid according to the American Council on the Teaching of a Foreign Language (ACTFL) proficiency guidelines.

This course appeals to any student interested in French or in learning another Romance language for personal interest, basic intercultural communication, future studies in the humanities or international relations, or future employment or travel in a French-speaking region or country. French 1 is not grade-specific and can be enjoyed as an elective.

French 2
Grade 9, 10, 11, or 12  Year course  Prerequisite: French 1

French 2 is a continuation of the French language. All three modes of communication (interpersonal, interpretative, and presentational) are targeted as well as cultural aspects of French-speaking countries. Students acquire common elementary-to-intermediate structures used in everyday life and are able to recognize and use verbal moods to form basic wishes. Conducted in French, this course uses the Comprehensible Input (CI) method, employing strategies like TPRS (Teaching Proficiency through Reading and Storytelling), fostering a more natural language learning process (e.g. inductive grammar,
high-frequency words and structures). Grammar is further explored during story comprehension exercises. Communication is assessed informally and formally through bellwork, creative writing, authentic materials, and conversation.

By the end of this course, students reach the level of novice-high to intermediate-low according to the American Council on the Teaching of a Foreign Language (ACTFL) proficiency guidelines.

This course appeals to any student interested in becoming proficient in lower-intermediate French or in learning another Romance language for personal interest, intercultural communication, future studies in the humanities or international relations, or future employment or travel in a French-speaking region or country. French 2 is not grade-specific, can be enjoyed as an elective, but has a prerequisite of French 1 or the equivalent.

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<th><strong>French 3</strong></th>
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<td><strong>Grade 9, 10, 11, or 12</strong></td>
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French 3 is a deeper continuation in the French language. All three modes of communication (interpersonal, interpretative, and presentational) are targeted as well as many cultural aspects of French-speaking countries. Students acquire common yet more complex structures used in everyday life and are able to use more complicated hypothetical and abstract statements. Conducted in French, this course uses the Comprehensible Input (CI) method, employing strategies like TPRS (Teaching Proficiency through Reading and Storytelling), fostering a more natural language learning process (e.g., inductive grammar, high-frequency words and structures). Grammar is further explored during story comprehension exercises. Communication is assessed informally and formally through bellwork, creative writing, authentic materials, and conversation. Summative assessments include cultural practices and products, collaboration, and linguistic and cultural comparisons to broaden their understanding.

By the end of this course, students reach the level of intermediate-mid according to the American Council on the Teaching of a Foreign Language (ACTFL) proficiency guidelines.
This course appeals to any student interested in becoming proficient in mid-intermediate French or in learning another Romance language for personal interest, intercultural communication, future studies in the humanities or international relations, or future employment or travel in a French-speaking region or country. French 3 is not grade-specific, can be enjoyed as an elective, but has a prerequisite of French 2 or the equivalent.

Mandarin

**Mandarin 1**

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<th>Grade 9, 10, 11, or 12</th>
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Mandarin 1 is an introduction to Mandarin Chinese. All three modes of communication (interpersonal, interpretative, and presentational) are targeted as well as cultural aspects of Mandarin-speaking countries. Students develop functional language ability to meet needs in their personal and academic lives. They learn to speak with sentence-level language, ask and answer basic questions, and handle simple everyday life situations. Activities designed for the course train the four tones, vocabulary, grammatical constructions, and simplified characters in meaningful contexts. Conducted largely in Mandarin, this course uses the Comprehensible Input (CI) method, employing strategies like TPRS (Teaching Proficiency through Reading and Storytelling), fostering a more natural language learning process (e.g. inductive grammar, high-frequency words and structures). Communication is assessed informally and formally through bellwork, writing, authentic materials, and conversation.

By the end of this course, students reach the level of novice-mid according to the American Council on the Teaching of a Foreign Language (ACTFL) proficiency guidelines.

This course appeals to any student interested in Mandarin for personal interest, basic intercultural communication, future studies in the humanities or international relations, or future employment or travel in a Mandarin-speaking region or country. Mandarin 1 is not grade-specific and can be enjoyed as an elective.
Mandarin 2
Grade 9, 10, 11, or 12 Year course Prerequisite: Mandarin 1

Mandarin 2 is a continuation to Mandarin 1. All three modes of communication (interpersonal, interpretative, and presentational) are targeted as well as cultural aspects of Mandarin-speaking countries. While many of the linguistic tasks students learn to handle are similar to those of year one, the level of language required to carry out these tasks is higher. This course uses the Comprehensible Input (CI) method, employing strategies like TPRS (Teaching Proficiency through Reading and Storytelling), fostering a more natural language learning process (e.g. inductive grammar, high-frequency words and structures). Taught mostly in Mandarin, this course allows students to comprehend and produce paragraph-level Chinese. Rigorous practice of spoken and written Chinese in communicative activities fine-tunes pronunciation, expands vocabulary, and internalizes more complex grammatical constructions. Students also read expository writings on a variety of cultural topics.

By the end of this course, students reach the level of novice-high or intermediate-low according to the American Council on the Teaching of a Foreign Language (ACTFL) proficiency guidelines.

This course appeals to any student interested in intermediate Mandarin for personal interest, intercultural communication, future studies in the humanities or international relations, or future employment or travel in a Mandarin-speaking region or country. Mandarin 2 is not grade-specific, can be enjoyed as an elective, but has a prerequisite of Mandarin 1 or the equivalent.
Spanish 1

Grade 9, 10, 11, or 12 | Year course

Spanish 1 is an introductory course designed for students with little or no previous study of the Spanish language. This course introduces students to basic language patterns and vocabulary. Repetition and Comprehensible Input (CI) are essential components of this course. Students use culture from the Spanish-speaking world as a vehicle towards proficiency in the interpretive, interpersonal, and presentational modes of communication. Units are designed to build on one another as students develop their language abilities. Students evidence their proficiency by way of projects, role-plays, skits, videos, art, dialogues, readings, and exams. As students progress through each unit, they leverage previously learned material and are given opportunities to strengthen their use of the language.

By the end of this course, students reach the level of novice-mid according to the American Council on the Teaching of a Foreign Language (ACTFL) proficiency guidelines.

This course appeals to any student interested in Spanish or in learning another Romance language for personal interest, basic intercultural communication, future studies in the humanities or international relations, or future employment or travel in a Spanish-speaking region or country. Spanish 1 is not grade-specific and can be enjoyed as an elective.
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<tr>
<th>Spanish 2</th>
<th>Grade 9, 10, 11, or 12</th>
<th>Year course</th>
<th>Prerequisite: Spanish 1</th>
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Spanish 2 helps students further develop the language acquired in Spanish 1. Students continue to engage in all three modes of communication, with an increased focus on the interpersonal mode. Students advance their ability to negotiate meaning and produce the language. Comprehensible Input (CI) remains the leading methodology in ensuring students acquire the language. Culture continues to be used as a vehicle by which students engage in the interpretive, presentational, and interpersonal modes of communication. Students still evidence their proficiency by way of projects, role-plays, skits, videos, art, dialogues, readings, and exams. Students begin to learn how to engage in the past tense, among other grammatical structures consistent with the novice-high level.

By the end of this course, students reach the level of novice-high to intermediate-low according to the American Council on the Teaching of a Foreign Language (ACTFL) proficiency guidelines.

This course appeals to any student interested in becoming proficient in Spanish at the intermediate-low level or in learning another Romance language for personal interest, intercultural communication, future studies in the humanities or international relations, or future employment or travel in a Spanish-speaking region or country. Spanish 2 is not grade-specific, can be enjoyed as an elective, but has a prerequisite of Spanish 1 or the equivalent.
| Spanish 3 |
|------------------|----------------|-----------------|
| Grade 9, 10, 11, or 12 | Year course | Prerequisite: Spanish 2 |

Spanish 3 builds on the language acquired by students in Spanish 1 and Spanish 2. Students continue to engage in all three modes of communication, with a special emphasis on the interpersonal and presentational. Students continue to use culture as a vehicle to advance proficiency in all modes of communication. Comprehensible Input continues to serve as the leading methodology along with other elements of the multimodal and communicative approaches. Students continue to evidence their proficiency by way of projects, role-plays, skits, videos, art, dialogues, readings, and exams. Authentic resources such as newspaper articles, TV, film, commercials, books, infographics, and more are incorporated for students to engage with content in the target language in similar ways to a native speaker. Students engage with more advanced grammatical concepts like the subjunctive mood.

By the end of this course, students reach the level of intermediate-mid according to the American Council on the Teaching of a Foreign Language (ACTFL) proficiency guidelines.

This course appeals to any student interested in becoming proficient in Spanish at the intermediate-mid level or in learning another Romance language for personal interest, intercultural communication, future studies in the humanities or international relations, or future employment or travel in a Spanish-speaking region or country. Spanish 3 is not grade-specific, can be enjoyed as an elective, but has a prerequisite of Spanish 2 or the equivalent.
AP Spanish Language & Culture

<table>
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<tr>
<th>Grade 9, 10, 11, or 12</th>
<th>Year course</th>
<th>Prerequisite: Spanish 3</th>
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AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students build on their knowledge of the Spanish language and culture developed in previous courses. Students deepen their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication to real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. The course takes a holistic approach to language proficiency and recognizes the complex interrelatedness of comprehension and comprehensibility, vocabulary usage, language control, communication strategies, and cultural awareness. Students learn language structures in context and use them to convey meaning. The AP Spanish Language and Culture course strives to promote both fluency and accuracy in language use and avoid overemphasis on grammatical accuracy at the expense of communication.

This course appeals to any student interested in becoming proficient in Spanish at the intermediate-high to advanced-low level or in learning another Romance language for personal interest, intercultural communication, future studies in Spanish language or literature, the humanities or international relations, or for future employment or travel in a Spanish-speaking region or country. AP Spanish Language & Culture is not grade-specific and can be enjoyed as an elective, but has a prerequisite of Spanish 3 or the equivalent.
Student Competency Architecture
Version 2.0 (SY 2023-2024)

- Empowered Learners
- Ethical Researchers
- Cross-Cultural Collaborators
- Critical Thinkers
- Inspiring Innovators
- Compelling Communicators
- Global Changemakers

EF ACADEMY
Our competency architecture is divided into seven domains that contain both foundational and advanced competencies that describe the exact skills and habits of mind that students will master in order to grow into our aspirational graduates who are:

- Empowered Learners
- Ethical Researchers
- Cross-Cultural Collaborators
- Critical Thinkers
- Compelling Communicators
- Inspiring Innovators, and
- Global Changemakers

Each foundational and advanced competency in the architecture is further defined by 4 criteria, which serve as the single-point rubric for that competency. Criteria are written in “I can” language to help students understand exactly what they need to work towards and evidence for each competency.

Every course in our curriculum is mapped to competencies from this architecture, and students learn at EF Academy Pasadena how all the work they do (both in and out of the classroom) can serve as evidence of their growing competencies.
Empowered Learner

Empowered Learners understand their strengths and they have the grit to continue to set challenging learning goals for themselves as they work on their growth areas. They actively advocate for themselves, constructing networks and leveraging resources to foster support and collaboration. Empowered Learners are metacognitive, evaluating their own comprehension and creating action plans to fuel their own growth. Empowered Learners understand that failure is often an important part of growth and learning, and they use the data from failures to set learning goals. They seek and incorporate feedback from teachers and peers, knowing that iterative processes create better products. Empowered Learners understand that learning cannot occur if their wellness is not a priority, so they are focused on both academic and personal wellness goals. With all of these robust skills, our Empowered Learners can experience true agency in their educational experience and self-direct their learning.

Foundational Competencies

A. **Metacognitive.** Reflects on learning, strengths, skills, and habits and how these have evolved over time.
   1. I can identify my strengths.
   2. I can identify my areas of growth.
   3. I can formulate a question based on what I do not understand.
   4. I can continue to adapt and develop my questions based on new understandings.

B. **Curious About Mistakes.** Implements improvement strategies in response to both failures and successes.
   1. I can identify what my mistakes are.
   2. I think about where my successes and/or mistakes come from and why they occur.
   3. I listen with an open mind when someone identifies a success or a failure in my work.
   4. I can take steps to correct my mistakes.

C. **Responsive To Feedback.** Acknowledges and incorporates feedback into progress towards a goal.
   1. I can ask for and seek out feedback.
   2. I can articulate the importance of peer and teacher feedback.
   3. I can apply relevant teacher and/or peer feedback in order to advance my progress toward a goal.
   4. I can reflect on how incorporating others’ feedback has led to my growth.

D. **Goal Setter.** Advances learning through goal-setting.
   1. I can set relevant goals that are specific to my project or task at hand.
2. I can build a timeline for a project or goal that is achievable.
3. I can set metrics to evaluate the progress of my goals.
4. I can reflect on progress in an ongoing way and adjust my course of action.

E. **Self-Caring.** Understands the role of decision-making within health and relational areas.
   1. I can identify self-care choices that promote improved connection to myself and others.
   2. I can distinguish between responsible and irresponsible actions.
   3. I can evaluate internal and external influences on my choices.
   4. I can utilize resources that support my self-care decision-making.

F. **Self-Advocate.** Advocates for learning needs.
   1. I can articulate the vision I have for my success.
   2. I can identify supports I can turn to for assistance.
   3. I can communicate to various stakeholders the support that I need.
   4. I can follow-through on advice given to me for support.

G. **Committed.** Seeks to develop ideas and work to the fullest potential.
   1. I can consistently put forth effort in service of a goal.
   2. I can seek guidance and feedback that will support my progress.
   3. I can commit to both a high quality process and product.
   4. I can always strive higher in my goal setting.

**Advanced Competencies**

H. **Wellness-Minded.** Relates experiences, behaviors, and habits to various wellness dimensions.
   1. I can evaluate the social, emotional, and physical effects of my relationships.
   2. I can prioritize healthy choices over unhealthy choices.
   3. I can describe the connections between my own physical and mental wellness.
   4. I can implement a plan for reflective practice of self-care.

I. **Transdisciplinary Thinker.** Articulates and reflects on learning processes across disciplines.
   1. I can reflect with intention on where concepts and skills transfer across projects and courses.
   2. I can connect my learning across disciplines and experiences.
   3. I can describe how I leverage my academic strengths to support my areas of growth within and across disciplines.
   4. I can create and explore questions and projects that uniquely combine disciplines.

J. **Examiner of Diverse Solutions.** Reflects on cognitive bias in order to broaden the ability to see new solutions.
1. I can articulate tentative answers to questions.
2. I can recognize my cognitive reactions to new ideas.
3. I can explore answers that I might initially resist.
4. I can refine my answer in an ongoing recursive manner.

K. Self-Assessor. Assesses strengths and limitations across a variety of tasks.
1. I can identify possible obstacles prior to action.
2. I can create a plan that uses my strengths to address potential obstacles.
3. I can self-regulate to maintain focus, commitment, and high standards throughout a project.
4. I can critically self-assess after completing a project.

L. Risk-Taker. Pushes beyond the limit of one’s comfort zone.
1. I can identify the boundaries of my comfort zone.
2. I can take appropriate risks to grow.
3. I can explain how mistakes, failed experiments, or ineffective prototypes provide insights into next steps.
4. I can propose new ideas for future progress based on my learnings through challenges.

M. Self-Directed. Drives a long-term project.
1. I can identify a goal or vision for an end product.
2. I can articulate the steps of a process that will lead to my desired end product.
3. I can utilize research, experimentation, and feedback throughout my process to improve my product.
4. I can show pride in my work through a polished product and a reflective presentation of work.
Ethical Researcher

At the core of learning in the digital age is the crucial ability to analyze the credibility and authenticity of information. Ethical Researchers are skilled at not only locating information virtually, but also determining the validity of what they find. They intentionally seek information that both supports and refutes their hypotheses and arguments, skillfully utilizing primary and secondary source information. Ethical Researchers can also design experiments to generate their own data sets, with thoughtful methodologies that align to their research questions. They can interpret data to uncover patterns, relationships, and causality. In addition, Ethical Researchers can use ethnographic methods and storytelling to gain an understanding and insight of people, place, and culture. Our Ethical Researchers conduct their work with integrity, ensuring proper acknowledgement to all collaborators and sources and upholding ethical standards in their scholarly pursuits.

Foundational Competencies

A. **Questioner.** Identifies undefined areas of current knowledge.
   1. I can articulate questions that have an appropriate scope.
   2. I can generate contextually-situated questions that address gaps in understanding.
   3. I can formulate an action plan for the investigation of my question.
   4. I can refine my question in an ongoing recursive manner.

B. **Experimenter.** Designs experiments to produce a data set.
   1. I can generate and frame hypotheses in conceptual knowledge or background research.
   2. I can correctly use dependent & independent variables and controls in experimental design.
   3. I can methodically execute experiments that will produce valid data to test a hypothesis.
   4. I can summarize the resulting data set.

C. **Source Collector.** Considers details across multiple sources to determine points of agreement and disagreement.
   1. I can find diverse sources using websites, research databases, and books.
   2. I can summarize source information.
   3. I can evaluate the credibility of resources and arguments, including the potential for author bias.
   4. I can use sources to support my thesis or hypothesis.

D. **Data-Driven.** Utilizes data to draw conclusions and strengthen arguments.
   1. I can recognize and describe the patterns in a data set.
2. I can visually represent data in charts, tables, and/or graphs to support data analysis.
3. I can use data to explore cause and effect relationships.
4. I can combine qualitative and quantitative findings to make a more robust argument.

E. **Conscientious Researcher.** Promotes trust in results or arguments with the use of integrity in research and reporting.
   1. I can properly cite my findings or sources.
   2. I can paraphrase source information to support my ideas.
   3. I can distinguish between my original ideas and sourced information in my work.
   4. I can report honestly which technology tools I use during my project process.

**Advanced Competencies**

F. **Digitally Literate.** Demonstrates digital literacy in both the research process and the work one produces.
   1. I can determine an author’s or website’s credibility by reading across many articles on the same topic, as well as background about the author and/or website.
   2. I can employ sources that provide meaningful quotes or data to strengthen my argument or hypothesis.
   3. I can find sources that present key counter-arguments.
   4. I can employ proper citations (MLA, APA, Chicago) based on discipline.

G. **Honest Reporter.** Understands and applies ethical principles and standards in the conduct and presentation of research across all disciplines.
   1. I can apply ethical principles and standards in research.
   2. I can reflect on my own ethical values and biases and engage in ongoing self-evaluation and improvement.
   3. I can identify when it’s appropriate to use external tools such as AI or GoogleTranslate to support my learning.
   4. I can accurately represent data and research to present honest findings.

H. **Community-Based.** Applies aspects of design thinking to engage with a community need.
   1. I can investigate the authentic needs and concerns of a community through academic research.
   2. I can engage with community members to understand their needs and concerns.
   3. I can use knowledge of an individual’s experience to inform my understanding of larger systems and events.
   4. I can articulate what information I still need to understand in order to progress my work.
I. **Empathetic Investigator.** Understands and shares the feelings, thoughts, and experiences of others, particularly those being studied or affected by research.
   1. I can recognize and appreciate the emotions and perspectives of individuals or groups and use that understanding to inform my inquiry, analysis, and decision-making.
   2. I can empathize with research participants to better grasp the context and nuances of their experiences, to lead to more accurate and meaningful interpretations of research data.
   3. I can consider the potential risks and benefits of my work on human subjects or the environment, taking into account the perspectives and concerns of those affected.
   4. I can navigate complex ethical dilemmas, ensuring that my research is conducted responsibly and with sensitivity toward potential impacts.

J. **Advanced Experimenter.** Pursues a complex, original research question.
   1. I can use previous learning and background research to devise a novel research question.
   2. I can create a methodology that is informed by the research of experts in the field.
   3. I can ensure the statistical significance of my results through careful planning of methods.
   4. I can plan for a recursive and iterative approach to collecting and reviewing data.
Cross-Cultural Collaborator

Cross-Cultural Collaboration is a key skill set for future success. Our Cross-Cultural Collaborators understand both how to contribute generously and fearlessly to group processes, and also how to listen with an open mind to the contributions of their peers. In our uniquely international environment, our Cross-Cultural Collaborators deepen their ability to ask questions and accept the perspectives of their teammates through a culturally aware lens. They can navigate the nuances of collaboration, distinguishing opportunities to lead and moments to follow. Moreover, they take personal responsibility for fostering positive group dynamics while cultivating a team mindset. To bring their best to the team, Cross-Cultural Collaborators need to have strong emotional awareness and a clear understanding that attending to the emotional state of self and others, building healthy relationships, and effectively resolving conflicts contributes to healthy collaboration with open dialogue and the flourishing of diverse ideas.

Foundational Competencies

A. **Listener.** Uses strategies to listen actively and internalize other’s meaning.
   1. I can pause my communication or response formation to listen when someone shares an idea.
   2. I can demonstrate active listening by taking notes, exhibiting positive and engaged body language, asking clarifying questions, among other methods.
   3. I can be open to others’ ideas and give them authentic consideration, even when they are different from mine.
   4. I can demonstrate engaged listening by incorporating others’ ideas into my next contribution to the conversation or task.

B. **Contributor.** Contributes important ideas that move diverse groups forward.
   1. I can contribute fully by completing individual work.
   2. I can build on the contributions of others.
   3. I can find the gaps in group ideas.
   4. I can ask follow up questions or respond after group members have finished sharing.

C. **Constructive Critiquer.** Provides feedback to peers in a constructive manner.
   1. I can ask specific questions to my team members to clarify my understanding of their contributions.
   2. I can identify strengths in others’ work and ideas.
   3. I can thoughtfully discuss weaknesses in others’ work.
   4. I can recommend solutions after identifying a problem.
D. **Synergistic.** Collaborates and finds synergy in working with others, actioning team goals.
   1. I can understand important roles within a group and execute my own role.
   2. I can ask my group members questions to better understand their perspectives and build an atmosphere of trust.
   3. I can work with peers from various cultural backgrounds to articulate a collective idea.
   4. I can help my teammates make valuable contributions to our shared goals.

E. **Emotionally Aware.** Identifies and labels emotions within self and others.
   1. I can describe my emotions and needs in various contexts.
   2. I can relate to others by seeking to identify their emotions.
   3. I can identify how values and identities impact social and emotional health.
   4. I can evaluate the role internal and external influences have on my emotions.

**Advanced Competencies**

F. **Motivator.** Seeks to optimize group dynamics, build group morale, and collaborate to maximize group success.
   1. I can maintain optimism and contribute positively to group morale.
   2. I can assume the best intentions of others and recognize their contributions.
   3. I can get onboard with group consensus of a decision even when it is different than my own will.
   4. I can take initiative to complete assigned and unassigned individual work by observing what my group needs throughout a project.

G. **Leader.** Embraces opportunities to lead with empathy for others and the skills to maximize the collaborative efforts of the team.
   1. I can listen to group member contributions to build an environment of respect.
   2. I can synthesize ideas and feedback from different group members to help the group move toward goals.
   3. I can describe the impact that my ideas might have on others.
   4. I can identify why my ideas might impact some people differently based on my knowledge of their unique backgrounds and perspectives.

H. **Conflict Resolver.** Utilizes strategies to navigate conflicts in a productive and healthy manner.
   1. I can identify when I feel in conflict with another’s ideas and actions without escalating the conflict.
   2. I can locate the physical and emotional manifestations I feel in a moment of conflict.
   3. I can employ a strategy to de-escalate a tense situation.
   4. I can reflect on the factors that lead to the conflict.
I. Healthy Relationship Builder. Implements elements of a healthy relationship across different contexts.

1. I can differentiate between healthy and toxic relationships.
2. I can articulate the role of power dynamics in a relationship.
3. I can understand the role that differing cultural identities play in building relationships.
4. I can apply my learning about healthy relationships to my own relationships, in and out of an academic context.
Critical Thinker

Critical thinking is the collection of scholarly practices by which individuals and groups make meaning out of data and information. Our Critical Thinkers work across disciplines to apply sound scientific principles, mathematical logic, literary analysis, historical contextualization, and comprehension and interpretation skills. They can interrogate and analyze texts, question assumptions in arguments or hypotheses, and solve problems by applying their knowledge. Critical Thinkers can break down complex problems or arguments into their constituent parts. They can identify and evaluate the underlying bias, evidence, and reasoning behind a statement or proposition. Our Critical Thinkers maintain an open mind and are willing to consider multiple perspectives and alternative viewpoints. Critical Thinkers are both analytical and creative as they strive to draw novel and innovative connections between ideas.

Foundational Competencies

A. Comprehender. Identifies the elements and structure of a text through reading and/or listening.
   1. I can identify the context of a text or speech.
   2. I can explain the key points of a text or speech.
   3. I can describe the supporting details or facts of a text or speech.
   4. I can summarize the narrative of a text or speech.

B. Inference Maker. Interprets a text through evidence-based analysis, inference-making, and deduction of meaning through context.
   1. I can identify the moral or message of a text or speech.
   2. I can make inferences and conclusions about a text using evidence from a text or speech.
   3. I can deduce meaning from context from a text or speech.
   4. I can summarize a text or speech in different ways.

C. Synthesizer. Describes, analyzes, and evaluates what is read on a variety of topics and from a variety of sources with added complexity.
   1. I can summarize the main points and arguments of a text.
   2. I can explain the significance of a source’s purpose and context.
   3. I can identify underlying assumptions, biases, or logical fallacies in a text.
   4. I can integrate information from multiple sources on a given topic.

D. Narrative Analyst. Demonstrates fluency of narrative components.
   1. I can explain how the narrator’s perspective impacts their narrative.
   2. I can identify and/or implement stylistic choices that enhance a narrative.
3. I can identify and/or operationalize elements of narrative structure.
4. I can identify and/or operationalize narrative themes.

E. **Claim Crafter.** Analyzes and evaluates claims and evidence to refine an argument.
   1. I can identify claims and evidence within an argument.
   2. I can describe the overarching thesis of an argument.
   3. I can develop my own claims and evidence to support my thesis and argument.
   4. I can qualify a claim using modifiers, counter-arguments, or alternative perspectives.

F. **Scientific Reasoner.** Applies scientific principles and concepts to solve problems and make informed decisions.
   1. I can apply scientific principles and evidence to provide an explanation for the structure and properties of a system.
   2. I can understand scientific terminology, principles, and theories.
   3. I can understand methods and basic scientific concepts.
   4. I can adequately justify principles applied to the problem.

Advanced Competencies

G. **Deep Reader.** Explains the function of narrative devices to understand that these elements can be used for interpretation.
   1. I can identify recurring patterns and events in a text.
   2. I can describe themes and their purpose within a text.
   3. I can interrogate the purpose and function of narrative devices, including conflict, climax, setting, or characters.
   4. I can analyze the meaning of symbols and/or figurative devices within a text.

H. **Source Interpreter.** Analyzes the significant elements of primary and secondary sources to explain their effect on meaning.
   1. I can analyze a source’s point of view.
   2. I can interrogate a source’s purpose.
   3. I can evaluate the significance of a source’s context or historical situation.
   4. I can interpret the importance of a source’s audience on meaning.

I. **Evidence Analyst.** Crafts an argument from evidence by selecting and using appropriate data or research to support a claim.
   1. I can analyze and evaluate information, ideas, and arguments logically and objectively.
   2. I can synthesize content knowledge to make and support an argument.
   3. I can recognize patterns based on data.
4. I can use transitional elements to guide an audience through a line of reasoning of an argument.

J. **Historical Reasoner.** Utilizes historical reasoning processes to make claims about the past.
   1. I can identify patterns between historical developments and processes.
   2. I can compare different historical developments or processes.
   3. I can describe the causes and/or effects of historical developments or processes.
   4. I can describe patterns of continuity and/or change between different historical developments or processes.

K. **Proofmaker.** Invents proofs that are rigorous, creative, and demonstrate a rich understanding of the material the proof covers.
   1. I can present a proof that is logically coherent, with each step following logically from the previous step.
   2. I can create a proof that is original and creative in its approach.
   3. I can showcase a deep understanding of mathematical concepts in my proofs.
   4. I can design proofs that have a potential for generalization to other related problems or areas.

L. **Empirical Scholar.** Analyzes empirical research studies with a sophisticated and critical lens for method, statistics, and errors.
   1. I can identify strengths and drawbacks to an experimental approach.
   2. I can ask questions that interrogate the validity of the proposed result based on the data.
   3. I can apply statistical methods to investigate the true impact and transferability of a result.
   4. I can explore the margins of error for differing methodologies.

M. **Advanced Modeler.** Creates visualizations or models that aid in problem solving or illuminating advanced concepts.
   1. I can create accessible visualizations or models of complex concepts.
   2. I can explain the meaning behind the elements of my visualization or model.
   3. I can use my visualization or model to solve problems or construct proofs.
   4. I can expand the principles of my visualization or model to multiple applications.
Compelling Communicator

Strong communicators possess the ability to articulate thoughts, ideas, and information effectively in a variety of contexts and mediums. Our Compelling Communicators express themselves with clarity and precision in written, verbal, and visual forms. They adapt their communication style and medium to respect and engage diverse audiences and perspectives, utilizing a robust toolkit of rhetorical strategies to present and argue with nuance and conviction. In our uniquely international environment, our Compelling Communicators broaden their fluency in multiple world languages through both formal and informal communication. They also deepen their knowledge of multiple programming languages, understanding that digital fluency is a key future-facing skill. Compelling Communicators foster understanding and empathy, while thoughtfully contributing to the world around them.

Foundational Competencies

A. **Organized.** Organizes work in a thoughtful and accessible manner.
   1. I can organize my work in a logical order.
   2. I can generate an idea that meets the needs of a project.
   3. I can use appropriate word choice to enhance the meaning in my project.
   4. I can use correct conventions to contribute to the clarity and effectiveness of my work.

B. **Argument Crafter.** Distills information and thoughts into a coherent, succinct argument.
   1. I can craft a clear thesis, argument, or answer to a question.
   2. I can incorporate relevant and convincing evidence to support a thesis.
   3. I can analyze evidence to show how the evidence supports the thesis statement.
   4. I can write a well-structured and organized piece of writing that includes topic & transition sentences.

C. **Aware of Audience.** Crafts work to intentionally resonate with an audience.
   1. I can consider the audience in my presentational aesthetics.
   2. I can arrange produced work to support my intended meaning.
   3. I can successfully engage an audience when presenting work.
   4. I can acknowledge other contributors to my work.

D. **Visual Representer.** Creates visual representations to aid in the communication of ideas.
   1. I can choose suitable models to represent my ideas, evidence, or data clearly.
   2. I can display my ideas, evidence, or data in my models with accurate and honest scale.
   3. I can use appropriate and clear labels for my models.
4. I can display my ideas, evidence, or data in a way that makes it easy for the audience to digest.

E. **Formal Presenter.** Presents ideas with foundational language fluency using relevant language.
   1. I can use relevant vocabulary and phrases in my presentation.
   2. I can be understood with minimal effort by my audience.
   3. I can produce memorized or rehearsed language in my presentation.
   4. I can combine words to create original sentences and string together simple sentences to express my thoughts.

F. **Fluency Builder.** Practices language fluency by negotiating meaning in written and/or spoken conversation through asking and answering questions that incorporate learned language.
   1. I can use learned language to complete tasks.
   2. I can be understood by my audience.
   3. I can ask relevant questions to keep a conversation going.
   4. I can respond to questions and statements with simple sentences and/or short phrases.

**Advanced Competencies**

G. **Engaging.** Effectively communicates ideas through visual, written, or verbal presentation in a way that is relevant, organized, purposeful, and engaging.
   1. I can articulate my message or argument in a way that is clear and purposeful.
   2. I can justify an original argument or answer to an open-ended, interpretive question.
   3. I can present my sophisticated ideas with a clear and organized structure.
   4. I can incorporate elements of creativity into my presentation to engage my audience.

H. **Rhetorically Strategic.** Identifies and makes strategic choices in relation to the rhetorical situation.
   1. I can incorporate components of the rhetorical situation, including exigence, audience, writer, purpose, context, and message.
   2. I can craft an argument that considers an audience’s beliefs, values, or needs.
   3. I can use appropriate mediums that enhance my overall message.
   4. I can design arguments that are appropriate to the purpose and context of the rhetorical situation.

I. **Data Visualizer.** Represents data and relationships across different media.
   1. I can correctly interpret data to present qualitative and quantitative results.
   2. I can correctly use graphical analysis methods, dimensional analysis, computations, and physical models to represent data.
3. I can use visual representations of data to derive and present mathematical relationships.
4. I can collect, organize, and analyze data using appropriate statistical methods and tools.

J. Advanced Presenter. Expresses strong fluency through highly comprehensible ideas and language.
   1. I can use more advanced language and structure in presentations.
   2. I can be easily understood by a variety of audiences.
   3. I can spontaneously produce my own language that expresses my thoughts clearly in a presentation setting.
   4. I can communicate in a clear and organized way that suits the medium.

K. Advanced Fluency Builder. Strengthens fluency by negotiating meaning in spoken or written conversation through asking and answering questions that incorporate a variety of target structures.
   1. I can use advanced language to complete tasks.
   2. I can ask sophisticated questions to initiate and sustain a conversation.
   3. I can consistently respond to questions and statements with varied sentences and/or rehearsed responses.
   4. I can be easily understood by diverse audiences.

L. Fluent Programmer. Practices multiple programming languages from block to text.
   1. I can use my knowledge of the features of multiple programming languages to identify the language suitable for different programs.
   2. I can verify that a program performs according to design specifications.
   3. I can develop a program that runs on desktop, mobile devices, or web-based systems.
   4. I can demonstrate the re-use of code through code libraries.
Inspiring Innovator

Inspiring Innovators are designers, creators, and craftspeople who find new ways to solve problems, seek fresh perspectives, creatively utilize materials, or manifest beauty in the world. The mark of an Inspiring Innovator is their deep knowledge and skills, paired with a strong work ethic. They find the comfort of ideating, prototyping, and testing their ideas to breathe life into revolutionary concepts. Inspiring Innovators ask questions that others don’t think to ask, and they draw from multiple disciplines, cultures, and knowledge bases to combine ideas or media in novel ways. They consider the intersection of form, function, and aesthetic in the art and products they design. Inspiring Innovators are future-facing, asking questions of the world today to propose what the world needs tomorrow.

Foundational Competencies

A. **Curious.** Wonders, generates new perspectives, and establishes a strong desire to find knowledge.
   1. I can explore new perspectives.
   2. I can apply other artistic influences in my own work.
   3. I can experiment with unfamiliar materials, perspectives, or genres.
   4. I can expand my range of expressive possibilities.

B. **Investigator.** Identifies and solves problems that arise in their project or research.
   1. I can identify the problem.
   2. I can troubleshoot equipment, technique, or approach.
   3. I can develop and understand alternative methods.
   4. I can ask for help when needed.

C. **Artistically Expressive.** Produces and engages with creative and artistic expressions to bring beauty to the world.
   1. I can identify how specific artworks have been used by individuals and/or communities to express their ideas, experiences, feelings, and/or beliefs.
   2. I can perform, produce, or direct engaging artistic expressions.
   3. I can connect my artistic interpretations and presentations to reflect the lived realities and ideas of myself and/or my communities.
   4. I can collaborate and connect with others inside and outside my communities to curate and draft artwork that represents social change and/or community values.

D. **Creative Arts Performer,** I can create an artistic experience with an audience.
   1. I can enthusiastically embrace opportunities to share my art.
   2. I can create an atmosphere conducive to artistic expression.
3. I can demonstrate medium-specific techniques in front of an audience.
4. I can create an emotional and/or aesthetic impact on my audience.

E. **Craftsperson.** Expands individual range of proficiency with technique and form.
   1. I can exhibit thematic coherence in produced work.
   2. I can make appropriate choices in my medium to support my theme.
   3. I can demonstrate growth of appropriate technique in support of my theme.
   4. I can develop new technical skills.

**Advanced Competencies**

F. **Design Thinker.** Commits to the cyclic nature of the design thinking process.
   1. I can carefully conduct and thoughtfully revisit the empathize and define phases during a design thinking process.
   2. I can create a prototype to convey my solution.
   3. I can analyze my prototypes objectively to identify aspects that could be improved to better serve the project goal.
   4. I can incorporate feedback to refine my work.

G. **Impact Analyst.** Measures the outcome or impact of work from multiple lenses and course corrects when necessary.
   1. I can identify potential positive and negative effects my work may have.
   2. I can take steps to mitigate the negative externalities of my work.
   3. I can create guidelines for responsible use of my work.
   4. I can make recommendations on how to prevent people from using my work for malicious intent.

H. **Refined Performer.** Demonstrates technique through a refined performance.
   1. I can tailor my performance to the relevant ensemble.
   2. I can use correct tools and methodologies to create my final project.
   3. I can apply a skill reliably and consistently.
   4. I can actively seek exposure outside of the classroom.

I. **Creative Problem Solver.** Generates novel ideas, perspectives, approaches, and ways of thinking about subjects through challenging assumptions.
   1. I can ask “why?” to challenge assumptions.
   2. I can combine several ideas to make a new one.
   3. I can create original solutions to solve complex problems.
   4. I can apply different strategies to solve problems.
J. **Transdisciplinary Designer.** Fuses concepts and ideas from across disciplines to create novel designs.

1. I can make connections between and relate knowledge from various skills and disciplines.
2. I can articulate how influences from multiple disciplines have manifested in my designs.
3. I can utilize the world “beyond the classroom” as I design solutions or make connections.
4. I can engage in real world application of concepts.

K. **Visual Image Composer.** Demonstrates ability to construct visual compositions to communicate a specific meaning.

1. I can implement appropriate spatial positioning in support of a particular aesthetic effect or theme.
2. I can edit and/or frame a visual image to create a particular aesthetic effect or enhance a particular theme.
3. I can make choices with lighting design and/or color to create a particular aesthetic effect or enhance a particular theme.
4. I can incorporate symbols, shapes, and/or images within my visual composition which support a particular aesthetic effect or theme.
Global Changemaker

Global Changemakers are driven by a shared purpose to create positive and sustainable change worldwide. Across social, environmental, economic, and political domains, they demonstrate a deep understanding and compassion for the needs and challenges faced by communities and individuals across the globe. At the core of a Global Changemaker’s ability to lead transformational and impactful change is their ability to empathize deeply with cultures and identities unlike their own. They demonstrate skills in perspective-taking and they strive to understand actions and decisions in the context of culture. Global Changemakers are upstanders, advocates, and environmental stewards with powerful vision and the deep skills in civil discourse and cultural competence needed to make the world a better place within and beyond their community.

Foundational Competencies

A. **Culturally Competent.** Utilizes cultural competency in work with others from diverse cultural backgrounds.
   1. I can explain how my cultural and national identity shapes my perspective.
   2. I can describe cultural viewpoints that differ from mine.
   3. I can identify how another’s identity or perspective influences their work.
   4. I can analyze past and current events through a cultural lens.

B. **Interconnected.** Appreciates the interconnectedness of all people.
   1. I can gather knowledge to deepen my understanding of places and cultures.
   2. I can engage in opportunities to experience customs, traditions, and social norms in cultures unlike my own.
   3. I can identify similarities between cultures.
   4. I can identify differences between cultures.

C. **Ethical Decision-Maker.** Recognizes how ethics plays a part in key decision-making processes of a person or group.
   1. I can explain what ethical decision-making is.
   2. I can explain how individuals and/or groups have responded to unethical situations in the past and/or present.
   3. I can identify historical or contemporary people who have made ethical decisions.
   4. I can describe what lessons we can learn from past events in order to promote ethical change now and in the future.

D. **Digital Citizen.** Navigates digital environments in safe and responsible ways.
1. I can identify when, why, and how I utilize technology.
2. I can analyze my digital footprint.
3. I can practice digital etiquette in a way that builds community and fosters safety.
4. I can demonstrate giving and receiving consent with digital materials.

Advanced Competencies

E. Environmentally Conscious. Analyzes the capacity of humans to both harm and heal the earth.
   1. I can create an action plan to preserve and protect natural environments.
   2. I can articulate why environmental stewardship is necessary to pursue a more peaceful world.
   3. I can classify actions that are harmful or helpful to the environment.
   4. I can relate my habits to environmental impact.

F. Civil Discourser. Discusses varying perspectives respectfully.
   1. I can reflect on how my perspective is shaped by multiple influences, such as culture, religion, gender, socio-economic status, or education.
   2. I can differentiate between facts and opinions.
   3. I can identify where my perspectives connect and/or diverge from other peoples’ perspectives.
   4. I can engage in discourse to promote greater understanding.

G. Politically Savvy. Examines political institutions and processes to compare the ways in which they address problems.
   1. I can describe how social movements and interest groups cause political change.
   2. I can compare different political systems, institutions, processes, policies, and behaviors.
   3. I can interpret how political attitudes and ideologies influence institutional decision-making.
   4. I can connect political concepts to real-life situations.

H. Upstander. Recognizes and considers the ethics of people’s choices and actions, including one’s own.
   1. I can investigate how different structures of power or privilege impact members of society.
   2. I can weigh the pros and cons of possible actions for effectiveness and equity.
   3. I can use my voice to speak out against injustices.
   4. I can organize against injustice.
I. **Global Citizen.** Honors the diverse perspectives and identities within our global community.
   1. I can communicate with language that focuses on inclusion and understanding.
   2. I can ask questions with curiosity and an open mind about perspectives different from my own.
   3. I can affirm diverse perspectives as valid and deserving of consideration.
   4. I can incorporate a diversity of perspectives into brainstorming and/or decision-making.

J. **Visionary.** Designs with a vision for the future continuity and ongoing impact of one’s service work.
   1. I can craft a clear vision statement of what I hope to achieve.
   2. I can articulate the steps I will take to make my vision a reality.
   3. I can collaborate with individuals and/or groups to promote the longevity of my work.
   4. I can share ways in which I can continue to support this work in the future.