



EF Academy Pasadena  
**Course Catalog**  
**2026-2027**





# Table of Contents

Introduction

Curriculum Framework

Academic Integrity Statement

Advisory

Art & Design

English

History and Social Science

Mathematics

Science

World Languages

IB DP Course Offerings



## Introduction

In EF Academy's Course Catalog, you will be introduced to the Grades 9-12 course of studies at EF Academy: International Boarding School. The course catalog is divided by academic disciplines. Within each academic discipline, you will find the prerequisites, and course overview per academic subject. The course catalog also includes information about our advisory program, which fosters social emotional and learning skills for all students.

## Curriculum Framework

We foster student-centered classes by teaching an inquiry-based curriculum where students explore concepts to demonstrate levels of thinking and understanding that reach beyond learning only content. Through their course of study, students learn not only to question what they are learning, but they learn to examine the value of learning, as well as to analyze and reflect on how--through their learning--they can make a positive and profound impact on their local, national, and global community.

EF Academy offers students three personalized pathways to reach graduation; each program has been designed to support students and ensure success in university and career.

### ***US High School Diploma Plus Full IB Diploma***

This pathway invites students to complete the full IB Diploma Program (DP). EF Academy's IB Diploma Program is a rigorous academic course of study within a broad and balanced curriculum. The program helps students to flourish physically, intellectually, emotionally, and ethically by challenging them to apply their knowledge and skills in the real-world. The program pushes students outside of their comfort zones and challenges them to think differently, to broaden their perspectives, and to take risks. The Diploma Programme (DP) curriculum is made up of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS), and the extended essay. Through the Diploma Programme (DP) core, students reflect on the nature of knowledge, complete independent research, and undertake a project that often involves community service.



### ***US High School Diploma and AP Courses***

This pathway is a unique combination of our US High School curriculum and Advanced Placement (AP) courses that allows students to pursue advanced coursework in one or more subjects leading to AP Certificates. AP candidates take courses in their areas of academic interest and, upon completion of these classes, sit for AP examinations.

Candidates will receive AP Certificates for each course successfully completed, as well as the US High School Diploma.

### ***US High School Diploma***

The US High School Diploma pathway is a broad curriculum for those who have not yet decided on a specific major or career path. The US High School Diploma program has been created for students focusing on developing English proficiency, passing courses with a high GPA, and preparing for the TOEFL/IELTS exams and the SAT.

## **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.

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.



## **Advisory**

The Advisory program at EF Academy is designed to build a strong family feel both within each Advisory group, grade level, and the wider EF community. The Advisory program aims to achieve this by providing students with a safe space for self-expression and to build confidence for personal and socio-emotional development. These skills are inherent in our philosophical commitment to the IB Learner Profile and the EF Graduate Profile. Students work throughout the year with their advisor, building relationships that form the foundation for a student's holistic development.



## Art & Design

In a world that values many forms of expression, EF Academy Pasadena students cultivate an appreciation for visual, performing, and interactive arts through both formal study and practice. As an Arts and Design department, we emphasize learning where our students learn by doing. 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. We encourage our students to express their unique voices in the medium of their choice and to be patrons of the arts.



## Visual Arts

### 2D Arts & Design

Grade 10, 11, or 12

2D Arts & Design 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, observational drawing, drawing from imagination or invention, painting, and photography techniques. Students are expected to research and learn about techniques, cultures, and artists throughout time. Students will be exposed to a variety of materials such as graphite, charcoal, gouache, and photography.

This course appeals to students who have an interest in 2-dimensional art forms, and more 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.

Motivated students are encouraged to repeat this course with the instructor's permission. Those choosing to repeat the class will be able to access higher-level competencies as well as new materials like oil paint and digital mediums. Students repeating this course will be expected to work independently, proposing and executing self-directed works of art with the support of the instructor.



## 3D Arts & Design

Grade 10, 11, or 12

3D Arts & Design is an art course open to all students. 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.

Motivated students are encouraged to repeat this course with the instructor's permission. Those choosing to repeat the class will be able to access higher-level competencies as well as different materials. Students repeating this course will be expected to work independently, proposing and executing self-directed works of art with the support of the instructor.



## Ceramic Handbuilding - 3D

### Grade 11 or 12

Ceramic Handbuilding will focus on the use of clay as a material for making art. A variety of handbuilding and forming techniques will be explored through the creation of objects; Including pinch pots, coil construction, and slab construction. The use of clay, slip, glaze, and various firing methods will all be explored. Students learn to design and analyze functional and nonfunctional objects. 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 are interested in learning to work with clay, students interested in furthering their 3D design techniques, and those who want to create both functional and decorative pieces. Ceramic Handbuilding is an entry-level course open to all students regardless of prior art experience or ability.

Motivated students are encouraged to repeat this course with the instructor's permission. Those choosing to repeat the class will be able to access higher-level competencies and processes. Students repeating this course will be expected to work independently, proposing and executing self-directed works of art with the support of the instructor.



## Woodcraft - 3D

### Grade 11 or 12

Woodcraft offers students a hands-on introduction to the craft of woodworking using traditional hand tools. In this course, students will learn the fundamentals of woodworking, including measuring, cutting, shaping, and joining wood. They will become familiar with essential hand tools and understand how to use each tool safely and effectively.

Students will explore basic woodworking techniques, from making precise cuts to creating simple joints, and will work on projects that reinforce their skills. Emphasis will be placed on craftsmanship, attention to detail, and developing a strong foundation in hand-tool techniques, with an understanding of how these tools have been used for centuries to create both functional and artistic pieces.

Motivated students are encouraged to repeat this course with the instructor's permission. Those choosing to repeat the class will be able to access higher-level competencies and processes. Students repeating this course will be expected to work independently, proposing and executing self-directed works of art with the support of the instructor.

## Yearbook

### Grade 11 or 12

The Yearbook course offers students a unique opportunity to document and celebrate the life of the school community. Through capturing the spirit of the campus, students highlight memorable events, showcase student achievements, and preserve meaningful moments from the academic year. This hands-on class develops skills in writing, photography, design, artwork, and layout, while also emphasizing organization, collaboration, and attention to detail. Students work as a creative team to plan, produce, and publish the annual yearbook, gaining experience in storytelling, visual communication, and project management. The course encourages originality and creativity, empowering students to create a lasting record that reflects the diverse voices and experiences of their peers.



## Video and Storytelling

### Grade 11 or 12

In Video and Storytelling, students develop knowledge of narrative structure and story for the world of the moving image. Students learn the basics of the moving image starting with the first films from the turn of the 20th century to contemporary digital filmmaking. Throughout the course students explore the major theories surrounding the moving image and develop a vocabulary by which to describe cinematic compositions. A variety of project-based assignments build familiarity with using simple cameras, lenses, and editing software (traditional, stop-action, and/or animation), through which students will develop their own filmmaking and storytelling style. Participants are expected to create a short film written, edited, and filmed individually.

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

Motivated students are encouraged to repeat this course with the instructor's permission. Those choosing to repeat the class will be able to access higher-level competencies and processes. Students repeating this course will be expected to work independently, proposing and executing self-directed works of art with the support of the instructor.



## AP Art & Advanced Design Portfolio

Grade 11 or 12

Prerequisite: One year of Visual Arts courses

AP Art & Advanced Design Portfolio allows students to prepare portfolios in alignment to their choice of AP Art offerings, including: AP 2D Art and Design, AP 3D 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.





# English

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.

## Migrant Literature

### Grade 9 or 10

Migrant Literature is a foundational English class for those looking to improve their ability to read and analyze literature from various cultural perspectives. In this course, we will explore and engage with a variety of fiction, nonfiction, and poetic works in order to answer the question “What does it mean to be a migrant?” Students will improve their ability to construct narrative analysis and gain a better understanding of various elements of fiction, such as themes, setting, symbols, and plot structure. Students will develop critical thinking skills through writing assignments and discussions, in which they will have the opportunity to demonstrate their understanding of complex themes within texts. Speaking skills will be developed through reading circle discussions, presentations, and debates.

This course is designed for students who wish to explore global perspectives while deepening their understanding of English literature and the mechanics of writing.



## Study of Genre

### Grade 9

In this course, students learn foundational 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, the mechanics of writing and personal expression, and exploring their personal identity and culture.

## Advanced Studies: Literary Genres

### Grade 9

This course focuses on analytical reading and writing while simultaneously familiarizing students with a variety of rhetorical modes and literary genres. Within this framework, students explore various themes within each literary work and genre. Students will spend much time writing about the literature we read, and much class time will be devoted to practicing and honing the essay-writing process. Specific practices utilized in class include prewriting, freewriting, and the concept of multiple revisions, all of which lead to a polished (but never “final”) product. Vocabulary and contextual grammatical instruction will enhance student understanding during each unit of study.

This course appeals to students who enjoy a challenge, love reading and writing, and are interested in a preparatory path for our AP offerings.



## American Literature

### Grade 10 or 11

American Literature is a year-long 10th 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.

## Advanced Studies - American Literature

### Grade 10

This course is an advanced level of the American Literature course and appeals to students who are seeking a more advanced exploration of the topics covered in American Literature. Students in this course will be on a preparatory path for our AP offerings.



## **Adventure and Exploration: Literature in the Wilderness**

### **Grade 11 or 12**

Stories of misfortune, hardship, and heroism have entertained readers about encounters with the outdoors for ages. This English course offers a wide range of stories including survival accounts, adventure tales, and exploration thrillers. Through in-class discussions and outdoor experiences, students will delve into fiction and nonfiction texts/short stories examining key themes such as leadership, decision-making, community building, and character development. Written assignments will include journal entries, expository and persuasive essays, promoting critical thinking and creative expression. Join Literature in the Wilderness for an unforgettable exploration of literature that celebrates the wild and the human spirit.

This course appeals to students interested in the intersection of literature, nature, and the human experience, particularly those who enjoy stories of survival, adventure, and exploration. It is ideal for students eager to explore themes such as leadership, decision-making, and community building through both fiction and nonfiction texts. This course is also well-suited for students looking to enhance their critical thinking, writing, and creative expression through assignments like journal entries and essays.

## **Journalism I**

### **Grade 11 or 12**

Journalism I is a 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.



## Journalism II

Grade 11 or 12

Prerequisite: Journalism I

Expanding the skills developed in Journalism I, Journalism II is a course for 11th and 12th graders interested in taking on editorial roles for The International Changemaker, EF's student newspaper. Meeting together with Journalism I, students will take the lead in assigning stories, managing the newspaper's workflow, and guiding writers through the developmental, structural, and copy-editing processes. Journalism II students will also take an active role in design and layout, learning to use professional publication software. Beyond the everyday management of the newspaper, the course will also offer student editors the chance to lead projects to develop the International Changemaker's social media presence and produce a print version of the newspaper for our audience of students, staff, and community stakeholders.

This course appeals to students interested in learning about publishing, editing, and organizational management. This course will benefit students interested in fields related to journalism, reporting, and social media engagement.

## AP English Language & Composition

Grade 11 or 12

Prerequisite: Honors Study of Genre or Study of Genre and American Literature

AP Language and Composition will provide students with a comprehensive study of rhetoric and argument through a diverse range of nonfiction prose, speeches, essays, and critical texts from early America to the present. The primary goal of the course is to develop students' ability to analyze rhetorical choices, craft persuasive arguments, and synthesize multiple perspectives on complex issues. The course will examine how writers respond to historical and social contexts, as well as how language shapes and reflects cultural identity. Students will explore rhetorical strategies and stylistic developments across genres, from foundational documents of the Revolutionary era to contemporary criticism. In addition to close reading and rhetorical analysis, students will engage in frequent writing practice, ranging from informal reflections to polished essays in rhetorical analysis, argument, and synthesis.

By studying authors such as Jonathan Edwards, Abigail Adams, Frederick Douglass, Ralph Waldo Emerson, Henry David Thoreau, Thomas Paine, Abraham Lincoln, Benjamin Franklin, Slavoj Žižek, and others, students will examine how language has been used to persuade, inspire, and challenge audiences across time.



## AP English Literature & Composition

Grade 11 or 12

Prerequisite: Honors Study of Genre or Study of Genre and American Literature

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.

## Advanced Studies: Screenwriting I

Grade 11 or 12

Screenwriting is an advanced studies course for 11th and 12th grade students. This course provides students with the opportunity to interpret selected movies and screenplays through critical analysis. In this class, students will develop an understanding of the conventions and standards of the screenwriting genre and the mythic structure outlined in *The Writer's Journey*. By the end of the course, students will be able to define and identify mythic archetypes in film and television and craft sequences that demonstrate the elements of story: plot, character, setting, etc. Throughout the course, students will be expected to give caring criticism when critiquing peers' work, accept caring criticism from peers and instructor, and revise and improve previous efforts.

This course appeals to students interested in storytelling and film. This course will benefit students interested in developing different interpretation techniques related to literature and students interested in pursuing film/cinematography majors offered in college.



## Advanced Studies: Screenwriting II

Grade 11 or 12

Prerequisite: Advanced Studies: Screenwriting I

This advanced screenwriting course builds on foundational skills developed in Screenwriting I, deepening students' understanding of narrative structures, character development, and visual storytelling. Students will analyze complex screenplays and cinematic texts, while refining techniques such as non-linear storytelling, subtext, and genre innovation. The course will continue to explore the mythic structure from *The Writer's Journey*, with a focus on crafting original scripts and constructing a professional portfolio of completed works. Peer workshops will emphasize constructive feedback and revision, helping students develop their unique screenwriting voice.

Students will also learn industry-standard screenwriting formats and pitch techniques. This course is ideal for those passionate about storytelling and film production, or considering careers in screenwriting, film directing, or cinematic studies, while enhancing critical thinking and creative writing skills.





## Health & Wellness

The Health & Wellness Department at EF Academy is dedicated to promoting the physical, mental, and emotional well-being of students. Our department is committed to fostering a healthy and supportive environment that empowers students to make informed decisions about their overall wellness. From physical education classes that encourage an active lifestyle to comprehensive health education that covers topics such as nutrition, mental health, sexual wellness, and substance abuse prevention, our goal is to equip students with the knowledge and skills necessary for a lifetime of healthy living. The department also provides resources and support services to address individual health needs, ensuring that every student has the opportunity to thrive both academically and personally. With a focus on holistic well-being, the Health and Wellness Department strives to create a positive and inclusive community that values and prioritizes the health of each student.

*\*\* A full year of combined Physical Education and Foundations of Health and Wellness incoming 9th and 10th graders, or an acceptable substitute for Physical Education, is part of EF Academy's graduation requirements. Holistic wellness programming will take place outside of the six period bell schedule for students in grades 10, 11, and 12. Programming may include topics such as emotional and physical wellbeing, financial and digital literacy, and executive functioning.*



## Physical Education and Foundations of Health & Wellness

### Grade 9 or 10

This course blends movement, reflection, and skill-building to help students better understand the connection between physical fitness, emotional wellness, and overall wellbeing. Through a balance of active participation and classroom-based learning, students explore how healthy habits support performance, mood, relationships, and long-term quality of life.

Students engage in a variety of new and familiar activities, games, and sports while completing self-assessments of personal fitness and setting individualized goals. Alongside physical activity, students investigate core wellness topics in a thought-provoking, activity-based way. Students learn how to evaluate evidence, build healthy routines, and make informed decisions that support mental, physical, and social health. Units may include mindfulness and stress management, nutrition, healthy habits, communication, and the benefits and diversity of physical activity.

This course appeals to students who want to improve and/or maintain an active lifestyle while developing practical strategies to support health, happiness, and resilience, both individually and within their communities.





# History and Social Science

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 and social science department, we prioritize experiential learning where our students learn by “doing social science”- whether through historical inquiry, economic analysis, sociological research, or political simulation. Designing our curriculum around essential learning competencies in our classes, we craft 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 engaging with diverse perspectives and using evidence-based reasoning, our goal is for students to become critical thinkers, compelling communicators, and ethical decision-makers who can navigate and impact an interconnected world

## Geography

### Grade 9 or 10

Geography is a foundational history course designed to help students develop essential skills in analyzing geographical data from historical perspectives. Through the study of major world regions, students explore how geography has shaped human societies, political systems, economic development, and cultural interactions over time. The course integrates world history with geographic inquiry to build a strong base for future social science study.

The course will emphasize literacy development and supporting academic English skills. Students regularly work with maps, primary and secondary sources, informational texts, and structured writing assignments to strengthen reading comprehension, vocabulary, and historical thinking. Through discussion, analysis, and research-based projects, students build the skills necessary for success in advanced history and social science courses.



## Modern World History

### Grade 9 or 10

Modern World History 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.



## United States History

### Grade 10 or 11

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 early 21<sup>st</sup> 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.

## Ethnic Studies: The American Experience

### Grade 11 or 12

This course offers a comprehensive survey of United States history viewed through the diverse lenses of African American, Asian American, Chicano/Latino, and Native American communities. Moving chronologically from the late 18th century to the present, students explore how these groups shaped the nation's economy, culture, and laws while navigating challenges of equity and identity. By centering these often-untold narratives, the course provides a vibrant and inclusive look at the "history of movements" that built modern America.

This course appeals to students eager to explore the complexity of the American identity. It challenges students to synthesize multiple perspectives and master primary source analysis, fostering the empathy and advanced writing skills necessary for success in college and a globalized workforce.



## AP Psychology

Grade 11 or 12

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.

*Note: For University of California (UC) and California State University (CSU) applicants, this course fulfills a College-Preparatory Elective (Area G) requirement, rather than a History/Social Science (Area A) credit.*



## AP Human Geography

Grade 9 or 10

Prerequisite: B2 language proficiency or higher

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.



## AP U.S. History

Grade 10 or 11

Prerequisite: B2 language proficiency or higher

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.



## AP Microeconomics and AP Macroeconomics

Grade 12

Prerequisite: Integrated Math 2 (Recommended)  
Corequisite: Integrated Math 3)

AP Microeconomics and Macroeconomics is a college-level course designed to provide students with a thorough understanding of the principles of micro and macro economics. The course explores how individuals and businesses make decisions regarding the allocation of resources and how these decisions impact markets. Furthermore, the course explores how economies function as a whole, examining topics such as economic growth, inflation, unemployment, fiscal and monetary policy, and international trade. Students will analyze economic concepts, theories, charts and data to develop a solid foundation in micro and macro economic principles.

This class appeals to students interested in personal business and finance and in understanding the fundamental principles of microeconomic theory and how individuals and firms make economic decisions. Students interested in understanding large-scale economic trends, policymaking, and global economic systems, as well as those eager to explore how economic decisions impact nations and the global economy should consider this class.

*Note: For University of California (UC) and California State University (CSU) applicants, this course fulfills a College-Preparatory Elective (Area G) requirement, rather than a History/Social Science (Area A) credit.*



## Advanced Studies: International Relations

### Grade 12

Advanced Studies International Relations explores the global forces that shape our world, from shifting power dynamics to the complexities of international law. Students apply core political theories to analyze how nations and international bodies interact in the 21st century. The curriculum tackles pressing global challenges, including climate change, security, and human rights. Through diplomatic briefings and policy simulations, students move beyond the news to understand the strategic and economic motivations driving world events.

As an Advanced Studies seminar, this course provides a rigorous, college-preparatory environment centered on global literacy and civil discourse. It appeals to students interested in law, political science, or economics, challenging them to refine their ability to argue from diverse perspectives. Students leave with a sharpened "global lens" and the negotiation skills essential for leadership in our interconnected world.





# Mathematics

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.



## Integrated Math 1

### Grade 9 or 10

Integrated Math 1 is the first course of a three-course accelerated sequence that 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 various areas of mathematics are related, relevant, and useful in understanding the real world. Students discover and come to understand math through the application of project based learning. 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.

Personalization and differentiation based on their Math proficiency and incoming skill level will ensure that students are appropriately challenged to build their mathematical analysis and application skills to solve real world problems on a pathway toward AP and Advanced Studies math courses.



Integrated Math 2	
Grade 9, 10, or 11	Prerequisite: Integrated Math 1 or equivalent
<p>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 various areas of mathematics are related, relevant, and useful in understanding the real world. Students discover and come to understand math through the application of project based learning. 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.</p> <p>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.</p> <p>This course appeals to students interested in building their mathematical analysis and application skills to solve real world problems on a pathway toward AP and Advanced Studies math courses.</p>	



## Integrated Math 3

Grade 9, 10, 11,  
or 12

Prerequisite: Integrated Math 2 or equivalent

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 various areas of mathematics are related, relevant, and useful in understanding the real world. Students discover and come to understand math through the application of project based learning. 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 and Advanced Studies math courses.



## Calculus

Grade 11 or 12

Prerequisite: Integrated Math 3

Calculus is a year-long course for 11th and 12th grade students that introduces the core ideas of calculus through accessible, concept-driven instruction and steady skill development. Students explore how calculus models change and accumulation in real-world contexts, building intuition alongside procedural fluency.

The course focuses on the foundational concepts of limits, continuity, derivatives, and integrals, with frequent opportunities to interpret graphs, analyze functions, and solve applied problems. Students learn to use derivatives to describe rates of change and optimize outcomes, and integrals to find accumulated change and area. Throughout the year, students strengthen algebraic reasoning, problem-solving strategies, and mathematical communication.

Designed as an accessible alternative to AP Calculus AB/BC, this course moves at a supportive pace with an emphasis on confidence, clarity, and application. It is well-suited for students who have successfully completed Integrated Math 3 and are ready to take the next step into college-preparatory mathematics.



## AP Statistics

Grade 11 or 12

**Prerequisite: Integrated Math 3 and 3 years of foundational math courses have been fulfilled**

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. Students will have the opportunity to put their learning into practice through project based learning throughout the course

This course will prepare students who have an interest in the social, political, and health sciences, business, economics, engineering or mathematics fields to thrive in an increasingly data-driven world.

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	
Grade 10, 11, or 12	Prerequisite: Integrated Math 3
<p>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.</p> <p>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.</p>	



## AP Calculus BC

Grade 11 or 12

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: Topics in Math

Grade 12

Prerequisite: AP Calculus AB or BC

Advanced Studies: Topics in Mathematics is a seminar-style course designed for students who want to go beyond the standard high school sequence and explore how higher mathematics is built, connected, and applied. Content may include topics spanning multivariable calculus, linear algebra, and elements of differential geometry, with an emphasis on reasoning, proof, modeling, and visualization.

Using a wide variety of practical problems, conceptual questions, and visualizations, students develop powerful new ways of thinking mathematically and applying their skills to problems drawn from fields such as economics, physics, chemistry, data science, and computer graphics. Students may investigate themes such as partial derivatives and optimization, vector spaces and linear transformations, curvature and parameterized surfaces, and the mathematical structures that unify these ideas.

Advanced Studies: Topics in Mathematics is an advanced and challenging course intended for students who have completed AP Calculus AB or BC (or equivalent) and are eager to engage in deep, discussion-driven mathematics with an eye toward both theory and real-world application.





# 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, and hands-on inquiry. 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.

<b>Biology</b>
<b>Grade 9 or 10</b>
<p>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.</p> <p>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 prerequisite for advanced courses in the science department including AP Biology, AP Environmental Science, and other Advanced Studies courses.</p>



## Chemistry

Grade 10 or 11

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

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 phenomena 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 Physics C: Mechanics, Electricity & Magnetism

Grade 12

Prerequisite: Physics

Pre/co-requisite: AP Calculus AB or BC

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 Biology

Grade 12

Prerequisite: Biology

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).



<b>AP Chemistry</b>	
<b>Grade 11</b>	<b>Prerequisite: Chemistry</b>
<p>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.</p> <p>This course appeals to students interested in furthering their foundation for a science career.</p>	

<b>AP Environmental Science</b>	
<b>Grade 11 or 12</b>	<b>Prerequisite: Biology or Chemistry</b>
<p>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.</p> <p>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.</p>	



## Astronomy

### Grade 12

This astronomy course will have students understand the physical nature of the universe. Topics will include the planets, the Sun, formation of the Solar System, the life cycle of stars, black holes, the nature of galaxies, the evolution of the universe, and the possibility of life beyond Earth. During the course, students will make detailed observations both by telescope and planetarium software along with image processing. We will learn the history of astronomy in Pasadena, especially the work of Edwin Hubble at Mount Wilson Observatory.

Note: For University of California (UC) and California State University (CSU) applicants, this course fulfills a College-Preparatory Elective (Area G) requirement, rather than a Science (Area D) credit.



# 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.



## English Language Lab

### Grades 9 and 10

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 (presentations) and offers instruction around academic writing and the research process, a key component of competency-based learning and project-based learning at EF Academy. Experiential learning and Field Study are a part of this course to provide students real life experiences to use and practice English outside the classroom. 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 for students whose 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.



## **French**

### **French 1**

#### **Grade 9 or 10**

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 daily life and are able to communicate needs, likes, and dislikes in the present tense. Conducted in French, this course uses the Comprehensible Input (CI) format, employing strategies like TPRS (Teaching Proficiency through Reading and Storytelling), fostering a more natural language-learning process (e.g. inductive grammar, high-frequency structures). Content is organized around the six AP (Advanced Placement) themes: beauty and esthetics, contemporary life, family and communities, global challenges, personal and public identities, science and technology. Performance is assessed informally and formally through creative writing, projects, field studies, 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 2

Grade 9 or 10

Prerequisite: French 1

French 2 is a continuation in 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 daily life and are able to recognize and use verbal tenses. Conducted in French, this course uses the Comprehensible Input (CI) format, 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). Content is organized around the six AP (Advanced Placement) themes: beauty and esthetics, contemporary life, family and communities, global challenges, personal and public identities, science and technology. Performance is assessed informally and formally through creative writing, projects, field studies, 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 3

Grade 11 or 12

Prerequisite: French 2

French 3 is a beginning advanced 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 daily life and will use hypothetical and abstract statements. Conducted in French, this course uses the Comprehensible Input (CI) format, 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). Content is organized around the six AP (Advanced Placement) themes: beauty and esthetics, contemporary life, family and communities, global challenges, personal and public identities, science and technology. Performance is assessed informally and formally through creative writing, projects, field studies, and conversation.

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 4

Grade 11 or 12

Prerequisite: French 3

French 4 is an advanced exploration of the French language and culture. All three modes of communication (interpersonal, interpretative, and presentational) are targeted as well as many cultural aspects of French-speaking countries. Students acquire complex structures and are able to use more complicated hypothetical and abstract statements. Conducted in French, this course uses the Comprehensible Input (CI) format, 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). Content is organized around the six AP (Advanced Placement) themes: beauty and esthetics, contemporary life, family and communities, global challenges, personal and public identities, science and technology. Performance is assessed informally and formally through creative writing, projects, field studies, and conversation.

By the end of this course, students reach the level of intermediate-high 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 intermediate-high French for personal development, future studies in the humanities or international relations, or in future study in a French-speaking country.



## **Mandarin**

### **Mandarin 1**

#### **Grade 9 or 10**

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. Course themes include Greetings, Family, Time & Date, Hobbies, Visiting Friends and Making Appointments . Students evidence their proficiency by way of field studies, projects, role-plays, skits, videos, art, dialogues, readings, and oral/written evaluations.

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 2

Grade 9 or 10

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. Course themes include Studying Chinese, School Life, Shopping, Transportation, Weather, Dining, and Asking Directions. Students evidence their proficiency by way of field studies, projects, role-plays, skits, videos, art, dialogues, readings, and oral/written evaluations.

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 3

Grade 11 or 12

Prerequisite: Mandarin 2

Mandarin 3 continues to dive deeper into the exploration of the Mandarin language. All three modes of communication (interpersonal, interpretative, and presentational) are targeted as well as cultural aspects of Mandarin-speaking countries. Linguistic tasks required of students at this level necessitate a basic understanding of Mandarin, including a moderate command of tonal variants and vocabulary at the intermediate-low proficiency level. Taught almost entirely 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. Course themes include Birthday Party, Seeing A Doctor, Dating, Renting an Apartment, Sports, Travel and At the Airport. Students evidence their proficiency by way of field studies, projects, role-plays, skits, videos, art, dialogues, readings, and oral/written evaluations.

By the end of this course, students reach the proficiency level of intermediate-low to 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 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 4

Grade 11 or 12

Prerequisite: Mandarin 3

Mandarin 4 builds on the language acquired by students in Mandarin 1, 2, and 3. Students continue to engage in all three modes of communication, with continued emphasis on the interpersonal and presentational. Students continue to use culture as a vehicle to advance proficiency in all modes of communication. Conducted entirely in Mandarin, this course utilizes the communicative method to ensure students feel confident interacting entirely in Mandarin. Students continue to evidence their proficiency by way of field studies, 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. This course incorporates themes closely related to the AP Mandarin program. Themes include culturally responsible traveling, art and creative expression, personal and public identities, global citizenship, global issues, and health and technology. Students engage with more advanced grammatical concepts in both the indicative and subjunctive moods, including various forms of the perfect, past, future, and conditional tenses.

By the end of this course, students reach the level of intermediate-mid to intermediate-high 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 Mandarin at the intermediate-mid to intermediate-high level or in learning 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.



## AP Chinese Language and Culture

Grade 12

Prerequisite: Mandarin 4

AP Chinese Language and Culture is equivalent to an intermediate level college course in Mandarin. Students build on their knowledge of the Mandarin language and culture developed in previous courses. Students deepen their understanding of Mandarin 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. Students continue to evidence their proficiency by way of field studies, 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. The AP Chinese 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 Mandarin at the intermediate-high to advanced-low level for personal interest, intercultural communication, future studies in Mandarin language or literature, the humanities or international relations, or for future employment or travel in a Mandarin-speaking region or country.



## **Spanish**

### **Spanish 1**

#### **Grade 9, 10, or 11**

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. Course themes include personal identities, school life, the family, food, celebrations & traditions, and geography. Students evidence their proficiency by way of field studies, 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 2

Grade 9, 10, 11,  
or 12

Prerequisite: Spanish 1

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) and the communicative methods are employed in ensuring students acquire the language through authentic resources and interactions. Culture continues to be used as a vehicle by which students engage in the interpretive, presentational, and interpersonal modes of communication. Course themes include school life in different cultures and contexts, family life in different cultures and contexts, community life and transportation, food, social life, and travel. Students still evidence their proficiency by way of field studies, projects, role-plays, skits, videos, art, dialogues, readings, and exams. Students also 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 3

Grade 11 or 12

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 along with other elements of multi-modal and communicative approaches serve as the instructional methodologies that drive acquisition. Students continue to evidence their proficiency by way of field studies, 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. Course themes include free time activities in diverse cultures, digital citizenship, healthy and balanced lifestyles, sustainable communities, work life and the working world, and social justice. 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 4

Grade 11 or 12

Prerequisite: Spanish 3

Spanish 4 builds on the language acquired by students in Spanish 1, 2, and 3. Students continue to engage in all three modes of communication, with continued emphasis on the interpersonal and presentational. Students continue to use culture as a vehicle to advance proficiency in all modes of communication. Conducted entirely in Spanish, this course utilizes the communicative method to ensure students feel confident interacting entirely in Spanish. Students continue to evidence their proficiency by way of field studies, 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. This course incorporates themes closely related to the AP Spanish Language & Culture program. Themes include culturally responsible traveling, art and creative expression, personal and public identities, global citizenship, global issues, and health and technology. Students engage with more advanced grammatical concepts in both the indicative and subjunctive moods, including various forms of the perfect, past, future, and conditional tenses.

By the end of this course, students reach the level of intermediate-mid to intermediate-high 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 to intermediate-high 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.



## AP Spanish Language & Culture

Grade 12

Prerequisite: Spanish 4

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. Students continue to evidence their proficiency by way of field studies, 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. 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.



# IB DP Course Offerings

Grades 11 - 12

## ***Group 1. Studies in Language and Literature (Language A)***

- English A: Language and Literature SL/HL
- Language A: Literature Self-Taught SL

## ***Group 2. Language Acquisition (Language B)***

- Spanish B SL/HL
- Spanish Ab Initio SL
- English B SL/HL (EAL track)

## ***Group 3. Individuals and Societies***

- History SL/ HL
- Economics SL/HL

## ***Group 4. Sciences***

- Biology SL/HL
- Chemistry SL/HL
- Physics SL/HL

## ***Group 5. Mathematics***

- Mathematics: Applications and Interpretation SL
- Mathematics: Analysis and Approaches SL/HL

## ***Group 6. The Arts***

- Visual Arts SL/HL

## ***IB Core***

- Theory of Knowledge (TOK)
- Extended Essay (EE) – independent research paper
- Creativity, Activity, Service (CAS) – experiential learning/project



**Group 1. Studies in Language and Literature (Language A)**

<b>IB English A: Language and Literature</b>		
<b>SL/HL</b>	<b>2- Year Course</b>	<b>Prerequisite:</b>
<p><b>IB English A: Language and Literature</b> develops confident, critical readers and writers through the study of both literary and non-literary texts. Students explore how language shapes meaning, identity, culture, and power, and how texts influence the way individuals and societies understand the world. The course emphasizes close analysis of language choices, text types, and context to understand how messages are constructed and interpreted.</p> <p>Across a wide range of media (print, speech, film, digital texts), students learn to evaluate perspectives, question assumptions, and communicate their interpretations clearly in both spoken and written forms. Discussion, analysis, and formal writing tasks prepare students to respond thoughtfully to complex texts and global issues.</p> <p><b>Assessment highlights include:</b> analytical writing, oral commentary and discussion, and external IB examinations.</p> <p><b>HL additional assessment requirement:</b> In addition to SL assessments, HL students complete the HL Essay, an externally assessed formal literary or non-literary line-of-inquiry essay.</p>		



## IB Language A: Literature - School Supported Self-Taught

SL

2- Year Course

Prerequisite:

**The IB School Supported Self-Taught** option allows students to study Language A: Literature at SL in their strongest first language when a full class is not available. This is a demanding, university-level literature course involving the study of ten major literary works over two years, requiring strong reading, writing, and independent learning skills.

Students should be prepared to read extensively, write formally with sophistication, and analyze literary works using appropriate literary vocabulary and academic style. This course is best suited for students who have already studied literature in the language for many years and can work consistently and independently.

### **EF Academy Pasadena School Support:**

The school provides a supervisor who meets weekly to support organization, deadlines, assessment completion, IB communication, and appropriate text selection. Families are responsible for securing an external language tutor (the school can offer guidance in selecting a tutor).



## Group 2. Language Acquisition (Language B)

### IB Spanish B

SL/HL

2- Year Course

Prerequisite:

**IB Spanish B** is a two-year course designed for students with prior experience in Spanish who want to strengthen communication and intercultural understanding. Students develop the four key skills of listening, speaking, reading, and writing through a wide variety of authentic texts and media. Themes include Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet, giving students opportunities to connect language learning to real global contexts.

Learning is active and practical: students build vocabulary and grammar, discuss meaningful issues, interpret texts, and produce well-structured writing and oral responses. HL students complete additional study requirements, including two literary works, supporting deeper analysis and more sophisticated language production.

**Assessment highlights include:** an oral internal assessment and external exams in reading, listening, and writing.

**HL additional assessment requirement:** HL students are assessed through the same components as SL (individual oral plus external reading/listening and writing exams), but complete work at a higher proficiency level, including longer and more complex writing tasks, and HL students also study two literary works in Spanish.



## IB Spanish Ab Initio

SL

2- Year Course

Prerequisite:

**IB Spanish ab initio** is a two-year beginner language course designed for students with little to no previous experience in Spanish. It is fast-paced and requires consistent independent practice of vocabulary and grammar. Students develop the ability to communicate in familiar situations and begin using Spanish to interact confidently in everyday contexts.

The course is organized around five themes: Identities, Experiences, Human Ingenuity, Social Organization, and Sharing the Planet, which provide engaging, meaningful contexts for language development and intercultural learning.

Students build receptive, productive, and interactive skills through role plays, conversations, short texts, audio resources, and guided writing tasks.

**Assessment highlights include:** an oral internal assessment and external exams for listening, reading, and writing.



## IB English B

SL/HL

2- Year Course

Prerequisite:

**IB English B** is a two-year language acquisition course for students who speak English as an additional language and are continuing to develop advanced academic communication skills. The course strengthens the four key skills of listening, speaking, reading, and writing through engaging global themes and real-world text types. Students build vocabulary, accuracy, and confidence while learning to communicate effectively for different audiences and purposes.

Students explore a variety of texts, including articles, speeches, interviews, media, and literature (HL includes additional literary study). Communication is highly interactive, and students are expected to contribute regularly through discussions, presentations, and collaborative tasks.

**HL additional assessment requirement:** HL students complete the same assessment components as SL (writing exam, receptive skills exam, and an individual oral), but at a higher level of language sophistication, including longer and more demanding written production, and HL students are also required to study two literary works originally written in the target language.





**IB History**

SL/HL

2- Year Course

Prerequisite:

The **IB History** course provides a framework for the study of major issues relevant to life in the 21st century. The aim of the course is to stimulate interest in and enthusiasm for the study of the past and to promote understanding of the background to current international issues. All students study selected topics from nineteenth and twentieth century world history and are assessed by combination of coursework (Internal Assessment), and examinations that include essay writing and source analysis.

**IB History of the Americas HL** is an in-depth, skills-based course that develops students into thoughtful historians who can analyze evidence, evaluate perspectives, and build well-supported arguments. IB History emphasizes a comparative and multi-perspective approach, exploring political, social, economic, and cultural developments while connecting historical events to the modern world.

Students will engage in a multi-perspective investigation of the political, economic, and social developments of the Western Hemisphere. Moving from the diverse regional development of indigenous societies through the challenges of the modern era, students analyze how countries across North America, Latin America, and the Caribbean have navigated the complexities of state-building and international relations. By comparing these national experiences, students evaluate how shared regional challenges (such as colonization, the pursuit of independence, and economic modernization) have been met with unique local responses, forging the distinct identities and geopolitical landscape we see today.

**Assessment highlights include:** document-based analysis, essay writing, and external IB examinations.



**HL additional assessment requirement:** HL includes Paper 3, an additional external examination requiring deeper, more specialized historical analysis beyond SL expectations.

## IB Economics

SL/HL

2- Year Course

Prerequisite:

**IB Economics** explores how individuals, businesses, and governments make decisions in a world of limited resources. Students learn to think critically about current events through an economic lens, using models, diagrams, data interpretation, and evaluation to understand how choices impact societies locally and globally.

In Year 1, students build strong foundations in microeconomics and key macroeconomics concepts such as inflation, unemployment, inequality, and economic growth. In Year 2, students deepen analysis of policy interventions, international trade, and global development, applying economic reasoning to real-world scenarios.

A major focus of the course is formal writing: students learn to communicate clear, structured analysis and balanced evaluation.

**Assessment highlights include:** external examinations and an internal assessment portfolio based on real-world economic commentary.

**HL additional assessment requirement:** HL students complete an additional external examination, Paper 3, which includes more advanced quantitative and data-response skills compared to SL.



## Group 4. Sciences

IB Biology		
SL/HL	2- Year Course	Prerequisite:
<p><b>IB Biology</b> is a modern, inquiry-driven science course that explores life from the molecular level to ecosystems and global challenges. Students investigate how biological systems function, evolve, and respond to change while developing strong laboratory, data analysis, and scientific communication skills. The course supports critical thinking through concept-based learning and real-world scientific questions.</p> <p>Major topics commonly include cells, genetics, ecology, physiology, evolution, and scientific investigation skills. Students complete practical work throughout the course and build confidence designing experiments, analyzing results, and evaluating scientific claims.</p> <p><b>Assessment highlights include:</b></p> <ul style="list-style-type: none"><li>• Scientific investigation (Internal Assessment)</li><li>• Practical and data-based exam questions</li><li>• External IB examinations with short and extended responses</li></ul> <p><b>HL additional assessment requirement:</b> SL and HL complete the same assessment components (two external examinations plus an Internal Assessment scientific investigation), but HL includes additional higher-level content and longer, more demanding external exams.</p>		



## IB Chemistry

SL/HL

2- Year Course

Prerequisite:

**IB Chemistry** is an experimental, concept-driven course often referred to as the “central science” because it connects physics, biology, environmental science, and engineering. Students learn how matter behaves and changes, and how chemical principles help explain the world around us.

The course balances theory with hands-on lab work. Students develop skills in scientific inquiry, data analysis, and mathematical problem-solving while exploring topics such as atomic structure, bonding, energetics, kinetics, equilibrium, acids and bases, redox processes, and organic chemistry.

### **Assessment highlights include:**

- Scientific investigation (Internal Assessment)
- Lab-based and data-based exam tasks
- External IB examinations evaluating knowledge, application, and analysis

**HL additional assessment requirement:** SL and HL complete the same assessment components (two external examinations plus an Internal Assessment scientific investigation), but HL includes additional higher-level content and longer, more challenging external examinations.



## IB Physics

SL/HL

2- Year Course

Prerequisite:

**IB Physics** is a rigorous, mathematically supported science course that investigates the fundamental principles governing the universe, from motion and forces to waves, energy systems, and modern physics. Students learn to model physical systems, interpret experimental data, and evaluate scientific claims using evidence and reasoning.

Physics students develop advanced problem-solving skills through inquiry, practical investigations, and collaborative learning. Topics include mechanics, electricity and magnetism, thermal physics, waves, fields, nuclear and quantum physics, and contemporary applications in technology and the environment.

### **Assessment highlights include:**

- Scientific investigation (Internal Assessment)
- External IB examinations using data-based questions and extended responses

**HL additional assessment requirement:** SL and HL complete the same assessment components (two external examinations plus an Internal Assessment scientific investigation), but HL includes additional higher-level content and longer, more advanced external exams.

**Recommendation:** A strong mathematics foundation is strongly encouraged, especially for HL.



## Group 5. Mathematics

IB Mathematics: Applications and Interpretation		
SL	2- Year Course	Prerequisite:
<p><b>IB Mathematics: Applications &amp; Interpretation (AI)</b> is designed for students who want to apply mathematics to real-world contexts, modeling, and data-rich problems. The course emphasizes problem-solving with technology and supports students in interpreting results, evaluating models, and communicating mathematical thinking clearly.</p> <p>Students explore key mathematical ideas through applications in areas such as statistics, probability, financial math, functions, and introductory calculus. Technology is used regularly to build models, analyze data, and solve complex problems efficiently.</p> <p><b>Assessment highlights include:</b></p> <ul style="list-style-type: none"><li>• External IB examinations</li><li>• A Mathematical Exploration (Internal Assessment) where students investigate a topic of personal interest</li></ul> <p><b>Recommendation:</b> AI SL is an excellent choice for students interested in business, social sciences, biology, sports science, data analysis, and applied fields.</p>		



## IB Mathematics: Analysis & Approaches

SL/HL

2- Year Course

Prerequisite: SL - Algebra II & Trigonometry; HL - Pre-Calculus

**IB Mathematics: Analysis & Approaches (AA)** is designed for students who enjoy algebraic thinking, patterns, logic, and rigorous mathematical reasoning. The course emphasizes conceptual understanding, symbolic manipulation, and clear mathematical communication, preparing students for university pathways requiring strong analytical skills.

Students study functions, trigonometry, calculus, statistics, and mathematical reasoning, with increasing complexity at HL. Technology is used strategically, but AA places a stronger emphasis on developing deep understanding and constructing correct, justified solutions.

### Assessment highlights include:

- External IB examinations
- A Mathematical Exploration (Internal Assessment)

**HL additional assessment requirement:** HL students complete an additional external examination (Paper 3) that assesses deeper reasoning and extended problem-solving beyond SL expectations.

### Prerequisites (placement-based):

- **AA SL:** Successful completion of Algebra II & Trigonometry (or equivalent) or placement score
- **AA HL:** Successful completion of Pre-Calculus (or equivalent) or placement score



## Group 6. The Arts

IB Visual Arts		
SL/HL	2- Year Course	Prerequisite:
<p><b>IB Visual Arts</b> is a studio-based, inquiry-driven course for students who want to grow as creative thinkers and independent artists. Students learn through a process of making, researching, reflecting, and revising as they explore how art communicates ideas and connects people across cultures and contexts. The course is organized around three core areas: Create, Connect, and Communicate.</p> <p>Students experiment with materials and techniques, develop personal artistic interests, and build a body of work that demonstrates technical skill, creative risk-taking, and meaningful artistic intention. Throughout the course, students analyze artists and artworks, document creative development, and reflect on artistic choices.</p> <p><b>Assessment highlights include:</b></p> <ul style="list-style-type: none"><li>• A curated portfolio of artwork and process evidence</li><li>• Written and visual reflection showing connections to artists, cultures, and ideas</li></ul> <p><b>HL additional assessment requirement:</b> SL and HL complete the same core assessment components (Comparative Study, Process Portfolio, and Exhibition), but HL includes additional required reflection and deeper critical analysis, including an added reflective section connected to the artists studied.</p> <p><b>Recommendation:</b> Prior art experience is strongly encouraged, along with strong drawing foundations and a willingness to work independently outside of class</p>		



## The IB Core

IB Core		
	2- Year Course	Prerequisite:
<b>All IB students are required to take the core elements:</b>		
<ul style="list-style-type: none"><li>• <b>Theory of Knowledge (TOK):</b> This course cultivates the capacity of students to critically reflect upon the foundational presuppositions of their other subjects of study and thus, to think for themselves. The key question of the course is: “How do I know?”; TOK distinguishes five areas of knowledge in which to ask this question. They are the natural sciences, the human sciences, the arts, mathematics and history. In addition to the areas of knowledge, students will investigate a core theme, ‘Knowledge and the Knower’, along with two of five optional themes: ‘Knowledge and Language’, ‘Knowledge and Technology’, ‘Knowledge and Politics’, ‘Knowledge and Indigenous Studies’ or ‘Knowledge and Religious Studies’. By collaboratively inquiring into foundations of knowledge in these areas, the course seeks to develop the character of each student as it is exemplified in the IB Learner Profile.</li><li>• <b>Extended Essay (EE):</b> This requires students to engage in independent research through an in-depth study of a topic of interest within a chosen subject and write an essay of 4,000 words.</li><li>• <b>Creativity, Activity, Service (CAS):</b> This requires that students actively learn from the experience of doing real tasks beyond the classroom. Students can combine all three components or do activities related to each one of them separately, and activities must take place throughout the two-year IB DP course.</li></ul>		



## **EF Academy Pasadena**

1505 E. Howard Street Pasadena

California 91104, USA

T: +1 626 507 9300

