



**EF Academy
New York
Course Catalog
2023-2024**

Introduction	3
Grades 9 & 10	4
<i>Curriculum Framework</i>	4
<i>Group 1 – English</i>	6
<i>Group 2 – English as an Additional Language</i>	7
<i>Group 2 – World Languages</i>	9
<i>Group 3 – Humanities</i>	10
<i>Group 4 – Science</i>	12
<i>Group 5 – Mathematics</i>	16
<i>Group 6 – Arts</i>	18
<i>Learning & Knowledge Department</i>	24
Grades 11 & 12	25
<i>Curriculum Framework</i>	25
<i>US High School Diploma Plus Full IB Diploma</i>	25
<i>US High School Diploma Plus IB Course Certificates</i>	25
<i>US High School Diploma</i>	26
<i>Group 1 – Studies in Language & Literature – English</i>	26
<i>Group 1 – Studies in Language & Literature – World Languages</i>	28
<i>Group 2 – Language Acquisition</i>	33
<i>Group 3 – Individuals & societies</i>	37
<i>Group 4 – Sciences</i>	40
<i>Group 5 – Mathematics</i>	47
<i>Group 6 – The Arts</i>	50
<i>Learning & Knowledge Department</i>	59

Introduction

In EF Academy's Course Catalog, you will be introduced to the Grades 9-12 course of studies at EF Academy International Boarding Schools at the New York campus. The course catalog is divided into a grade 9-10 section and a grade 11-12 section. Both sections include a brief overview of the curriculum framework. Within these sections, the chapters are arranged by academic discipline. Within each academic discipline, you will find the prerequisites, course overview and aims per academic subject. The course catalog also includes information about our advisory program, which fosters social emotional and learning skills for all students.

Grades 9 & 10

Curriculum Framework

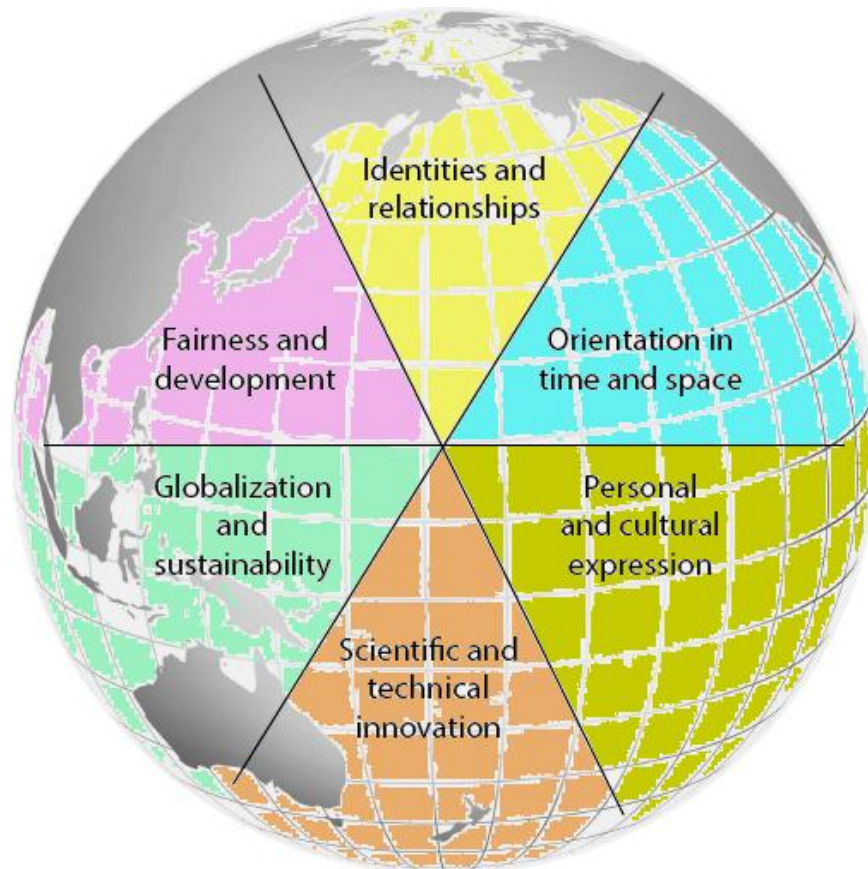
We foster student-centered classes by teaching an inquiry-based curriculum where students explore concepts to demonstrate levels of thinking and understanding that reach beyond learning only content. The grade 9 & 10 courses are taught through the lens of key concepts, related concepts, and global contexts, which frame the statements of inquiry and inquiry questions. Students not only 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.

Key Concepts

Lang & Lit (English, First Lang. Chinese)	Communication	Creativity	Connections	Perspective
Lang Acquisition (Spanish, EAL)	Communication	Creativity	Connections	Culture
Individuals & Societies (Social Studies, Global Perspectives)	Change	Global Interactions	Systems	Time, Place & Space
Sciences (Combined Science, Biology, Chemistry, Physics)	Change	Relationships	Systems	
Mathematics (Algebra, Algebra 1/Geometry, Algebra 2/Trigonometry, and Pre-Calculus)	Form	Logic	Relationships	
Arts (Art, Drama, Music)	Aesthetics	Change	Communication	Identity

Phys. Ed & Health	Change	Communication	Development	Relationships
Design (Computer Science)	Communication	Communities	Development	Systems

Global Contexts



Group 1 – English

English 9 – Grade 9

Prerequisites

Students with a CEFR of B2+ in Grade 9 will be placed in this course.

Course Description

Throughout the course, students will read a variety of literary works (drama, poetry, and prose) and non-literary works from diverse writers, some of whom are American, European, African, or Asian. Students will participate in several independent and collaborative projects, such as performing scenes, writing discursive essays and narrative essays, creating imaginative writing, and constructing projects based on the ideas and concepts studied in class. Students will also participate in several student-led Harkness discussions about the texts and material studied in and out of class. In Harkness-style discussions, students debate issues and share ideas. Students will have an opportunity to express their points of view and develop their critical and creative thinking skills.

Criteria:

Criteria A: Knowing & Understanding

Criteria B: Analysis & Evaluation

Criteria C: Coherence, Focus, & Organization

Criteria D: Language

English 10 – Grade 10

Prerequisites

Students with a CEFR of B2+ in Grade 10 will be placed in this course.

Course Description

Throughout the course, students will read a variety of literary works (drama, poetry, and prose) and non-literary works from diverse writers, some of whom are American, European, African, or Asian. Students will participate in several independent and collaborative projects, such as performing scenes, writing discursive essays and narrative essays, creating imaginative writing, and constructing projects based on the ideas and concepts studied in class. Students will also participate in several student-led Harkness discussions about the texts and material studied in and out of class. In Harkness-style discussions, students debate issues and share ideas. Students will have an opportunity to express their points of view and develop their critical and creative thinking skills.

Criteria:

Criteria A: Knowing & Understanding

Criteria B: Analysis & Evaluation

Criteria C: Coherence, Focus, & Organization

Criteria D: Language

Group 2 – English as an Additional Language

EAL I & II – Grades 9 & 10

Prerequisites

EAL I - for students with a CEFR level of A2 (31 for 9th grade/36 for 10 grade)

EAL II - for students with a CEFR level of B1 (41)

Course Description

The focus of our EAL courses is to develop English language skills through reading, writing, speaking, listening, viewing, and presenting. Students will develop an awareness of grammatical structures used in informal and formal communication and will build academic vocabulary to prepare them for other disciplinary courses. Students will learn how to conduct a research project, write academic essays, and give formal presentations. Throughout the course, students will gain awareness of how language helps them to become better critical thinkers and globally minded citizens. Each level will build upon the previous level as students continue to gain proficiency in English.

Assessment Criteria

Criterion A: Language Complexity

Criterion B: Vocabulary Usage

Criterion C: Language Control

(EAL) Language & Literature – Grades 9 & 10

Language & Literature I - for EAL I students

Language & Literature II - for EAL II students

Course Description

The focus of our Language & Literature courses for EAL students is to explore theme-based topics and concepts through a variety of print and media sources including literary and non-literary texts. Students will develop their reading skills beyond simple comprehension, learning to carefully analyze and evaluate texts. They will build upon vocabulary as they read across different genres and styles. Students will write for diverse audiences and purposes developing their organizational skills, word choice, voice, and fluency while continuing to expand English language conventions. The overall goal of the course is to foster a love of reading and writing.

Criteria

Criteria A: Knowing & Understanding

Criteria B: Analysis & Evaluation

Criteria C: Coherence, Focus, & Organization

Criteria D: Language

EAL Resource Room

This course is designed to support our EAL I students in their core courses such as math, science, and humanities. As we aim to provide the most inclusive environment for all students, we understand that as students continue to acquire English, they may still need extra support along the way. In the EAL Resource class, students will work individually, in small groups, and one on one with a teacher on coursework from their other classes. Emphasis is placed on building academic vocabulary, writing support, and learning strategies. EAL teachers work with content teachers to ensure the students are getting the pre-teaching and re-teaching they need to have equal access to the curriculum.

Criteria

Participation

Classwork/Homework

Group 2 – World Languages

Foreign Languages

- French (Level I & II) Grades 9-12
- German (Level I) Grades 9-12
- Spanish (Level I, II & III) Grades 9- 12

Students with a CEFR in Spanish of A1/A2 will be placed in SPANISH II

Course Description

These are US High School foreign language courses, which are designed for students who want to learn a language other than English or their native language. The foreign language courses are divided into levels. Beginners will be placed into level I; these students will build a foundation for further study in the selected foreign language. For language courses at level II, students must have studied the language in the previous year(s) or demonstrate some proficiency in the language to be placed into level II. Students will learn how to communicate in the target language while also learning about the cultures where the language is used. Throughout the courses, students will demonstrate their understanding of the language by reading, writing, listening, and speaking in the foreign language. Students will also learn how to communicate in real-life scenarios.

Assessment Criteria

Criterion A: Comprehending spoken and visual text

Criterion B: Comprehending written and visual text

Criterion C: Communicating in response to spoken and/or written and/or visual text

Criterion D: Using language in spoken and/or written form

Group 3 – Humanities

Social Studies: Ancient Civilizations – Grades 9 & 10 – EAL I&II

Course Description

Ancient Civilizations is a US high school humanities course designed in collaboration with the EAL department for English learners at the upper-beginner and lower-intermediate levels. Students will engage with rich content about the development of early humans, the Agricultural Revolution, and civilizations in Mesopotamia, Africa, India, China, and the Mediterranean. Students will develop skills in reading, writing, speaking, and listening in a supportive environment that is tailored to meet their individual needs, while challenging them to expand their usage of academic English.

Criteria

Criteria A: Knowing & Understanding

Criteria B: Investigating

Criteria C: Communicating

Criteria D: Thinking Critically

Key Concepts

Change, Global Interactions, Systems, Time, Place & Space

Related Concepts

Causality (cause and consequence), Choice Culture, Equity, Globalization, Identity, Innovation and revolution, Perspective Power, Processes, Resources, Sustainability

Social Studies: US History I (Grades 9 & 10)

Prerequisites

Current enrollment in English 9 or 10

Course Description

US History is a US High School humanities course designed for intermediate and advanced English language learners. The course focuses on significant social, historical, geographical, and cultural topics. Students study the history of the United States from the arrival of the first humans in North America to the American Civil War. The course requires students to engage with and evaluate a variety of sources to deepen their understanding of the course content. Throughout the course students will develop their skills in reading, analyzing, writing about, and discussing different types of historical documents and content.

Aims

This course encourages students to:

- Appreciate human and environmental commonalities and diversity
- Understand the interactions and interdependence of individuals, societies, and the environment
- Understand how both environmental and human systems operate and evolve
- Identify and develop concern for the well-being of human communities and the natural environment
- Act as responsible citizens of local and global communities
- Develop inquiry skills that lead towards conceptual understandings of the relationships between individuals, societies, and the environments in which they live

Criteria

Criteria A: Knowing & Understanding

Criteria B: Investigating

Criteria C: Communicating

Criteria D: Thinking Critically

Key Concepts

Change, Global Interactions, Systems, Time, Place & Space

Related Concepts

Causality (cause and consequence), Choice Culture, Equity, Globalization, Identity, Innovation and revolution, Perspective Power, Processes, Resources, Sustainability

Social Studies: Global Perspectives – Grade 10

Prerequisites

Must have a CEFR of C1+ and be in Grade 10.

Course Description

Throughout the course, students will develop an intercultural understanding and explore a variety of global issues from personal, local, national, and global perspectives. Students are encouraged to reflect on how key global issues impact their lives as well as the lives of others in today's world. Students will study a range of topics, including language & communication, conflict & peace, belief systems, tradition, culture, and identity, as well as other topics that have a global significance.

Students will develop and use interdisciplinary skills, such as planning, synthesis, research, evaluation, collaboration, communication, and critical thinking. By the end of the academic year,

students will complete two individual research projects based on two topics of their choice, a group research project where students collaborate in the research process and reflect on what they learned about cross-cultural collaboration and respond to essential questions based on their knowledge of global issues and perspectives.

Criteria

Criteria A: Knowing & Understanding

Criteria B: Investigating

Criteria C: Communicating

Criteria D: Thinking Critically

Key Concepts

Change, Global Interactions, Systems, Time, Place & Space

Related Concepts

Authority, Citizenship, Conflict, Cooperation, Globalization, Government, Ideologies, Integration, Interdependence, Leadership, Power, Rights

Group 4 – Science

Combined Science – Grades 9 & 10

Prerequisites

Year 1 is designed for EAL I & II students only. EAL I or EAL II (min req) Pre-Algebra (min req)

Course Description

Combined Science is an introductory science course geared towards EAL learners. The course focuses on building essential knowledge of the basic concepts of Matter and Energy key to understanding further studies of all three disciplines: physics, chemistry, and biology. The study of matter includes the structure of the atom, phases of matter and phase changes. The study of energy includes defining energy, work and force, forms of energy, conservation of energy, energy transfers and alternative energy choices. Throughout the course, science specific vocabulary is emphasized along with the process of experimental design. MYP standards are the basis for assessment in the course.

Assessment Criteria

Criteria A: Knowing & Understanding

Criteria B: Inquiring & Designing

Criteria C: Processing & Evaluating

Criteria D: Reflecting on the Impacts of Science

Biology – Grades 9 & 10

Prerequisites

English 9 or 10 (min req); International Math 1 (min req)

Course Description

This Biology course is designed to give students the opportunity to gain an overall understanding of the diversity and complexity of life, enabling them to learn to appreciate its value. Biology is related to many aspects of everyday life, whether we are talking about processes in the human body, new discoveries in medicine, biotechnologies, or the changing environment.

The course focuses on the life processes that occur within the cell, the anatomy (the structure) and physiology (the processes) of complex multicellular organisms, and the ways by which life forms reproduce, develop, and adapt to conditions in their environment. A great emphasis is put on the structure and the processes in the human body, healthy lifestyle, and diseases. The students will have a chance to learn about the past and recent discoveries and how they affect their lives. The course is practical-oriented and helps to develop skills which are important not just for scientific experiments but useful in everyday life, like an ability to plan work, communicate ideas, and evaluate decisions.

Assessment Criteria

Criteria A: Knowing & Understanding

Criteria B: Inquiring & Designing

Criteria C: Processing & Evaluating

Criteria D: Reflecting on the Impacts of Science

Chemistry – Grade 9 or 10

Prerequisites

English 9/10 (min req); International Math 1 (min req)

Course Description

Students will work toward a comprehensive understanding of chemistry. This foundation will include the central concepts of atomic structure, periodicity, chemical bonding, reaction stoichiometry, states of matter, reaction kinetics, chemical equilibrium, and electrochemistry. In

addition, the Chemistry curriculum includes enriched topics of organic, biological, environmental, industrial, and analytical chemistry not typically covered in a first-year chemistry course. Students will develop sophisticated problem-solving strategies and fundamental laboratory skills. Emphasis will be placed upon independent investigation and thoughtful scientific research.

Assessment Criteria

Criteria A: Knowing & Understanding

Criteria B: Inquiring & Designing

Criteria C: Processing & Evaluating

Criteria D: Reflecting on the Impacts of Science

Physics – Grade 9 or 10

Prerequisites

English 9/10 (min req); International Math 1 (min req)

Course Description

Physics is a comprehensive introductory course to the scientific study of matter, energy, force, and motion, and the way they relate to each other. This course covers all the traditional areas of a first course in physics as well as extending into new areas. The specific topics covered are measurement, speed velocity and acceleration, density, forces, energy, work, power, thermal physics, properties of waves, electricity, magnetism, and atomic physics.

Along with the theoretical section of the course, there is a strong practical aspect.

Experimentation is a major part of the subject and occurs throughout the year. Students will learn essential skills as well as acquiring the ability to plan, execute, and evaluate experiments.

Assessment Criteria

Criteria A: Knowing & Understanding

Criteria B: Inquiring & Designing

Criteria C: Processing & Evaluating

Criteria D: Reflecting on the Impacts of Science

Computer Science – Grades 9-12

Prerequisites

Beginner course

Course Description

This course combines traditional computer science skills with design technology. Computer science requires an understanding of the fundamental concepts of computational thinking, as well as knowledge of how computers and other digital devices operate. Design technology aims to develop a high level of design literacy by enabling students to develop critical thinking and design skills, which they can apply in a practical context. Applications include coding, programming, and web design.

Assessment Criteria

Criteria A: Inquiring and analyzing

Criteria B: Developing ideas

Criteria C: Creating the solution

Criteria D: Evaluating

Physical Education and Health

Mandatory for all grade 9 & 10 students

Course Description

Students develop knowledge, skills, and an understanding of a range of relevant physical activities as well as health topics. Students' knowledge, skills and understanding come from studying both practical and theoretical aspects of physical education as well as topics in health.

Some of the topics that will be studied include, but are not limited to, relationships & communication, mental & emotional health, drug misuse & prevention, reproductive health & STDs, nutrition, fitness/exercise, and anatomy & physiology.

Criteria

Criteria A: Knowing & Understanding

Criteria B: Planning for Performance

Criteria C: Applying & Performing

Criteria D: Reflecting and Improving Performance

Group 5 – Mathematics

Pre-Algebra – Grade 9 or 10

Prerequisites

Students enrolled into the various courses based on their score from the math placement guide.

Course Description

In this course, you will learn about and explore topics including integers, order of operations, algebraic expressions, one and two-step equations, proportions, percents, probability, geometry, and linear equations. You will learn flipped class instruction, cooperative groups, the use of calculators, and formula sheets.

Assessment Criteria

Criteria A: Knowing & Understanding

Criteria B: Investigating Patterns

Criteria C: Communicating

Criteria D: Applying mathematics in real-life contexts

Algebra 1 & Geometry – Grade 9 or 10

Prerequisites

Students enrolled into the various courses based on their score from the math placement guide.

Course Description

In this course, you will learn fundamental algebraic skills such as operations, algebraic expressions, solving equations, graphing linear and quadratic functions. In addition to the algebraic skills, you will explore the geometric topics of right triangles, surface area, volume, and circles. You will learn flipped class instruction, cooperative groups, the use of calculators, and formula sheets.

Assessment Criteria

Criteria A: Knowing & Understanding

Criteria B: Investigating Patterns

Criteria C: Communicating

Criteria D: Applying mathematics in real-life contexts

Algebra 2 & Trigonometry – Grade 9 or 10

Prerequisites

Students enrolled into the various courses based on their score from the math placement guide.

Course Description

This course reviews and deepens understanding of Algebra 1 concepts and covers the more advanced topics of Algebra 2 and Trigonometry. Topics included are relations and functions, quadratic equations, exponents and radicals, complex numbers, trigonometry, exponential and logarithmic functions, and some geometry. An emphasis is placed on mathematical modeling and applying skills to solve word problems.

Assessment Criteria

Criteria A: Knowing & Understanding

Criteria B: Investigating Patterns

Criteria C: Communicating

Criteria D: Applying mathematics in real-life contexts

Pre-Calculus – Grade 10

Prerequisites

Students enrolled into the various courses based on their score from the math placement guide. Proficiency in the use of scientific and graphing calculators is important for achieving success.

Course Description

Pre-Calculus weaves together previous study of algebra, geometry, and mathematical functions into a preparatory course for calculus. The course focuses on mastery of critical skills and exposure to new skills necessary for success in subsequent math courses. Topics include fundamental concepts of Algebra, functions and graphs, polynomials and rational functions, exponential and logarithmic functions, trigonometric functions, analytic trigonometry, topics in trigonometry, systems of equations and inequalities, matrices and determinants, conic sections and analytic geometry, sequences, induction, probability, and an introduction to Calculus.

Assessment Criteria

Criteria A: Knowing & Understanding

Criteria B: Investigating Patterns

Criteria C: Communicating

Criteria D: Applying mathematics in real-life contexts

Group 6 – Arts

Drama – Grades 9 & 10

Prerequisites

No prerequisites

Course Description

This course is offered in Grades 9 and 10. The Drama class focuses on the multiple areas of theatrical performance and production. Students will learn about performance, choreography, how to write a play, directing, designing, stage managing and the elements of theatrical visual arts. The course will also focus on improving students' proficiency and self-expression through cooperative and independent activities. Students will learn and use proper diction, vocal delivery, and nonverbal language in a safe and supportive learning environment.

Aims

This course encourages students to:

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art
- Deepen their understanding of the world

Criteria

Criteria A: Knowing & Understanding

Criteria B: Developing Skills

Criteria C: Thinking Creatively

Criteria D: Responding

Key Concepts

Culture, Creativity, Aesthetics, Change, Communication, Identity

Related Concepts

Genre, Interpretation, Presentation, Play, Role, Audience, Boundaries, Composition, Expression, Innovation, Interpretation, Narrative, Structure

Choir – Grades 9-12

Prerequisites

The only prerequisite is an interest in music and a desire to explore the rudiments of music by singing in a group.

Course Description

As music elective, choir is a vocal ensemble designed to introduce students to choral ensembles at the high school level. The purpose of the choir is to actively engage and motivate students in the process of learning music by singing a variety of music. Students will develop the vocal skills and sight-singing skills of each individual in order to perform as a confident and efficient group member. This class will give students the opportunity to learn a wide variety of vocal techniques, to sing a diverse variety of music from many historic periods, perform on stage before an audience and improve individual musical abilities. In addition, students will gain a basic knowledge of music fundamentals, including western musical notation, terminology, and symbols, as well as vocabulary necessary for all rehearsed and performed music.

Aims

This course encourages students to:

- Create and present music
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between arts and their contexts
- Respond to and reflect on music
- Deepen their understanding of the world.

Criteria

Criteria A: Knowing & Understanding

Criteria B: Developing Skills

Criteria C: Thinking Creatively

Criteria D: Responding

Key Concepts

Culture, Creativity, Aesthetics, Change, Communication, Identity

Related Concepts

Genre, Interpretation, Presentation, Play, Role, Audience, Boundaries, Composition, Expression, Innovation, Interpretation, Narrative, Structure

Intro to Songwriting – Grades 9-12

Prerequisites

No Prerequisites

Course Description

This course takes the student through the fundamentals of pop songwriting. The classroom will be set up with instruments (guitars, keyboard, bass, drums, amps, and full PA system for singers) available for group or individual work and study. Students who play other instruments are encouraged to bring those and participate in the class work. The class will attempt to write songs as a group, will break off into smaller units for collaborative writing and will also participate in individual work. Areas of study will be the difference between lyrics and poetry and where the two intersect, the historical context of different song styles and how to understand the difference between what is acceptable or appropriate when writing in different genres, song structure, form, phrasing, rhyme, and rhythm. Added this term will be a Blues-Rock Workshop which will teach a deeper understanding of ensemble playing, improvisation and will enhance the Songwriting expertise of beginners and the more experienced students in the class.

Aims

This course encourages students to:

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art
- Deepen their understanding of the world

Criteria

Criteria A: Knowing & Understanding

Criteria B: Developing Skills

Criteria C: Thinking Creatively

Criteria D: Responding

Key Concepts

Aesthetics, Change, Communication, Identity

Related Concepts

Audience, Boundaries, Composition, Expression, Genre, Innovation, Interpretation, Narrative, Play, Presentation, Role, Structure

Intro to Music – Grade 9 or 10

Prerequisites

No Prerequisites

Course Description

This introductory music course is for students with little to no musical background, but who have a desire to learn music. The only prerequisite is an interest in music and a desire to explore the rudiments of music including singing, piano and guitar, music history, music theory, music analysis, ethnic music of the world and composition. Students who excel in this course could possibly place into the advanced Music course in their tenth-grade year. The activities of the class are divided into four major categories: 1. introduction to music theory and music history, 2. learning about and practical playing various musical instruments, 3. learning basic compositional techniques, 4. ensemble and group playing.

Aims

This course encourages students to:

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art
- Deepen their understanding of the world

Criteria

Criteria A: Knowing & Understanding

Criteria B: Developing Skills

Criteria C: Thinking Creatively

Criteria D: Responding

Key Concepts

Aesthetics, Change, Communication, Identity

Related Concepts

Audience, Boundaries, Composition, Expression, Genre, Innovation, Interpretation, Narrative, Play, Presentation, Role, Structure

Music – Grade 10

Prerequisites

Students who have studied music or have prior training in music will be placed in this course.

Course Description

This course focuses on developing students' musical abilities and interests. Learners listen to music, analyze it, perform individually and in groups, compose music, and develop their aesthetic and emotional involvement with music. As a result, they enhance their appreciation and enjoyment of music which promotes future studies and enhances life-long enjoyment of music. Students learn to construct a critical response to understand and practice a variety of musical styles from Western and non-Western traditions in order to recognize the cultural similarities and differences.

The course also focuses on teaching basic musical skills and knowledge. Students are encouraged to use both an instrument and their voices to create music.

Aims

This course encourages students to:

- Create and present music
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between music, other arts, and their contexts
- Respond to and reflect on music and other arts
- Deepen their understanding of the world

Criteria

Criteria A: Knowing & Understanding

Criteria B: Developing Skills

Criteria C: Thinking Creatively

Criteria D: Responding

Key Concepts

Culture, Creativity, Aesthetics, Change, Communication, Identity

Related Concepts

Genre, Interpretation, Presentation, Play, Role, Audience, Boundaries, Composition, Expression, Innovation, Interpretation, Narrative, Structure

Art & Design – 1 and 2

Prerequisites

Art and Design 1: No prerequisites

Art and Design 2: Completion of Art & Design or Teacher Approval

Course Description

This course focuses on the development of visual communication and means of expressing thoughts and ideas through a variety of artistic forms. Throughout the course, students will be encouraged to express their ideas, develop conceptual thinking, and utilize analytical ability and practical attitudes.

Students will learn how to research a variety of appropriate sources, make informed aesthetic evaluations, interpret, and respond creatively to artistic forms and movements, and use visual art to effectively express ideas. Students will also learn and practice technical and expressive skills.

Aims

This course encourages students to:

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts
- Respond to and reflect on art
- Deepen their understanding of the world

Criteria

Criteria A: Knowing & Understanding

Criteria B: Developing Skills

Criteria C: Thinking Creatively

Criteria D: Responding

Key Concepts

Aesthetics, Change, Communication, Identity

Related Concepts

Audience, Boundaries, Composition, Expression, Genre, Innovation, Interpretation, Narrative, Presentation, Representation, Style, Visual culture

Learning & Knowledge Department

Foundations Of Learning & Knowledge I – Grades 9 & 10

Requisites

- New grade 9 & 10 students who score an A2-B1 on the Common European Framework will be enrolled in Foundations of Learning & Knowledge I

Foundations Of Learning & Knowledge II – Grades 9 & 10

Requisites

- New Grade 9 students who score a B2 or higher on the Common European Framework
- New grade 10 students who score a B2 on the Common European Framework
- Returning grade 10s who have successfully completed FOLK I

Foundations Of Learning & Knowledge III – Grade 10 only

Requisites

- New grade 10 students who score a C1-C2 on the Common European Framework or are & native English speakers
- Returning grade 10 students who have successfully completed FOLK II

Course Description

The FOLK courses focus on improving students' research, critical thinking, argumentation, and teamwork skills. The key concepts from the MYP framework and related concepts from multiple subjects frame the subject matter. FOLK courses combine the MYP interdisciplinary aims as well as the IB Theory of Knowledge aims to build essential skills and to help students make connections between their other subjects.

Grades 11 & 12

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, grade 11 & 12 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 Program (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 Program (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 Plus IB Course Certificates

This pathway is a unique combination of our US High School curriculum and the IB Diploma Program that allows students to pursue advanced coursework in one or more subjects leading to IB Certificates. Certificate candidates take courses in their areas of academic interest and, upon completion of these classes, sit for higher-level or standard-level examinations. Candidates will receive an IB Certificate for each course successfully completed, as well as the US High School Diploma.

US High School Diploma

The USHS 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.

Group 1 – Studies in Language & Literature – English

IB English Language and Literature SL/HL

Prerequisites

Students must have a CEFR of C1+ to place into this English Language A course.

Course Description

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Major IB Assessments: See [IB guide](#) For Further Details

Standard Level (SL)

- Paper 1: Guided literary analysis (1 hour 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 35%
- Individual Oral: It is internally assessed and externally moderated by the IB (15 minutes) 30%

Higher Level (HL)

- Paper 1: Guided literary analysis (2 hours 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 25%
- Higher level Essay (HL): Essay on one literary text or work studied during the course. 20%
- Individual Oral: It is internally assessed and externally moderated by the IB (15 minutes) 20%

English 11 – Grade 11

Prerequisites

Students with a CEFR of B2+ in Grade 11 will be placed in this course.

Course Description

Throughout the course, students will read a variety of literary works (drama, poetry, and prose) and non-literary works from diverse writers, some of whom are American, European, African, or Asian. Students will participate in several independent and collaborative projects, such as performing scenes, writing discursive essays and narrative essays, creating imaginative writing, and constructing projects based on the ideas and concepts studied in class. Students will also participate in several student-led Harkness discussions about the texts and material studied in and out of class. In Harkness-style discussions, students debate issues and share ideas. Students will have an opportunity to express their points of view and develop their critical and creative thinking skills.

Criteria

Criteria A: Knowing & Understanding

Criteria B: Analysis & Evaluation

Criteria C: Coherence, Focus, & Organization

Criteria D: Language

English 12 – Grade 12

Prerequisites

Students with a CEFR of B2+ in Grade 12 will be placed in this course.

Course Description

Throughout the course, students will read a variety of literary works (drama, poetry, and prose) and non-literary works from diverse writers, some of whom are American, European, African, or Asian. Students will participate in several independent and collaborative projects, such as performing scenes, writing discursive essays and narrative essays, creating imaginative writing, and constructing projects based on the ideas and concepts studied in class. Students will also participate in several student-led Harkness discussions about the texts and material studied in and out of class. In Harkness-style discussions, students debate issues and share ideas. Students will have an opportunity to express their points of view and develop their critical and creative thinking skills.

Criteria

Criteria A: Knowing & Understanding

Criteria B: Analysis & Evaluation

Criteria C: Coherence, Focus, & Organization

Criteria D: Language

Creative Writing – Grades 10-12

Prerequisites

Students must have a CEFR of B2+ to place into this course.

Course Description

This course is an introduction to the art of creative writing. Students will write and revise pieces in a number of genres including personal essays, short stories, poetry, memoirs, as well as alternative genres. The class will serve as a writing workshop, examining various processes for creating, using mentor texts as inspiration and models, and learning from providing and listening to peer feedback. Ultimately, students will engage in a supportive creative community that empowers individual curiosity, and artistic risk-taking. Students will be encouraged to contribute their pieces to EF Academy's Literary Magazine.

Film & Literature – Grades 10-12

Prerequisites

Students must have a CEFR of B2+ to place into this course.

Course Description

In this course, students will read original novels or graphic novels before watching the film/television adaptations. They will use critical thinking and comparison strategies to develop arguments and evaluations about various book to film adaptations (and vice versa). This course will also explore film as text with a focus on film techniques, rhetorical strategies, and genres.

Group 1 – Studies in Language & Literature – World Languages

IB Chinese Language and Literature SL/HL

Prerequisites

Students must have a CEFR of C1+ in Chinese Language

Course Description

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Major IB Assessments: See [IB guide](#) For Further Details

Standard Level (SL)

- Paper 1: Guided literary analysis (1 hour 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 35%
- Individual Oral: It is internally assessed and externally moderated by the IB (15 minutes) 30%

Higher Level (HL)

- Paper 1: Guided literary analysis (2 hours 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 25%
- Higher level Essay (HL): Essay on one literary text or work studied during the course. 20%
- Individual Oral: It is internally assessed and externally moderated by the IB (15 minutes) 20%

IB Spanish Language and Literature SL/HL

Prerequisites

Students must have a CEFR of C1+ in Spanish Language

Course Description

In this course, students will study a wide range of literary and non-literary texts in a variety of media. By examining communicative acts across literary form and textual type alongside appropriate secondary readings, students will investigate the nature of language itself and the ways in which it shapes and is influenced by identity and culture. Approaches to study in the course are meant to be wide-ranging and can include literary theory, sociolinguistics, media studies and critical discourse analysis among others.

Major IB Assessments: See [IB guide](#) For Further Details

Standard Level (SL)

- Paper 1: Guided literary analysis (1 hour 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 35%
- Individual Oral that is internally assessed and externally moderated by the IB (15 minutes) 30%

Higher Level (HL)

- Paper 1: Guided literary analysis (2 hours 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 25%
- Higher level Essay (HL): Essay on one literary text or work studied during the course. 20%
- Individual Oral: It is internally assessed and externally moderated by the IB (15 minutes) 20%

IB German Language and Literature SL/HL

Prerequisites

Students must have a CEFR of C1+ in German Language

Course Description

The IB Diploma Program Literature A course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys, and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Literature A is divided into parts, each with a particular focus.

Major IB Assessments: See [IB guide](#) For Further Details

Standard Level (SL)

- Paper 1: Guided literary analysis (1 hour 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 35%
- Individual Oral: It is internally assessed and externally moderated by the IB (15 minutes) 30%

Higher Level (HL)

- Paper 1: Guided literary analysis (2 hours 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 25%
- Higher level Essay (HL): Essay on one literary text or work studied during the course. 20%
- Individual Oral: It is internally assessed and externally moderated by the IB (15 minutes) 20%

IB Russian Language and Literature SL/HL

Prerequisites

Students must have a CEFR of C1+ in Russian Language

Course Description

The IB Diploma Program Literature A course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys, and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Literature A is divided into parts, each with a particular focus.

Major IB Assessments: See [IB guide](#) For Further Details

Standard Level (SL)

- Paper 1: Guided literary analysis (1 hour 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 35%
- Individual Oral: It is internally assessed and externally moderated by the IB (15 minutes) 30%

Higher Level (HL)

- Paper 1: Guided literary analysis (2 hours 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 25%
- Higher level Essay (HL): Essay on one literary text or work studied during the course. 20%
- Individual Oral: It is internally assessed and externally moderated by the IB (15 minutes) 20%

IB Vietnamese Literature SL/HL

Prerequisites

Students must have a CEFR of C1+ in Vietnamese Language

Course Description

The IB Diploma Program Literature A course is built on the assumption that literature is concerned with our conceptions, interpretations, and experiences of the world. The study of literature can therefore be seen as an exploration of the way it represents the complex pursuits, anxieties, joys, and fears to which human beings are exposed in the daily business of living. It enables an exploration of one of the more enduring fields of human creativity, and provides opportunities for encouraging independent, original, critical, and clear thinking. It also promotes respect for the imagination and a perceptive approach to the understanding and interpretation of literary works. Literature A is divided into parts, each with a particular focus.

Major IB Assessments: See [IB guide](#) For Further Details

Standard Level (SL)

- Paper 1: Guided literary analysis (1 hour 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 35%
- Individual Oral: It is internally assessed and externally moderated by the IB (15 minutes) 30%

Higher Level (HL)

- Paper 1: Guided literary analysis (2 hours 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 25%
- Higher level Essay (HL): Essay on one literary text or work studied during the course. 20%
- Individual Oral: It is internally assessed and externally moderated by the IB (15 minutes) 20%

IB Self-Taught Literature SL

Prerequisites

Students must have a tutor who is proficient in their first and best language. This person will help in areas where your Self-Taught Literature supervisor may not be able. The tutor will be particularly helpful when you start preparing for the assessment components and need feedback on your work.

Course Description

The IB Diploma Program Literature A Self-Taught Standard Level course offers students the opportunity to study the literature of a language that is not offered at the school as a taught subject. A high level of autonomy is expected from students taking this course. The course is built on the notion of conceptual learning. This means that the course is organized around concepts, or big ideas, which makes it easier to form connections between subjects and between parts of a course. Concepts are important as they are applicable and transferable to real-life situations. In this course, the central concepts are culture, communication, transformation, perspective, creativity, representation, and identity. When reading and studying a literary work, you should explore how it relates to these concepts.

Major IB Assessments: See [IB SELF-TAUGHT GUIDE](#) And [IB LITERATURE GUIDE](#) For Further Details

Standard Level (SL)

- Paper 1: Guided literary analysis (1 hour 15 minutes) 35%
- Paper 2: Comparative essay (1 hour 45 minutes) 35%
- Individual Oral: It is internally assessed and externally moderated by the IB (15 minutes) 30%

Group 2 – Language Acquisition

IB English B HL

Prerequisites

Students must have a CEFR of a B2 to place into IB English B HL.

Course Description

This 2-year language acquisition course focuses on developing English language skills, as well as supporting critical and creative thinking. Students will explore and respond to a variety of literary works, improve English vocabulary and grammar, and adopt the IB learner profile traits. In English B, students will learn and use a wide range of reading and writing strategies. We will also focus on strengthening communication and listening skills through speaking and listening activities and projects. This is primarily a student-centered course, so students are expected to participate in classroom discussions, as well as independent and collaborative assignments. In addition to inspiring you to become lifelong learners, the IBDP English B program is designed to prepare you for the IB English B examination. By constantly engaging in valuable and challenging learning experiences, students will not only be preparing for the IB examination, but also for the rigorous demands of a university, as well as future careers.

Major IB Assessments:

External assessment (3 hours 30 minutes) - 75%

- Paper 1: (1 hour 30 minutes) Productive skills—writing (30 marks). One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. 25%
- Paper 2: (2 hours) Receptive skills—separate sections for listening and reading (65 marks) 50% Listening comprehension (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. 25%

Internal assessment- 25%

- This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral assessment A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus. (30 marks)

IB Spanish B SL/HL

Course Description

Language B is an additional language-learning course designed for students with some previous learning of that language. It may be studied at either SL or HL. The focus of the course is on language acquisition and development of language skills. These language skills should be developed through the study and use of a range of written and spoken material. Such material will extend from everyday oral exchanges to literary texts and should be related to the culture(s) concerned. The material should be chosen to enable students to develop mastery of language skills and intercultural understanding. It should not be intended solely for the study of specific subject matter or content. The themes explored are Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet.

Major IB Assessments: See [IB guide](#) For Further Details

Standard Level (SL)

- Paper 1: Productive skills—writing (1 hour 15 minutes) 25%
- Paper 2: Receptive skills—separate sections for listening and reading. Listening comprehension (45 minutes) Reading comprehension (1 hour) 50%
- Individual Oral: Internally assessed and externally moderated by the IB. 25%

Higher Level (HL)

- Paper 1: Paper 1: Productive skills—writing (1 hour 30 minutes) 25%
- Paper 2: Receptive skills—separate sections for listening and reading. Listening comprehension (1 hour) Reading comprehension (1 hour) 50%
- Individual Oral: Internally assessed and externally moderated by the IB. 25%

IB Spanish AB Initio SL

Course Description

The IB Diploma Program Language Ab Initio course is a language acquisition course designed for students with no prior experience of the target language or for those with very limited previous exposure. It is only offered at the Standard Level. The themes explored are Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive, and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Major IB Assessments: See [IB guide](#) For Further Details

Standard Level (SL)

- Paper 1: Productive skills—writing (1 hour 15 minutes) 25%
- Paper 2: Receptive skills—separate sections for listening and reading. Listening comprehension (45 minutes) Reading comprehension (1 hour) 50%
- Individual Oral: Internally assessed and externally moderated by the IB. 25%

IB Mandarin AB Initio SL

Course Description

The IB Diploma Program Language Ab Initio course is a language acquisition course designed for students with no prior experience of the target language or for those with very limited previous exposure. It is only offered at the Standard Level. The themes explored are Identities, Experiences, Human Ingenuity, Social Organization and Sharing the Planet. Each theme has a list of topics that provide the students with opportunities to practice and explore the language as well as to develop intercultural understanding. Through the development of receptive, productive, and interactive skills, students should be able to respond and interact appropriately in a defined range of everyday situations.

Major IB Assessments: See [IB guide](#) For Further Details

Standard Level (SL)

- Paper 1: Productive skills—writing (1 hour 15 minutes) 25%
- Paper 2: Receptive skills—separate sections for listening and reading. Listening comprehension (45 minutes) Reading comprehension (1 hour) 50%
- Individual Oral: Internally assessed and externally moderated by the IB. 25%

Foreign Languages

- | | |
|--------------------------------|-------------|
| • French (Level I & II) | Grades 9-12 |
| • German (Level I) | Grades 9-12 |
| • Spanish (Level I, II, & III) | Grades 9-12 |

Prerequisites

Students with a CEFR in Spanish of A1/A2 will be placed in SPANISH II

Course Description

These are US High School foreign language courses, which are designed for students who want to learn a language other than English or their native language. The foreign language courses are divided into levels. Beginners will be placed into level I; these students will build a foundation for further study in the selected foreign language. For language courses at level II, students must have studied the language in the previous year(s) or demonstrate some proficiency in the language to be placed into level II. Students will learn how to communicate in the target language while also learning about the cultures where the language is used. Throughout the courses, students will demonstrate their understanding of the language by reading, writing, listening, and speaking in the foreign language. Students will also learn how to communicate in real-life scenarios.

Assessment Criteria

Criterion A: Comprehending spoken and visual text

Criterion B: Comprehending written and visual text

Criterion C: Communicating in response to spoken and/or written and/or visual text

Criterion D: Using language in spoken and/or written form

Group 3 – Individuals & societies

US History 1

Course Description

The course is an overview of modern American history from the end of the US Civil war to the present day, with an emphasis on primary source research and the development of analytical, evaluative, and expressive skills. The year will conclude with an exam covering the basic facts we study, and a more creative project where analytical skills will be applied.

US History aims to give students a solid grounding in the basic content and skills to study American history on a deeper level in university and college programs.

Economics, Entrepreneurship and Finance

Course Description

Economics, Entrepreneurship and Finance introduces fundamental economic concepts and explores the solutions that social enterprise provides for our economies. In term 1 students will work to deepen their understanding of the economic problems and institutions of the nation and the world in which they live. Students will explore issues relevant to their own lives and identify individual and group areas of interest. They will also use charts, graphs, and tables to examine the laws of supply and demand. In term 2 students will develop business ideas guided with the end of creating a social enterprise business plan. In the final term students will practice life application skills such as budgeting, time management, and excel for personal and business purposes. To complete the year all students will submit a thoroughly researched business plan for a B Corp that addresses a social need or market failure identified by the student in term 1.

IB History of the Americas SL/HL

Course Description

The DP history course is designed in such a way as to explicitly reinforce the emphasis on the development of international mindedness. For example, one of the key concepts that weave throughout the course is perspectives, and, more specifically, an emphasis on encouraging students to appreciate multiple perspectives. In addition, all students are required to study case studies and examples from different regions of the world, with a comparison of such examples helping to ensure that the course adopts a transnational perspective. Teachers also have a great deal of freedom to choose relevant examples to explore with their students, helping to ensure

that the course appropriately meets their students' needs and interests regardless of their location or context.

Throughout the DP history course, students have the opportunity to explore historical events that have played a key role in shaping the world today, deepening their understanding of the complex and interconnected nature of past and present events. For example, students explore historical examples of many of the global challenges facing the world today, such as conflict, rights, and governance. This helps to meet one of the central aims of the course—to increase students' understanding of themselves and of contemporary society by encouraging reflection on the past.

Major IB Assessments:

- Assessment objective 1: Knowledge and understanding
- Assessment objective 2: Application and analysis
- Assessment objective 3: Synthesis and evaluation
- Assessment objective 4: Use and application of appropriate skills
- Paper 1: (1 hour) Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)
- Paper 2: (1 hour 30 minutes) Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)
- Paper 3: (2 hours 30 minutes) Separate papers for each of the four regional options. For the selected region, answer three essay questions. (45 marks)
- Internal assessment (20 hours)
 - This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.
 - Historical investigation Students are required to complete a historical investigation into a topic of their choice. (25 marks)

IB Economics SL/HL

Course Description

Economics is the study of how individuals, businesses, and societies allocate their scarce resources in order to satisfy people's unlimited wants. Economics uses theoretical models of behavior to predict responses to market and policy changes alongside statistical analysis. This course focuses on developing students' ability to better understand current events by looking at what's happening in the world around them through an economic lens.

This IB economics course encourages students to develop international perspectives and a concern for global issues. It's intended to raise their awareness of how our world functions economically and how humans behave. In addition to teaching the economic terms, diagrams,

and theory, the course also heavily focuses on teaching students to write formal pieces of written analysis and evaluation.

IB economics year 1 is the first half of a two-year course that will prepare students to take the IB economics exam at the end of the second year. In the first year, Section 1 focuses on microeconomics; section 2 is on macroeconomics. Students explore, analyze, and reflect on foundational economic concepts to build the core of your economic understanding. This prepares them for further IB study in year two, which focuses on applying those foundational concepts to a study of the global economy.

IB economics year 2 is devoted to specific areas of economics that contribute to international awareness and understanding. Section 3 of the course involves the global economy which focuses on topics related to international and development economics. Students submit their final internal assessment portfolio during this second year, and the course will culminate in your end-of-the-year external assessment exams.

Major IB Assessments

- Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.
- A data response paper
- An extended response paper

IB Global Politics SL/HL

Course Description

The 21st century is characterized by rapid change and increasing interconnectedness, impacting individuals and societies in unprecedented ways, and creating complex global political challenges. Global politics is an exciting, dynamic subject that draws on a variety of disciplines in the social sciences and humanities, reflecting the complex nature of many contemporary political issues.

The study of global politics enables students to critically engage with different and new perspectives and approaches to politics in order to comprehend the challenges of the changing world and become aware of their role in it as active global citizens. The DP global politics course explores fundamental political concepts such as power, equality, sustainability, and peace in a range of contexts. It allows students to develop an understanding of the local, national, international, and global dimensions of political activity and processes, as well as to explore political issues affecting their own lives.

The course helps students to understand abstract political concepts by grounding them in real-world examples and case studies. It also invites comparison between such examples and case studies to ensure a wider and transnational perspective. The core units of the course together make up a central unifying theme of “people, power and politics”.

The emphasis on “people” reflects the fact that the course explores politics not only at a state level but also explores the function and impact of non-state actors, communities, groups, and individuals. The concept of “power” is also emphasized as being particularly crucial to understanding the dynamics, tensions, and outcomes of global politics.

Throughout the course, issues such as conflict, migration or climate change are explored through an explicitly political lens: “politics” provides a uniquely rich context in which to explore the relationship between people and power.

Major IB Assessments

- Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.
- A data response paper
- Extended response papers

Group 4 – Sciences

IB Biology SL

Course Description

The IB Diploma Program biology standard level course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant structure and growth, and the difference between genes and alleles, among many other topics, to further their understanding of and learning about biology. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

Major IB Assessments:

External

- Paper 1: Multiple choice 0.75 hour (20 %)
- Paper 2: Data analysis, short answer, and extended response 1.25 hours (32 %)
- Paper 3: Short answer and extended response 1 hour (24 %)

Internal

- Internal Assessment (20%) Skills based on lab work.
- Group 4 collaborative, interdisciplinary project

IB Biology HL

Course Description

The IB Diploma Program biology higher level course covers the relationship of structure and function at all levels of complexity. Students learn about cell theory, the chemistry of living things, plant science and genetics, among many other topics to further their understanding of and learning about biology. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

Major IB Assessments:

External

- Paper 1: Multiple choice 1 hour (20%)
- Paper 2: Data analysis, short answer, and extended response 2.25 hours (40%)
- Paper 3: Short answer and extended response 1.25 hours (20%)

Internal

- Internal Assessment (20%) Skills based on lab work.
- Group 4 collaborative, interdisciplinary project

IB Physics SL

Course Description

The Physics SL course is possible with no prior knowledge but requires a strong background in Mathematics. It is an advantage to have 1/2 years of previous Physics classes to prepare students for the course. Most of the fundamental aspects of Physics are covered starting with Newton's Laws and working through Thermodynamics, Electricity, Waves, Modern Physics, and the physics

of climate change. Students also study an option topic in more depth. This will be either Relativity or Astrophysics, at the teacher's discretion.

Major IB Assessments:

External

- Paper 1: (20%) 30 multiple-choice questions on the core
- Paper 2: (40%) Short-answer questions on the core material
- Paper 3: (20%) Several short-answer questions about the option topic and practical work

Internal

- Internal Assessment (20%) Skills based on lab work.
- Group 4 collaborative, interdisciplinary project

IB Physics HL

Prerequisites

Students must pass the HL placement test

Course Description

The Physics Higher Level course exposes students to this most fundamental experimental science, which seeks to explain the universe itself from the very smallest particles to the vast distances between galaxies. Students develop traditional practical skills and techniques and increase facility in the use of mathematics, the language of physics. They also develop interpersonal skills as well as information and communication technology skills, which are essential in modern scientific endeavor and are important life-enhancing, transferable skills in their own right. Students, moreover, study the impact of physics on society, the moral and ethical dilemmas, and the social, economic, and environmental implications of the work of physicists. Throughout this challenging course, students become aware of how scientists work and communicate with each other. Further, students enjoy multiple opportunities for scientific study and creative inquiry within a global context.

Major IB Assessments:

External

- Paper 1: (20%) 30 multiple-choice questions on the core
- Paper 2: (40%) Short-answer questions on the core material
- Paper 3: (20%) Several short-answer questions on the option topic and practical work

Internal

- Internal Assessment (20%) Skills based on lab work.
- Group 4 collaborative, interdisciplinary project

IB Environmental Systems and Societies (ESS) SL

Course Description

IB Environmental Systems and Societies is a course that allows students to evaluate the scientific, ethical, and socio-political aspects of global issues regarding sustainable living. ES&S is one of two interdisciplinary courses offered in the Diploma Program, Literature and Performance is the other interdisciplinary course. Because it is an interdisciplinary course, students can study this course and have it count as either a group 3 course or a group 4 course or as both a group 3 and group 4 course. This leaves students the opportunity to study (an) additional subject(s) from any group of the hexagon including (an) additional subject(s) from groups 3 or 4. Environmental Systems and Societies is only offered at the Standard Level (SL).

During the course, students will study seven different topics which provide students with the opportunity to evaluate relationships between human societies and the natural world. Topics studied include systems and models, measuring changes in ecosystems, human population dynamics and resource use, conservation of biodiversity, the nature of pollution, global warming, and environmental value systems. This course requires an established understanding of the English language and fosters the development of written language throughout the curriculum.

The most important aspect of the ESS course is hands-on work in the laboratory and/or out in the field. Students will access much of the curriculum through project-based learning and international case studies.

Major IB Assessments

External

- Paper 1: (30%) 45 marks- short answer and data-based questions
- Paper 2: (50%) 65 marks- consists of 2 sections, A and B.
 - Section A: students are provided with a range of data in a variety of forms relating to a specific case study. Students are required to make reasoned and balanced judgments by analyzing this data.
 - Section B: students are required to answer two structured essay questions from a choice of four.

Internal

- Internal Assessment (20%) Skills based on lab work.

IB Chemistry SL

Course Description

This course offers an in depth look at many areas of chemistry, including inorganic, organic, electrochemistry, energetics, kinetics, equilibrium, and biochemistry, covered during 110 hours of theoretical studies in 2 years. Students will have the opportunity to learn basic chemistry and build on those concepts throughout the course to explain more complicated concepts.

As part of the IB Chemistry program, students will participate in laboratory experimental work in various areas of the curriculum. HL students must complete 40 hours of lab studies. Evidence of this laboratory work is sent to the IB examiners in the second year of the course. Students will also be writing a formal lab report that will be used to determine the portion of their IB grade for this course.

All students involved in IB Sciences will participate in the Group IV project. This project allows students to investigate scientific problems from many scientific perspectives and address the local and global significance of them.

Major IB Assessments:

External

- Paper 1: Multiple choice 1 hour (20 pts)
- Paper 2: Data analysis, short answer, and extended response 2.25 hours (40 pts)
- Paper 3: Short answer and extended response 1.25 hours (20 pts)

Internal

- Internal Assessment (20%) Skills based on lab work.
- Group 4 collaborative, interdisciplinary project

IB Chemistry HL

Course Description

This course offers an in depth look at many areas of chemistry, including inorganic, organic, electrochemistry, energetics, kinetics, equilibrium, and biochemistry, covered during 180 hours of theoretical studies in 2 years. Students will have the opportunity to learn basic chemistry and build on those concepts throughout the course to explain more complicated concepts.

As part of the IB Chemistry program, students will participate in laboratory experimental work in various areas of the curriculum. HL students must complete 60 hours of lab studies. Evidence of

this laboratory work is sent to the IB examiners in the second year of the course. Students will also be writing a formal lab report that will be used to determine the portion of their IB grade for this course.

All students involved in IB Sciences will participate in the Group IV project. This project allows students to investigate scientific problems from many scientific perspectives and address the local and global significance of them.

Major IB Assessments

External

- Paper 1: Multiple choice 1 hour (20 %)
- Paper 2: Data analysis, short answer, and extended response 2.25 hours (36 %)
- Paper 3: Short answer and extended response 1.25 hours (24 %)

Internal

- Internal Assessment (20%) Skills based on lab work.
- Group 4 collaborative, interdisciplinary project

Marine Biology

Course Description

The study of marine science lends itself very well to hands-on work and consequently will be carried out in the estuaries of the Hudson River and Jamaica Bay. There will be many opportunities for practical work both in the field and in the laboratory. In addition, physical oceanography lends itself to the use of ocean modeling and analysis of satellite imagery which may be studied anywhere. In all practical work, students are encouraged to develop an appreciation for the question, how do we know what is true? This question invites an essential of experimental sciences, verification. The technologies used in marine science make these questions especially pertinent.

Assessment Criteria

Criteria A: Knowing & Understanding

Criteria B: Inquiring & Designing

Criteria C: Processing & Evaluating

Criteria D: Reflecting on the Impacts of Science

Forensic Science

Course Description

From the days of the World Trade Center Disaster to the most recent bombings in New York City, Forensic Science has had to keep pace in a field that is constantly changing and evolving. This exciting course provides an introduction to the Forensic Sciences. Students do the real work of real forensic scientists making what they do in class both exciting and authentic. Applications include fingerprinting techniques, toxicology, and DNA analysis.

Assessment Criteria

Criteria A: Knowing & Understanding

Criteria B: Inquiring & Designing

Criteria C: Processing & Evaluating

Criteria D: Reflecting on the Impacts of Science

Engineering and Design

Course Description

This course is the combination of Science, Technology, Engineering, Art, and Mathematics. This course introduces students to the design process and the tools used in the engineering, design, and development. Students will experience first-hand the activities in which engineers engage throughout the design cycle. Development of design briefs, 3D solid modeling, cooperative design development, ethical considerations of engineering solutions, and developing solutions with real world constraints. Problem-solving and math as it applies to producing products and services for today's society are emphasized. And through the proper application of STEAM, Work can be done.

Assessment Criteria

Criteria A: Knowing & Understanding

Criteria B: Inquiring & Designing

Criteria C: Processing & Evaluating

Criteria D: Reflecting on the Impacts of Science

Computer Science – Grades 9-12

Prerequisites

Beginner course

Course Description:

This course combines traditional computer science skills with design technology. Computer science requires an understanding of the fundamental concepts of computational thinking, as well as knowledge of how computers and other digital devices operate. Design technology aims to develop a high level of design literacy by enabling students to develop critical thinking and design skills, which they can apply in a practical context. Applications include coding, programming, and web design.

Assessment Criteria

Criteria A: Knowing & Understanding

Criteria B: Inquiring & Designing

Criteria C: Processing & Evaluating

Criteria D: Reflecting on the Impacts of Science

Group 5 – Mathematics

Statistics – Grade 12

Prerequisites

None

Course Description

This course is an introduction to the fundamental concepts of statistics involved in collecting, displaying, summarizing, and drawing inferences from data. Topics include categorizing data, sampling methods, univariate and bivariate data, exploratory data analysis, probability, probability distributions, and hypothesis testing. Emphasis is placed on solving real-life problems. Students will use graphing calculators to assist in understanding the major concepts of the course.

IB Mathematics: Applications & Interpretation SL

Prerequisites

Students enrolled into the various courses based on their score from the math placement guide.
Strong Algebra 1 skills

Course Description

This course is designed for students who enjoy describing the real world and solving practical problems using mathematics, those who are interested in harnessing the power of technology alongside exploring mathematical models and enjoy the more practical side of mathematics.

[IB Math A&I Guide](#)

Assessment Criteria

- External assessment (3 hours) - 80%
 - Paper 1: (90 minutes) Technology required. (80 marks) Compulsory short-response questions based on the syllabus. (80 marks) 40%
 - Paper 2: (90 minutes) Technology required. (80 marks) Compulsory extended-response questions based on the syllabus. (80 marks) 40%
- Internal assessment - 20%
 - This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics (20 marks)

IB Mathematics: Analysis and Approaches SL

Prerequisites

Students enrolled into the various courses based on their score from the math placement guide.
Strong Algebra 2H skills

Course Description

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

[IB Math A&A Guide](#)

Assessment Criteria

- External assessment (3 hours) - 80%
 - Paper 1: (90 minutes) No technology allowed. (80 marks)
 - Section A Compulsory short-response questions based on the syllabus.
 - Section B Compulsory extended-response questions based on the syllabus. 40%
 - Paper 2: (90 minutes) Technology required. (80 marks)
 - Section A Compulsory short-response questions based on the syllabus.
 - Section B Compulsory extended-response questions based on the syllabus 40%
- Internal assessment - 20%
 - This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics (20 marks)

IB Mathematics: Analysis and Approaches HL

Prerequisites

Students enrolled into the various courses based on their score from the math placement guide.
Very strong Algebra 2H skills

Course Description

This course is intended for students who wish to pursue studies in mathematics at university or subjects that have a large mathematical content; it is for students who enjoy developing mathematical arguments, problem solving and exploring real and abstract applications, with and without technology.

IB Math A&A Guide

Assessment Criteria

- External assessment (5 hours) - 80%
 - Paper 1: (120 minutes) No technology allowed. (110 marks)
 - Section A Compulsory short-response questions based on the syllabus.
 - Section B Compulsory extended-response questions based on the syllabus. 30%
 - Paper 2: (120 minutes) Technology required. (110 marks)
 - Section A Compulsory short-response questions based on the syllabus.

- Section B Compulsory extended-response questions based on the syllabus.
 - Paper 3: (60 minutes) Technology required. (55 marks)
 - Two compulsory extended response problem-solving questions.
- Internal assessment - 20%
 - This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Mathematical exploration Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics (20 marks)

Group 6 – The Arts

Senior Studio Arts

Course Description

Arts at EF Academy stimulates young imaginations, challenges perceptions, and develops creative and analytical skills. This course's tasks and projects provide a framework of learning that emphasize a wide range of technical abilities ranging from lens based, 2D and 3D construction. This breadth of activities adds a creative and cultural dimension to student development that will benefit them for the rest of their lives.

The course aims to celebrate cultural diversity, promote open-mindedness, and ensure a diverse curriculum. Equity and inclusion are at the forefront of the planning and implementation.

This course continues to focus on the development of visual communication and means of expressing thoughts and ideas through a variety of artistic forms. Only students who are seniors can be enrolled in this course. Throughout the course, students will be encouraged to express their ideas, develop conceptual thinking, and utilize analytical ability and practical attitudes.

Students will learn how to research a variety of appropriate sources, make informed aesthetic evaluations, interpret, and respond creatively to artistic forms and movements, and use visual art to effectively express ideas. Students will also learn and practice technical and expressive skills.

This course encourages students to:

- Create and present art
- Develop skills specific to the discipline
- Engage in a process of creative exploration and (self-)discovery
- Make purposeful connections between investigation and practice
- Understand the relationship between art and its contexts

- Respond to and reflect on art
- Deepen their understanding of the world

Criteria

Criteria A: Knowing & Understanding

Criteria B: Developing Skills

Criteria C: Thinking Creatively

Criteria D: Responding

Key Concepts

Aesthetics, Change, Communication, Identity

Related Concepts

Audience, Boundaries, Composition, Expression, Genre, Innovation, Interpretation, Narrative, Presentation, Representation, Style, Visual Culture

IB Visual Art SL/HL Year 1 and Year 2

Prerequisites

Grade 11 students must take the Arts Level Placement test to determine whether the student should take visual art at the standard level or higher level for IB Visual Art Year 1; To take IB Visual Art Year 2, student must have successfully completed IB Visual Art Year 1

Course Description

The IB Diploma Program visual arts course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to study visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

Course Aims

- Enjoy lifelong engagement with the arts
- Become informed, reflective, and critical practitioners in the arts
- Understand the dynamic and changing nature of the arts
- Explore and value the diversity of the arts across time, place, and cultures
- Express ideas with confidence and competence
- Develop perceptual and analytical skills

In addition, the aims of the visual arts course at SL and HL are to enable students to:

- Make artwork that is influenced by personal and cultural contexts
- Become informed and critical observers and makers of visual culture and media
- Develop skills, techniques, and processes to communicate concepts and ideas

Major IB Assessments:

There are 2 types of assessments in this course:

1. The students will be given grades by the teacher that correlate to the standards of the IB in the 4 areas of grading assessment including:
 - Studio work/independent projects 60%
 - Homework 20%
 - In class performance (demonstrated by participation, effort, attendance) 10%
2. Tests/quizzes 10% IB Mandated Formal Assessments (occur at the end of the course, end of IB Year 2)
 - Internal Assessments (Comparative Study (Year 1 and 2), Process Portfolio (Year 1 and 2))
 - External Assessments (Exhibition (Year 2))

IB Music SL

Prerequisites

Students must pass the Arts Level Placement test

Course Description

The IB Music course is designed to develop listening, creative and analytical skills, as well as encouraging cultural understanding and international mindedness. In this way, music is a catalyst for expanding critical thinking—a crucial life skill. During the course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship. Students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. As students develop as young musicians, the course challenges them to engage practically with music as researchers, performers, and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

Course Aims

- To explore the diversity of music across time, cultures, and contexts
- To explore the range of musical contexts and make links to, and between, different musical practices, conventions, and forms of expression
- To develop students as informed, imaginative, skilled, perceptive, and analytical practitioners, creators, and collaborators
- To enable students to acquire, develop and experiment with musical competencies through a range of musical practice, convention, and forms of expression, both individually and in collaboration with others
- To enable students to evaluate and develop critical perspectives on their own music and the works of others
- To enable students to enjoy lifelong engagement with the arts

Major IB Assessments:

- Exploring music in context. Students engage with a diverse range of music in their exploration of music in personal, local, and global contexts.
- Experimenting with music. Students experiment as researchers, creators, and performers with a range of musical material across local and global contexts.
- Presenting music. Students learn to practice and prepare finished pieces, complete compositions, and learn to communicate their music as researchers, creators, and performers.

IB Music HL

Prerequisites

Students must pass the Arts Level Placement test

Course Description

The IB Music course is designed to develop listening, creative and analytical skills, as well as encouraging cultural understanding and international mindedness. In this way, music is a catalyst for expanding critical thinking—a crucial life skill. During the course, students and teachers engage in a journey of imagination and discovery through partnership and collaboration. Students develop and affirm their unique musical identities while expanding and refining their musicianship. Students are encouraged to explore music in varied and sometimes unfamiliar contexts. Additionally, by experimenting with music, students gain hands-on experience while honing musical skills. Through realizing and presenting samples of their musical work with others, students also learn to communicate critical and artistic intentions and purpose. As students

develop as young musicians, the course challenges them to engage practically with music as researchers, performers, and creators, and to be driven by their unique passions and interests while also broadening their musical and artistic perspectives.

Course Aims

- To explore the diversity of music across time, cultures, and contexts
- To explore the range of musical contexts and make links to, and between, different musical practices, conventions, and forms of expression
- To develop students as informed, imaginative, skilled, perceptive, and analytical practitioners, creators, and collaborators
- To enable students to acquire, develop and experiment with musical competencies through a range of musical practice, convention, and forms of expression, both individually and in collaboration with others
- To enable students to evaluate and develop critical perspectives on their own music and the works of others
- To enable students to enjoy lifelong engagement with the arts

Major IB Assessments

- Exploring music in context. Students engage with a diverse range of music in their exploration of music in personal, local, and global contexts.
- Experimenting with music. Students experiment as researchers, creators, and performers with a range of musical material across local and global contexts.
- Presenting music. Students learn to practice and prepare finished pieces, complete compositions, and learn to communicate their music as researchers, creators, and performers.
- The contemporary music maker. Students plan and collaboratively create a project that draws on the competencies, skills processes in all the practical roles of the music course inspired by real-life practice of music-making.

IB Film SL/HL

Course Description

Through the study of selected films, students explore aspects of filmmaking, including film history, theory, and production. The course focuses on developing critical thinking through analytical study, providing an understanding for a wide range of perspectives, representing international points of view. Excerpts from texts such as *Master Shots* (Kenworthy) & *The Art of Watching Film* (Petri) will be used in support.

Major IB Assessments

The formal assessment will be based on three basic components for SL and four components for HL – listed below. Weekly assignments are primarily analyses of films along with critical evaluations of student film productions from a specific point of view.

Textual analysis – External – SL 30% – HL 20%

All students complete a written analysis of a prescribed film text based on a chosen extract (up to five minutes) from that film. Students consider the **cultural context** and a variety of **film elements** in their analysis of 1,750 words (maximum) and list of all sources used.

Comparative study – External – SL 30% – HL 20%

All students carry out research into a chosen area of **film focus**, identifying and comparing two films from within that area and presenting their discoveries as a recorded multimedia comparative study. Students submit recorded multimedia comparative study (10 minutes max.) and list of sources used.

Film portfolio – Internal – SL 40% – HL 25%

All students undertake a variety of film-making exercises in three **film production roles**, led by clearly defined **filmmaker intentions**. They acquire and develop practical skills and techniques through participation in film exercises, experiments and the creation of at least one completed film. Students submit portfolio pages (9 pages maximum; 3 pages maximum per **film production role**) and list of sources used, and a film reel (9 minutes maximum: 3 minutes maximum per **film production role**, including one completed film).

Collaborative – film project – Internal – HL 35%

Bringing together all they have encountered during the film course, **students at HL** work collaboratively in a **core production team** to plan and create an original completed film. Students submit a completed film (7 minutes maximum) and a project report (2,000 words maximum) and a list of all sources used.

IB Theater SL

Prerequisites

No Prerequisites

Course Description

Theater is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theater and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Programme theater course is a multifaceted theater-making course of study. It gives students the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theater course encourages students to appreciate that through the process of researching, creating, preparing, presenting and critically reflecting on theater—as participants and audience members—they gain a richer understanding of themselves, their community and the world. Through the study of theater, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theater practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theater across time, place and culture and promotes international-mindedness.

Course Aims

- Explore theater in a variety of contexts and understand how these contexts inform practice (theater in context)
- Understand and engage in the processes of transforming ideas into action (theater processes)
- Develop and apply theater production, presentation and performance skills, working both independently and collaboratively (presenting theater)

Major IB Assessments

- **IB Theater SL Assessment: Director's notebook 35%:** Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment: a director's notebook (20 pages maximum), which includes the student's presentation of his or her final directorial intentions and the intended impact of these on an audience and a list of all sources cited.

- **Research presentation 30%:** Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theater tradition they have not previously studied. Each student submits for assessment: a continuous, unedited video recording of the live presentation (15 minutes maximum) and a list of all sources cited and any additional resources used by the student during the presentation that are not clearly seen within the video recording.
- **Collaborative project 35%:** Students collaboratively create and present an original piece of theater (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. Each student submits for assessment: a process portfolio (15 pages maximum); a video recording (4 minutes maximum) evidencing the student's contribution to the presentation of the collaboratively created piece. The selected footage must be chosen by the student and must demonstrate specific theater-maker choices made by the student and a list of all sources cited.

IB Theater HL

Prerequisites

No Prerequisites

Course Description

Theater is a dynamic, collaborative and live art form. It is a practical subject that encourages discovery through experimentation, the taking of risks and the presentation of ideas to others. It results in the development of both theater and life skills; the building of confidence, creativity and working collaboratively. The IB Diploma Programme theater course is a multifaceted theater-making course of study. It gives students the opportunity to make theater as creators, designers, directors and performers. It emphasizes the importance of working both individually and collaboratively as part of an ensemble. It offers the opportunity to engage actively in the creative process, transforming ideas into action as inquisitive and productive artists. Students experience the course from contrasting artistic perspectives. They learn to apply research and theory to inform and to contextualize their work. The theater course encourages students to appreciate that through the process of researching, creating, preparing, presenting and critically reflecting on theater—as participants and audience members—they gain a richer understanding of themselves, their community and the world. Through the study of theater, students become aware of their own personal and cultural perspectives, developing an appreciation of the diversity of theater practices, their processes and their modes of presentation. It enables students to discover and engage with different forms of theater across time, place and culture and promotes international-mindedness.

Course Aims

- Explore theater in a variety of contexts and understand how these contexts inform practice (theater in context)
- Understand and engage in the processes of transforming ideas into action (theater processes)
- Develop and apply theater production, presentation and performance skills, working both independently and collaboratively (presenting theater)
- Understand and appreciate the relationship between theory and practice (theater in context, theater processes, presenting theater)

Major IB Assessments

- **Solo theater piece 35%:** Students research a theater theorist they have not previously studied, identify an aspect(s) of their theory and create and present a solo theater piece (4–8 minutes) based on this aspect(s) of theory. Each student submits for assessment: a report (3,000 words maximum) and a list of all primary and secondary sources cited.
- **Director's notebook 20%:** Students choose a published play text they have not previously studied and develop ideas regarding how it could be staged for an audience. Each student submits for assessment: a director's notebook (20 pages maximum), which includes the student's presentation of his or her final directorial intentions and the intended impact of these on an audience; a list of all sources cited.
- **Research presentation 20%:** Students plan and deliver an individual presentation (15 minutes maximum) to their peers in which they outline and physically demonstrate their research into a convention of a theater tradition they have not previously studied. Each student submits for assessment: a continuous, unedited video recording of the live presentation (15 minutes maximum) and a list of all sources cited and any additional resources used by the student during the presentation that are not clearly seen within the video recording.
- **Collaborative project 25%:** Students collaboratively create and present an original piece of theater (lasting 13–15 minutes) for and to a specified target audience, created from a starting point of their choice. Each student submits for assessment: a process portfolio (15 pages maximum); a video recording (4 minutes maximum) evidencing the student's contribution to the presentation of the collaboratively created piece. The selected footage must be chosen by the student and must demonstrate specific theater-maker choices made by the student and a list of all sources cited.

Learning & Knowledge Department

Theory of Knowledge – Grades 11 & 12

Prerequisites

Students must meet the IB Diploma Program criteria in Grade 12; all Grade 11 students take this course.

Course Description

Theory of Knowledge (TOK) is a course about critical thinking and inquiring into the process of knowing; ultimately, it's about knowing about knowing. Students will examine how we know what we claim to know. The task of TOK is to emphasize connections between areas of knowledge (AOKs) and link them to the knower in such a way that the knower can become more aware of the origins of his or her own perspectives and those of the various groups whose knowledge he or she shares. Some of the topics include Knowledge & the Knower, Knowledge and Technology, Knowledge and Politics, and specific focus on Areas of Knowledge (math, history, arts, natural science, and human science). This course also incorporates essential research and writing skills to help students develop their IB Extended Essays, as well as the development of essential academic skills based on the IB Learner Profile.

Major IB Assessments

Essay on a Prescribed Title (67%): An essay on a title chosen from a list of six titles prescribed by the IB for each examination session. The prescribed titles are issued in September of the students' senior year. The essay is assessed externally by the IB.

The Exhibition (33%): Students are required to create an exhibition consisting of three objects, or images of objects, and an accompanying written commentary on each object. The three objects must connect to one of the 35 "IA prompts" provided in the "IA prompts" section of the TOK guide. The exhibition is assessed internally by the teachers and moderated by the IB.

Senior Learning & Knowledge Seminar – Grade 12 only

Prerequisites

IB Course Candidates will be required to take this course.

Course Description

SLK is for non-IBDP students as they continue their interdisciplinary learning from Theory of Knowledge in grade 11. The course will focus on improving their research, critical thinking, argumentation, and teamwork skills. The concepts are based on 6 Big Questions derived from the Theory of Knowledge aims and objectives.

Philosophy Elective – Grades 10-12

Course Description

This L&K elective is a non-IB introductory philosophy course designed for grades 10 through 12. The structure of the class is based on the interdisciplinary field history of ideas: intellectual history taught through the lens of philosophy & critical theory. Unlike the IB course theory of knowledge, the proposed course places the focus less on the personal perspectives of students & more on the ideas themselves: the storied paths they traced, the amazing minds in which they were placed, &, most of all, the failures they all invariably faced.

The students in this course will learn about the trajectory of Thought from the ancient period up into the transmodern. All through their journey there will be a pronounced emphasis on the long-distance importation of ideas, especially ideas from the Asian & African continents as they became assimilated — often in unconscious ways — into the dominant European traditions. The final term of the course will then concentrate specifically on American Philosophy.

Advisory & CAS

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.

CAS (Creativity, Activity and Service)

Students taking the IBDP will also use Advisory time to plan & reflect on their CAS experiences and conduct their CAS interviews. Ongoing CAS experiences are a requirement of the IBDP.

