

LEAF ACADEMY
COURSES DESCRIPTIONS
AND
COMPLETION REQUIREMENTS
2021-2022

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GENERAL GUIDELINES [\(21-22 Student and Parent Handbook\)](#)

Course Completion

In order to receive a credit for any given course, a student must:

1. Attend the course regularly and miss no more than 30% of the classes in a given course in an academic year. Please note that because of the nature of certain courses, some courses may set a higher attendance requirement
2. Meet the criteria specified in the course completion requirements booklet (the link will be added in September) and thus receive a satisfactory end-of-term class report

Students will not earn credit for any course in which their coursework is incomplete, coursework has not been completed satisfactorily, and/or has not met the attendance requirement. Students that receive “no credit” (F) on a report will have their enrollment status reviewed by the Academic Standing Committee.

NOTE: As stated above, LEAF Academy graduation requirements include successful completion of AP courses or the courses provided by the Academy’s approved educational providers. In most AP courses, taking the exam is not a course completion requirement. Taking AP exams and scoring 3 and higher is a requirement only for the AP Seminar and AP Research Course (due to external validation elements and the nature of the course).

Incomplete & No Credit

Students usually demonstrate their learning by the evidence of work they submit to their teacher. On the mid semester report, a student will be marked as “incomplete” if there are missing assignments related to course completion requirements in a given course. A student will be marked as “no credit” if the student may be in danger of failing because of a significant amount of missing or unsatisfactory work. Both marks should indicate to the student that they need to immediately speak with their teacher in order to resolve the lack of learning evidence. If a student has not demonstrated their learning by submitting the work specified in the course completion requirements satisfactorily or have not demonstrated learning in an alternative way agreed with the teacher by the final week of Term 4 (or Term 2 where applicable), the teacher will factor this into their assessment of the student’s overall learning in the course and, for pass/fail courses, it will be reflected on their semester report as “no credit”.

In exceptional cases, e.g medical reasons, a student may be granted an extension for completing course requirements after the end of a semester. In such cases, the student’s end of semester course status is marked as incomplete until the required work has been submitted (by the specified date of extended completion) . Extensions must be approved by the Dean of Studies in consultation with the teacher and class advisor. If the student does not manage to complete the course requirements within the designated extension period, or the extension was not granted,¹ they will receive a mark of “no credit”.

¹ As a rule, extension is granted when there is reasonable probability that the work will be completed. Students who have already had extensions for the given task, or showed little ownership in the course might see their requests for extension declined. Conversely, students who did not complete a task due to mitigating circumstances (health, excellence-related commitments) and were proactive in communication during the year are highly likely to be offered extensions.

Academic Standing Committee

Students that do not demonstrate sufficient progress throughout the year or fail to earn passing marks, should expect the Academic Standing Committee (Dean of Studies & Class Advisors), in consultation with the teacher(s), to thoroughly review the student's academic status and determine the conditions for re-enrollment at the Academy. In most cases, the student will be assigned a Case For Advancement to be completed prior to the beginning of the next school year (usually late August or early September). Students may not begin a new school year with an incomplete on their transcript. In other cases, the Committee may determine that the student's studies at LEAF Academy should be terminated.

Case for Advancement

A Case for Advancement (C4A) is an additional opportunity for students to demonstrate their learning in a particular aspect of a course. Students should expect to spend some additional time (usually over the summer) further engaged with the course materials. C4As are presented in either the final weeks of school (for attendance issues) or at the end of August or early September (if it is a one-semester course, the case is presented the first weeks of a new semester) to an Academic Review Committee (a panel consisting of the teacher, a department head or their representative and an independent chairman of the panel from a different department). A student is allowed to take up to 3 Cases for Advancement per semester. If a student fails in more than 3 classes, the student will not be able to advance. The Academic Standing Committee will review the student's case and recommend a termination of studies at the Academy or determine the conditions for an Academic Leave or Probation and subsequent re-enrollment.

When students are notified about their C4A, they are expected to discuss with their course teacher exactly what they need to learn in order to successfully demonstrate their learning. The specifics may vary but in general a Case for Advancement is approximately one hour and consists of:

1. A writing section which answers questions related to the course content.
2. A presentation on a chosen topic, related to the course content demonstrates the skills practiced in the course and shows a depth of understanding rather than a breadth of knowledge.
3. Answering the teacher's questions related to the course content and sufficiently showing the depth of knowledge and demonstrating adequate skills.
4. Answering the Review Committee's questions that focus on the student's thought process, reflections, and preparedness for taking ownership of their learning.

After the Case for Advancement is presented, the Review Committee will determine if the student successfully demonstrated their learning. If the student presents a single Case for Advancement, the student will be notified, earn the course credit, and be able to re-enroll in the upcoming semester. If a student presents multiple Case for Advancements successfully and/or has presented one or more C4As in the previous semesters, the student will earn course credit and be able to re-enroll in the upcoming semester on Academic Probation.

Failing a Case for Advancement or Academic Probation

If a student fails a Case for Advancement the Academic Standing Committee will determine the conditions for re-enrollment, which may include extra remedial work, a requirement to re-enroll in all/part of the course to earn the missing credits, or termination of the student's studies at LEAF Academy.

If a student is enrolled on an Academic Probation, the Academic Standing Committee will outline the expectations of the student for the semester and review the student's progress at the mid semester check

or semester report. Failure to maintain academic expectations will result in the Committee's review of the students enrollment at the Academy.

Registering for Courses

In early spring, Y2 and Y3 students review and discuss their proposed course of study with their advisors, and either their Head Advisor or the College Counselor. If applicable, they follow up with the Dean of Studies before registering their preferences for AP courses. Once preferences have been entered, student schedules are created. While the Academy seeks to ensure students are able to enroll in their first choice courses, occasionally scheduling conflicts may prevent a student from taking all of their desired AP courses. Official registration is open in May and is finalized before Term E starts. Course registration is finalized after new Y3 students enrollment in late June and the students are notified in early July if the class will not run. When considering whether a class will run we take into consideration the number of students enrolled, if the majority of the students can take a class the following year, the availability of a teacher etc.

Due to the challenging nature of certain AP courses like AP Calculus and AP Seminar, students who would like to register must meet prerequisite requirements or pass a required aptitude test. If they do not meet the requirements or do not pass the test, they may not enroll in the class. The Dean of Studies makes a final decision (in consultation with the teacher of a specific subject).

Registering for AP Exams

AP Exams are ordered in the fall.

- Students must decide whether they will sit for the AP Exams in the fall so that the AP coordinator can submit the school's exam order by the College Board deadline. Students will be asked to confirm which AP exams they are taking in Spring **before Term 2 starts** (this year by Nov 3, 2021)
- It is possible to request an exam after the first day of Term 2 (until March 1, 2022), but an additional **late order fee of €43 per exam will apply** and **students will be expected to cover it**.
- If a student chooses to cancel an exam after the **first day of Term 2** or does not take an exam that was ordered for them, they will be charged €43 for the exam.
- All the fees stated above are the fees LEAF Academy is charged by the College Board in the given situations.
- Academy will order the exams students register for. If students study an AP course that is not monitored and/or is taken in Y1 or Y2 (except the AP language in Y2), students will have to cover an exam fee fully.

NOTE: In order to run the AP program in a sustainable way, as of 2020-2021 LEAF Academy fees cover 6 AP exams (if you aspire to be awarded the AP International Diploma) or 7 AP exams (if you aspire to be awarded the AP Capstone Diploma) total, which is one more than the number of courses required for graduating with the LEAF Academy diploma. This restriction does not apply to students graduating in 2020-21.

Please note that in general, one AP course equals one exam, except in AP Macro/Microeconomics and AP Phys C - we will cover both parts and count it as one exam. The Dean of Studies together with the College and Career Counselor may approve reimbursement for a higher number of AP exams if it is essential for the university application process.

Changing, Adding, or Dropping a Course

During the first two weeks of classes in September, a student can decide if they want to switch to a different AP course or add an additional course (if a schedule and group size allows it). Students are encouraged to discuss any potential changes with their advisor but because a schedule change may impact the completion of graduation requirements, students must formally request the change with their Head Advisor who will discuss potential implications with the student after consulting with the University Counselor and Registrar. Any changes must also have final approval from the Dean of Studies. The Head Advisor will notify the student if the change has been approved.

If a student wishes to drop a course they may do so at any time **before Term 2 starts (Nov 4, 2021)**. If a course is dropped before the given deadline, the course will not be recorded on the student's transcript. However, because the drop may have implications on the completion of their graduation requirements or credits it is necessary for the student to discuss the change with their advisors or Head Advisor, the registrar, and their university counselor, if applicable. Any reduction to a student's course load must also be approved by the Dean of Studies. In rare circumstances, a course may be dropped after Fall Break but the drop will be noted on the transcript and it may have implications on the student's university application process.

Dropping a course has implications for AP exam registration change, and a student dropping a course should expect to refund the Academy the expenses incurred, see rules for Registration for AP exams.

Independent Study

Upon agreement between the student, the advisor, the Clas Advisor and the Dean of Studies, in some circumstances, students may be allowed to earn credit for a course that is self-directed by a student (independent study course). An independent study may be approved in cases where there is a schedule conflict and/or no possibility of taking the course the following year. An independent study can also be requested as an addition to a student's minimum required course load/credits. In order to qualify for graduation credit, a student's progress in an Independent Study must be monitored and assessed by a LEAF Academy faculty member.

Students can also earn credit for a course arranged with a third-party institution, e.g. Global Online Academy, provided that the third party can report on the student's progress and meets the Academy's standards as determined and approved by the Dean of Studies.

Self-directed courses that are not monitored and where the student's assessment is not available do not receive credit and will not be included in the student's transcript. Except where required for university admission and approved by the College and Career Counselor, LEAF Academy will not be able to reimburse AP exam fees for self study courses.

Requirements for AP Scholar Awards

In addition to the LEAF Academy Diploma, a student may also earn one of the AP Scholar Awards awarded by the College Board:

In order to receive the AP International Diploma from the College Board, a student must:

- Select their additional credits from among the AP Diploma eligible courses as follows:
 - 1 credit in Mathematics or Natural Sciences
 - 1 credit in a Global Perspective courses
 - 1 credit in a foreign language (English Language and Composition or a World Language)
 - 2 additional credits from any eligible AP Diploma course
- Take the AP exams and earn a grade of 3, 4, or 5 in all AP Diploma eligible courses
- **Submit a letter** from a school administrator **verifying the student's mastery of a language** that there is currently no AP Exam available for. This verification, printed on school letterhead, will satisfy the requirement for one AP Exam in the language category. If that is not possible, an additional world language AP exam must be taken. If a student's national language is not taught at the Academy, and a student has not taken a national language in his/her home country, a student needs to pass an exam in his/her national language arranged by LEAF Academy in Y4 in order to receive this confirmation.

Please note: AP Scholar Award is not a substitution for a high school diploma

Requirements for AP Capstone Diploma

In order to receive the AP Capstone Diploma from the College Board, a student must select their course levels and additional credits as follows:

- Select the AP Seminar in year 3
- Select the AP Research course in year 4
- Select 4 additional AP courses (for university purposes AP English Language and Composition is recommended²)
- Take the AP exams and earn a grade of 3, 4, or 5 in AP Seminar, AP Research, and the 4 additional AP courses of your choosing.

² Some universities may not recognize AP Art History/Studio Art 2D Design, AP Seminar and AP Research as regular academic courses, please consider taking additional AP classes if you have chosen these courses. For more information consult University Counselor.

CHARACTER DEVELOPMENT

CHARACTER SEMINAR

Course Title: Character Seminar

Course length: 2 years (Year 3-4)/4 years (Year 1- 4)

Credit: ½ credit per year

Department: Character department

Course description:

The character education program aims to support students to live a healthy and meaningful life, and to make positive contributions to the world they live in. Our aspiration is to support the development of reflective, empathetic, understanding, respectful, responsible individuals, who appreciate diversity and are socially and self-aware.

The program guides students in their process of self-discovery and helps them clarify their strengths, values, and motivations. The program also encourages them to explore their feelings, thoughts, beliefs, and needs, which shape their interpretation of their personal experiences as well as understanding how their actions influence their surroundings.

We believe that character development happens primarily through meaningful physical, emotional, social and cultural experiences - conducted or spontaneous - followed by reflection focused on transferrable learning. The practices, theories and educational tools used in the character education program are inspired by methodologies from experiential education, outdoor adventure education, positive psychology, art therapy, personal development training, leadership training and others.

Through a four-year program, the topics follow the natural student life-cycle. In the first two years, the students explore their identity in the context of a new community, then engage in an introspection of their personality, strengths, motivations, and values. In the final two years, students examine their place as individuals in society and explore their opportunities to impact the world around them. The program finishes with a final project, the LEAF Thesis, aimed at looking back at one's journey so far and identifying one's own mission in life to follow.

The character development seminar is supported by multi-day adventure education programs offered each year. These experiences provide students with the opportunity to apply and practice the themes and concepts covered during the seminars in real situations.

Character Seminar: Year 1

The first year is dedicated to laying the foundations where the students focus on belonging and transitioning. Students explore and answer the question "Where do I belong and how do I contribute to the group?". The seminar's design aims to set the tone, support students in navigating a new environment, and finding their place in the community. The topics covered include group dynamics, relationships, and roles in peer groups. Seminars are designed to also help the students develop a growth mindset, identify strengths, and improve learning and time management strategies. Particular focus is placed on learning to use feedback as an effective tool for growth.

Character Seminar: Year 2

The second-year seminar focuses on practical experiences designed to foster further self-discovery. In the first term, students set and begin work towards a clearly defined self-development goal. They evaluate their progress periodically throughout the year. The second half of the year is dedicated to exploring themes such as humility, habit building, resilience, comfort zone, and self-regulation. Students are introduced to current scientific concepts, tests focused on capturing character strengths and the seminar guides them in connecting self-reflection with self-care and well-being. They also practice different methods of reflection using art, discussion, and writing.

The Year 2 experiential program, in the form of a multi-day self-supported backpacking journey is designed to test students' personal limitations and support them in developing humility and resilience, while also reinforcing healthy confidence in their own abilities.

Character Seminar: Year 3

The year 3 seminar is designed to create a space for students to further explore their strengths, values, and passions in the context of their personal lives, leadership qualities, and future professional path. The seminar encourages students to think more intentionally about their future and the impact they want to have on the world. Students are also asked to look back at their life journey and growth, examine how significant life moments have shaped their world view and values. This process aims to contribute to formulating and strengthening their identity.

Over the year students are guided toward building awareness of internal and external expectations and explore how these influences may motivate their behavior and choices. Seminars also offer an opportunity for the students to tap into their emotional world, exploring topics of vulnerability and insecurities, failure and success and nonviolent communication.

As part of the experiential element, the students engage in in-class interactive activities, individual self-reflection time and creative projects as well as a multi-day outdoor journey fostering a sense of responsibility, leadership, and inter and intrapersonal connections.

Character Seminar: Year 4

The last year of the character seminars support the students in reflecting on their growth, their transition to life and their potential as leaders and contributing members of society.

During the course of the year, students explore their understanding of leadership and how they identify with a leadership role. Students continue by exploring real-world ethical dilemmas which are important and applicable to them and are supported to begin to understand their own set of personal principles and what it would mean for them to live a meaningful life.

As a culmination of their journey of self-discovery and character development, each student works on a final project that summarizes their path at LEAF Academy, reflects on their personal growth and their future direction. Students spend the last term preparing their LEAF thesis and present it to their peers and LEAF Academy staff in the final weeks of school.

Course Completion Requirements for Earning a Credit:

Due to the very subjective nature of the course and the heavy emphasis on skills and competencies developed through experiential and collaborative learning, traditional grading is not applicable.

Character Seminar is graded as pass/fail. Most students earn a "Pass" grade. A student who fails to meet course requirements earns "No Credit." Students earn 1/2 credit per each course/year.

Attendance: Since the Character Seminar is heavily dependent on students' presence which cannot be substituted with a homework assignment, to successfully complete the seminar a student cannot miss more than 20% of the classes in a given course and year.

Completion of Student work/Assignments:

End of year overall performance assessed as "Pass."

Student performance that reflects engagement during the seminar, submission of the key assignments and participation in character education offsite programs are assessed as Pass.

Note: For specific key assignments please refer to the Syllabi 21/22 document.

Students are required to participate in each character education offsite program or complete an approved equivalent.

For students in their final year, successful written submission and presentation of their 'LEAF Thesis' project is a requirement for course completion and a passing grade.

Students with individual education plan (IEP) - requirements for earning a credit

IEP Attendance: case by case basis

IEP Completion of Student work/Assignments: Assigned readings, reflections or projects on a case by case basis.

Students with IEP in the 4-year program should complete at least 1 character education offsite program or an approved equivalent.

CENTRAL EUROPEAN STUDIES

AP® COMPARATIVE GOVERNMENT AND POLITICS

Course title: AP Comparative Government and Politics

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: CES

Course description:

AP Comparative Government and Politics will provide students with the conceptual tools necessary to develop an understanding of some of the world's diverse political structures and practices, focusing on six AP comparative politics countries: Great Britain, Russia, China, Iran, Mexico, Nigeria.

The first part of the course will focus on learning the basics of comparative politics and theory behind political institutions, focusing on the key concepts of Sovereignty, Authority, Power, State, Nation, Political culture, Societal cleavages, Political participation, Government Institutions, Branches of Government, Parties, Bureaucracy.

The second part of the course will cover the 6 AP case studies. Taking a comparative, cross-country approach, we will examine, compare and contrast the countries' formal and informal political institutions, paying particular attention to topics of continuity and change, public policy, political economy, authoritarianism, democratization, economic development and political violence.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance and active participation in class discussions and activities is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria regarding attendance stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

AP subject with a course grade D and above.

If a student does not submit a major assignment by the end of the year, a zero will be entered for that assignment. AP Comparative Government and Politics provides at least one major assessment in the form of a test (including multiple choice, short answer and essay questions), group or individual presentation, debate, or graded discussion at the end of each unit of study, approximately every two weeks. In addition, students are expected to actively contribute to class learning through active participation, individual and group presentations, article summaries, etc. Through the above assignments students will demonstrate their mastery of the following competencies and skills:

- Understanding of key concepts related to comparative study of politics
- Cross-country comparisons
- Active Citizenship - Global Interest
- Reading - Making connections
- Analysis and Evaluation - Understand perspectives
- Writing - Coherence
- Habits of doing - Responsibility

Students with individual education plan (IEP) - requirements for earning a credit

IEP Attendance: Depends on the student/case

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP including a comparative research-based paper and presentation, and a 2 or higher on either AP exam in May or AP mock/internally administered exam.

AP® ENGLISH LANGUAGE AND COMPOSITION

Course title: AP English Language and Composition

Course length: Year Long (Year 4)

Credit: 1

Department: CES

Course description: An AP English Language and Composition course requires students to become skilled readers of prose written in a variety of rhetorical contexts and skilled writers who compose for a variety of purposes. Both their reading and their writing should make students aware of the interactions among a writer's purposes, reader expectations, and an author's propositional content, as well as the

genre conventions and the resources of language that contribute to effectiveness in writing.

At the heart of an AP English Language and Composition course is the reading of various texts. Reading facilitates informed citizenship and thus increases students' capacity to enter into consequential conversations with others about meaningful issues. Also contributing to students' informed citizenship is their ability to gather source materials representing particular conversations and then make their own reasonable and informed contributions to those conversations. Students' ability to engage with outside sources in their reading, writing, and research is an important measure of their intellectual growth.

While writing represents a significant component of this course, the core skill required is the ability to read well. In reading another writer's work, students must be able to address four fundamental questions about composition:

- ▶ **What is being said?**
- ▶ **To whom is it being said?**
- ▶ **How is it being said?**
- ▶ **Why is it being said?**

The answers to these questions inform students' own composition processes as they learn to read like writers and write like readers.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

End of year report overall performance assessed with a course grade D and above.

If a student does not submit a larger assignment/essay by the end of the year, a zero will be entered for that assignment. AP English Language and Composition requires students to complete at least 1 essay every two weeks in addition to smaller homework assignments. AP English Language and Composition essays are graded using a rubric scale of 1-6, with 6 being the highest grade. Students can take teacher feedback on submitted essays and re-submit an essay for grading to ensure that they meet this requirement. If a student fails to produce two or more larger assignments/essays over the course of the year then they will be deemed to have failed in meeting the course requirements. Students may skip two homework assignments a semester (not essays or performance tasks) without it reflecting in their overall course assessment.

Students with individual education plans (IEP) - requirements for earning a credit

IEP Attendance: reflected on an individual student basis, and after consultation with relevant school authorities.

IEP Completion of Student work/Assignments: 2 or higher in agreed essay assignments (graded on an 1-6 AP scale) and a 2 or higher on either AP exam in May or AP mock/internally administered exam (graded on a 1-5 scale).

TOPICS & SKILLS

- **Unit 1: Argumentation**

- o This unit will introduce students to argumentation as a process of reasoned inquiry and rational discourse that seeks common ground. Students will explore elements of argumentation, such as, ethos, pathos, and logos, in addition to staking claims and supporting them with relevant and compelling evidence.
- **Unit 2: Rhetoric**
 - o This unit will introduce students to rhetoric as a thoughtful, reflective activity that leads to effective communication, including the rational exchange of opposing viewpoints. By understanding how rhetoric works, students can become wary of manipulation or deceit, while appreciating effective and civil communication.
- **Unit 3: Synthesis**
 - o This unit will introduce students to the skills required for evaluating multiple sources of information, and selecting appropriate evidence to inform a nuanced argument. Students will also be required to display knowledge/use of appropriate rhetorical devices to make their arguments more compelling.

Unit Assessments:

Each unit will be assessed through both formative and summative assessments.. These may include, but are not necessarily, limited to:

- In-class essays (summative)
- Homework essays (formative & summative)
- Peer grading (formative)
- Quizzes (including vocab quizzes) (formative & summative)
- Literary journal and personal dictionary (formative)
- Sample multiple choice exam
- Teacher guided research, related to both formative and summative assessments, will be an ongoing expectation
 - o Students can also expect to receive a mid-unit performance task, and an end of unit performance task. Both will be assigned in the G.R.A.S.P.S. format.

COURSE COMPETENCIES (EXAMPLES)

- **Reading:** 4.5 - Making Connections: Student shows understanding and evaluation of texts through text-to-text, text-to-self, and text-to-world connections
- **Analysis and Evaluation:** 5.6 - Synthesis: Able to determine and summarize important ideas and identify patterns
- **Writing:** 7.1 - Audience & Purpose: Considers audience's perspective and purpose of communication in order to effectively convey ideas

AP® ENGLISH LITERATURE AND COMPOSITION

Course title: AP English Language and Composition

Course length: Year Long (Year 4)

Credit: 1

Department: CES

Course Description: The AP® English Literature and Composition course is designed and taught thematically with an emphasis on core readings along with modern and contemporary selections that illuminate and expand upon a variety of themes. AP English Literature and Composition closely follows the requirements described in the AP English Literature and Composition Course and Exam Description

(CED), including the fundamentals of literary analysis and introductory college composition. Each week students discuss and engage in a variety of writing activities focusing on argumentation, interpretation, analysis, rhetorical strategies, exposition, structure, and style. Students read and study a variety of novels, plays, poems, and short stories from the 16th century to the present.

The course focuses on the experience of literature, the interpretation of literature, the evaluation of literature, and writing to develop stylistic maturity and sophistication. Students practice their writing via numerous timed essays, which are revised several times, as well as longer essays that require outside research and MLA formatting. Students also practice oral communication skills, through poetry presentations, regular classroom discussions and acting as discussion facilitators.

The Big Ideas this subject explores are:

- Character
- Setting
- Structure
- Narration
- Figurative language
- Literary Argumentation

Unit Assessments:

Each unit will be assessed through both formative and summative assessments.. These may include, but are not necessarily, limited to:

- In-class essays (summative)
- Homework essays (formative & summative)
- Peer grading (formative)
- Quizzes (including vocab quizzes) (formative & summative)
- Literary journal and personal dictionary (formative)
- Sample multiple choice exam
- Teacher guided research, related to both formative and summative assessments, will be an ongoing expectation
 - Students can also expect to receive a mid-unit performance task, and an end of unit performance task. Both will be assigned in the G.R.A.S.P.S. format.

COURSE COMPLETION REQUIREMENTS

In order for students to earn full completion credit, you must fulfil the following:

- End of year report overall performance assessed with a course grade D and above.
- If a student does not submit a larger assignment/essay by the end of the year, a zero will be entered for that assignment.
- AP English Literature and Composition requires students to complete at least 1 essay every two weeks in addition to smaller homework assignments. Essays are graded using a rubric scale of 1-6, with 6 being the highest grade. Submitted essays must be of an AP grade 2 or above. Students can take teacher feedback on submitted essays and re-submit an essay for grading to ensure that they meet this requirement.
- If a student fails to produce two or more larger assignments/essays over the course of the year then they will be deemed to have failed in meeting the course requirements. Students may skip two homework assignments a semester without it reflecting in their overall course assessment - essays and projects are not considered as homework assignments.

Students with individual education plans (IEP) - requirements for earning a credit

IEP Attendance: reflected on an individual student basis, and after consultation with relevant school authorities.

IEP Completion of Student work/Assignments: 2 or higher in agreed essay assignments (graded on an 1-6 AP scale) and a 2 or higher on either AP exam in May or AP mock/internally administered exam (graded on a 1-5 scale).

AP® EUROPEAN HISTORY

Course title: AP European History

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: CES

Course description:

European History is designed to be the equivalent of a two-semester introductory college or university European history course and is taught to the AP standards. In this course, students will gain a range of historians' analytical skills as well as a broad understanding of European history. Students investigate significant events, individuals, developments, and processes in four historical periods from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical comparisons; and utilizing reasoning about contextualization, causation, and continuity and change over time. The course also provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: interaction of Europe and the world; economic and commercial developments; cultural and intellectual developments; states and other institutions of power; social organization and development, national and European identity; technological and scientific innovation.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the attendance criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

End of year report overall performance assessed with a course grade D and above.

If a student does not submit a major assignment by the end of the year, a zero will be entered for that assignment. A student may miss no more than one major assessment each semester. AP Euro provides a major assessment in the form of essays or papers (DBQ/LEQ), tests, or graded discussion at the end of each unit of study or roughly once every two weeks. Shorter graded assignments like Multiple Choice Question (MCQ) practices, Short Answer Questions (SAQ) practices or image/data set analysis are given at least once a week. Students may skip two short assignments a semester without it reflecting in the overall course assessment.

AP European History Document Based Questions (DBQ) are graded using a rubric scale of 1-7, with 7 being the highest grade; Long Essay Questions (LEQ) are graded using a rubric scale of 1-6, with 6 being the highest grade. By the end of the year, students must earn a grade of 3 or above on all submitted assignments. Students can take teacher feedback on submitted essays and re-submit an essay for grading to ensure that they meet this requirement.

Students with individual education plan (IEP) - requirements for earning a credit:

IEP Attendance: Depends on the student/case

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP and a 2 or higher on either AP exam in May or AP mock/internally administered exam.

AP® FRENCH LANGUAGE AND CULTURE

Course title: AP French Language and Culture

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: CES

Course description: The AP French course has been devised to “fine tune” the students’ reading, listening, interactive and productive skills both in written and presentational rendering. The studies revolve around six topical and cultural themes: Families in Different Societies, The Influence of Language and Culture on Identity, Influences of Beauty and Art, How Science and Technology Affect our Lives, Factors that impact Quality of Life, Environmental, Political and Societal Challenges.

The course guides the students to explore culture and events mainly in contemporary and historical settings in order to examine products and practices of the target culture. The students should become aware of the complexity of the topics offered and gain fluency and accuracy of their expressions in order to feel confident to take the AP French exams.

This course is intended for students who have already studied the selected language for several years, and will prepare students for an AP language and culture exam.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student’s success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

End of year report overall performance assessed with a course grade D and above.

AP French Language and Culture provides three major assessments in the form of an essay, three shorter written assignments in the form of a formal letter or reading with comprehension per term. Students must complete successfully (graded 2+ in the first term and 3+ in the second term) two essays and two formal letters or reading comprehension. Every half year a graded discussion or a presentation on a subunit takes place in the lesson. During the year shorter assignments such as complete reading comprehension, writing up new terminology, class discussions, and very short presentations from research; may provide feedback on students’ progress.

Doing assignments in due form and in a timely manner students will also fulfill the competency requirements as for World Language Fluency and Clarity.

Students with individual education plan (IEP) - requirements for earning a credit

IEP Attendance: Depends on the student/case

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP including one big writing piece (essay), one short writing (formal letter), one presentation for the class or two audio tasks per half year, plus a 2 or higher on either AP exam in May or AP mock/internally administered exam

AP® GERMAN LANGUAGE AND CULTURE

Course title: AP German Language and Culture

Course length: Year Long (Y3 and Y4)

Credit: 1

Department: CES

Course description: This course helps students to improve their foreign language communication skills in real-life situations. We will practice vocabulary usage, language control, communication strategies, and cultural awareness. We will also explore the selected foreign culture in both contemporary and historical contexts. We will look at and learn to appreciate various cultural products such as tools, books, or music, but also the way culture influences more complex areas like laws, conventions, or institutions. We will familiarize ourselves with the patterns and modes of social interactions, and learn to understand the culture's perspectives in its values, attitudes, and assumptions.

There are six broad themes in which they will be able to use knowledge and understanding gained in their other courses: Families in Different Societies, The influence of Language and Culture on Identity, Influences of Beauty and Art, How Science and Technology Affect our Lives, Factors that impact Quality of Life, Environmental, Political and Societal Challenges.

This course is intended for students who have already studied the selected language for several years, and will prepare students for an AP language and culture exam. Depending on student interest, the course may be taught on site, or covered through alternative means such as an online course, or external instructors etc.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

End of year report overall performance assessed with a course grade D and above.

AP German Language and Culture provides three major assessments in the form of an essay, three shorter written assignments in the form of a formal letter or reading with comprehension per term. Students must complete successfully (graded 2+ in the first term and 3+ in the second term) two essays and two formal letters or reading comprehension. Every half year a graded discussion or a presentation on a subunit takes place in the lesson. During the year shorter assignments such as complete reading

comprehension, writing up new terminology, class discussions, and very short presentation from a research; may provide feedback on students' progress.

Students with individual education plan (IEP) - requirements for earning a credit

IEP Attendance: Depends on the student/case

Doing assignments in due form and in a timely manner students will also fulfill the competency requirements as for World Language Fluency and Clarity.

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP including one big writing piece (essay), one short writing (formal letter), one presentation for the class or two audio tasks per half year, plus a 2 or higher on either AP exam in May or AP mock/internally administered exam

AP® HUMAN GEOGRAPHY

Course title: AP Human Geography

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: CES

Course description: AP Human Geography is a year-long course designed to meet or exceed the experience of an introductory one-semester college human geography course. The purpose of the course is to utilize geographic processes to systematically study and understand spatial patterns that are evident in the world. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socio-economic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. Case studies from around the globe are compared to the situation both in Central Europe and locally.

- **Attendance:** Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).
- **Acquisition of course-specific knowledge, skills and competencies demonstrated through the successful completion of the following aspects of the course**
 - Unit Exams
AP exams in Environmental Science consist of a multiple choice section and free response section testing level of understanding and competency in unit relevant areas. Similarly, the unit exams in the class. A student needs to score D or better on each of their exams to complete the course, while a retake can be allowed after individual consultation with the teacher. Student's average performance on the unit tests will determine their class grade.

The following scoring scale applies:

Score (%)	
100-85	A

84.99 - 70	B
69.99 - 60	C
59.99 - 40	D
39.99 - 0	E - no credit

- GRASPS Tasks
Learning in this course is about more than just mastering AP test taking skills. Therefore, consistent good performance on GRASPS tasks can improve your class grade by a full grade (e.g. from a B to an A), in cases of exceptional work or where special learning needs hinder performance on multiple choice tests even by several grades. Likewise, consistently poor performance on GRASPS tasks may reduce your class grade by a full grade (e.g. A to B), as it indicates poor effort or ability to apply memorized material to real world or novel contexts.
- Participation in class discussions
Consistent active participation in class discussions can improve your class grade by $\frac{1}{3}$ (e.g. B+ to A-), provided that such participation is not consistently disruptive or does not repeatedly demonstrate poor understanding of the material. In other words, asking questions will never hurt your class performance grade, and neither will an occasional mistake in reasoning, but consistently making wrong assertions would.
- Timely submission of work
Students actively participate in individual and group activities and submit all required work in agreed time (set in Veracross). If a student cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.
Repeated failure to hand in required work on time can reduce your grade by $\frac{1}{3}$. (e.g. B+ to A-)

To earn a credit for the course, overall course grade has to be D- and above.

If a student does not meet any of the criteria above, the student's performance will be assessed as "fail" at the end of the school year and the LEAF Academy academic committee will determine next steps.

Students with individual education plan - requirements for earning a credit:

IEP Attendance: Depends on the student/case

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP and a 2 or higher on either AP exam in May or AP mock/internally administered exam.

PRINCIPLES OF ECONOMICS (AP[®] MICRO/MACROECONOMICS)

Course title: Principles of Economics (AP Micro/Macroeconomics)

Course length: Year Long

Credit: 1

Department: CES

Course description: In this course, we will explore basic economic concepts and apply them to seek an understanding of our economic system. We will begin by asking how individuals and firms make decisions, and how their decisions affect the market for goods and services. We will then look at instances where markets fail, and consider the role governments, banks, and regulators can play in the economy. Finally, we will analyze why and how countries trade with each other and what is there to gain from international trade.

In individual and team projects, we will use our analytical skills and understanding of economic concepts to explore seemingly irrational individual behavior, learn more about the inner workings of the financial sector, or try to predict the economic growth of our country, Students wishing to take an exam in AP Microeconomics may need to do additional individual work in learning the theory and analytical frameworks describing firm behavior.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

End of year report overall performance assessed with a course grade D- and above.

Each student needs to participate in an individual or group research project and have the participation and final presentation assessed as emerging or above.

Students with individual education plan (IEP) - requirements for earning a credit

IEP Attendance: Depends on student circumstances.

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP plus a 2 or higher on either AP Micro or AP Macro exam, or a 2 or higher on either AP Micro or AP Macro mock/internally administered exam.

AP® PSYCHOLOGY

Course title: AP Psychology

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: CES

Course description: The purpose of the AP Psychology course, in general, is to introduce students to the systematic and scientific study of what is in the background of human mental processes and behavior. Students are introduced to the basis of the psychological knowledge needed to enter the world of psychological science. They will learn about important principles, phenomena, and research associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their scientific practice.

The specific curriculum of AP Psychology is divided into 9 smaller units ranging from the biological background of the human mind and behavior including basics of neuroanatomy and sensation through

the introduction of cognitive processes as well as emotional and motivational drives to the treatment of mental disabilities and applied research represented in important social psychology studies. Still, this is just an excerpt from the wide range of topics involved in the course.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

AP subject with a course grade D and above. Students need to submit all assignments and take all end of unit tests. If a student does not submit an assignment or take a test, it will be treated as earning zero points in that particular case.

Through the above assessment, students should master the following competencies and skills:
Responsibility, Transferring knowledge, and Decision evaluation.

Students with individual education plan (IEP) - requirements for earning a credit

IEP Attendance: Depends on student circumstances.

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP plus a 2 or higher on AP PSYCH exam, or a 2 or higher on AP PSYCH mock/internally administered exam.

AP® SEMINAR

Course title: AP Seminar

Course length: 1 academic year

Credit: 1

Department: CES

Course description:

AP Seminar is a foundational course that engages students in cross-curricular conversations that explore the complexities of academic and real-world topics and issues by analyzing divergent perspectives. Using an inquiry framework, students practice reading and analyzing articles, research studies, and foundational, literary, and philosophical texts; listening to and viewing speeches, broadcasts, and personal accounts; and experiencing artistic works and performances. Students learn to synthesize information from multiple sources, develop their own perspectives in research-based written essays, and design and deliver oral and visual presentations, both individually and as part of a team. Ultimately, the course aims to equip students with the power to analyze and evaluate information with accuracy and precision in order to craft and communicate evidence-based arguments.

Goals

The goals of the AP Seminar course include:

- Engage students with rigorous college-level curricula focused on the core academic skills necessary for successful college completion.

- Extend students' abilities to synthesize information from multiple perspectives and apply skills in cross curricular contexts and in new situations.
- Empower students to collect and analyze information with accuracy and precision.
- Cultivate students' abilities to craft, communicate, and defend evidence-based arguments.
- Provide opportunities for students to practice disciplined and scholarly research skills applied to relevant topics of their interest and curiosity.

Course Completion Requirements earning credit:

Attendance: Regular attendance and active participation in class discussions and activities is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Attendance - specific to this course:

After Performance Task 2 has been introduced by the teacher, students must have a minimum of 30 available school days in which to complete the task. Students should be made aware of this and strive to attend school throughout this period.

Completion of Student work/Assignments:

End of year report overall performance assessed with a course grade D and above.

If a student does not submit a major assignment by the end of the year, a zero will be entered for that assignment.

In order to pass the course, students must complete points 1 - 5 below:

1. Complete all teacher assigned performance tasks and reflections throughout, as well as at the end of each unit of inquiry.
 2. Consistently demonstrate a growing ability to work as a productive member of a team, as well as, to also work independently while developing the skills of investigation, analysis, and communication.
 3. Complete the College Board required Performance Task 1 during semester 2.
 4. Complete the College Board required Performance Task 2 during semester 2.
 5. Complete the end of course AP Seminar exam.
- In addition to the above, students will be assigned regular homework assignments by the teacher. These will come in varying formats with varying outcomes, but all designed to help prepare the student for both College Board required Performance Tasks, and the final exam.

Through the above assignments students will demonstrate their mastery of the following competencies and skills:

- Analysis and Evaluation - Understand perspectives
- Analysis and Evaluation - Synthesis
- Writing - Coherence
- Writing - Clarity
- Writing - Details and Evidence
- Reading - Making Connections
- Habits of Learning and Doing - Collaboration
- Habits of Learning and Doing - Commitment to growth

Students with individual education plan (IEP) - requirements for earning a credit:

IEP Attendance: reflected on an individual student basis, and after consultation with relevant school authorities.

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP including practice and real performance tasks 1 and 2, and an overall AP score of 2 or higher.

AP[®] RESEARCH

Course title: AP Research

Course length: 1 academic year

Credit: 1

Department: CES

The AP Research course operates as year two of the AP Capstone program. Having learned how to enter the academic conversation in AP Seminar, in AP Research students learn how to contribute to that conversation. They deeply explore an academic topic, problem, issue, or idea of their choice by first locating a gap in the existing scholarship and formulating their research question, and subsequently designing, planning and implementing a year-long investigation to address this research question. Through this inquiry, students further the skills they acquired in the AP Seminar course by learning research methodology, employing ethical research practices, and collecting, analyzing and synthesizing information. Throughout the year, they reflect on and document their progress, skill development and communication with the teacher and expert advisors using a process and reflection portfolio (PREP). The course culminates in an academic paper of 4000–5000 words (accompanied by a performance or exhibition of product where applicable) and a presentation with an oral defense to a panel.^[1]

AP Research is not tied to a specific content area, rather it emphasizes and strives for competency in core academic skills. Students gain Essential Knowledge and develop and apply discrete skills identified in the Learning Objectives of the Enduring Understandings within the five big ideas represented by the acronym QUEST introduced in the prerequisite AP Seminar course:

- *Question and Explore:* Read critically; pose questions and identify issues that compel you to want to explore further.
- *Understand and Analyze:* Use specific tools – such as re-reading, questioning in the text, and considering multiple perspectives – to break down an idea or argument into parts that make sense to you.
- *Evaluate Multiple Perspectives:* Identify a variety of perspectives, viewpoints, and/or arguments of an issue and consider any bias to determine the validity of that point of view.
- *Synthesize Ideas:* Create new perspectives after evaluating other varying perspectives and establishing a unique position or claim using a variety of resources designed for a specific audience.
- *Team, Transform, and Transmit:* Communicate the message clearly and effectively to your audience.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the attendance criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

End of year report overall performance assessed with a course grade D and above.

If a student does not submit a major assignment by the end of the year, a zero will be entered for that assignment.

In order to pass the course, students must:

1. Document their thinking and research progress in a Process and Reflection Portfolio (PREP)
2. Have regular work-in-progress interviews with their teacher and Expert Advisor(s) to review their progress and receive feedback on their scholarly work
3. Complete and submit an academic paper of 4000–5000 words, including the following elements: Introduction, Method/Process/or Approach, Results/Product/or Findings, Discussion/Analysis/and/or Evaluation, Conclusion and Future Directions, Bibliography
4. Deliver a presentation with an oral defense to a panel on their research processes, methods, and findings.

In addition to the above, students will be expected to engage actively in class activities and regularly contribute in the form of mini presentations, work-in-progress reports, peer feedback, etc.

Through the above assignments students will demonstrate their mastery of the following competencies and skills:

- Inquiry and Research - Quality Questioning
- Inquiry and Research - Method
- Analysis and Evaluation - Understand perspectives
- Analysis and Evaluation - Synthesis
- Writing - Coherence
- Writing - Clarity
- Writing - Details and Evidence
- Reading - Making Connections
- Habits of Learning and Doing - Commitment to growth

Students with individual education plan (IEP) - requirements for earning a credit:

IEP Attendance: Depends on the student/case

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP and an AP score of 2 or higher.

[1] Adapted from the 2017 AP Research Course and Exam Description.

AP[®] 2-D ART AND DESIGN

Course title: AP 2-D Art and Design

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: CES

Course description:

The AP 2-D Art and Design course is designed for students who are seriously interested in the practical experience of art. Students will develop a quality portfolio that demonstrates a mastery of concept, composition and execution in 2D design. This course is based on a student creating a body of work that demonstrates quality, concentration and breadth. The course will meet for a full year. As in any college level course students will be expected to spend a considerable amount of time outside of class in order to complete assignments and doing homework and sketchbook assignments. The course starts with

theoretical presentations and interactive activities focused on design elements & principles and afterwards on creating strong individual art portfolios. Students will have flexibility in the choice of medium and focus (any two-dimensional medium or process, including, but not limited to, graphic design, digital imaging, photography, collage, fabric design, fashion design, fashion illustration, painting and printmaking...).

The AP Studio Art portfolio is divided into two sections:

- **Selected Works** section is composed of works of the highest quality that demonstrate your mastery of design in concept, composition, and execution. Works may come from the Sustained Investigation section, but they do not have to. They may be a group of related works, unrelated works, or a combination of related and unrelated works. **(5 actual works)**
For each work, students will have to describe in writing: own ideas, used materials and process.
- **Sustained Investigation** section requires students to develop a body of work consisting of a series of images, that are unified by an underlying idea that is visually coherent. **(15 digital images)**.
Students will have to document in writing: the questions that guided their sustained investigation and how their sustained investigation shows evidence of practice, experimentation, and revision guided by their questions.

The course includes visiting galleries or art institutions in order to increase the aesthetic intelligence and help with appreciation and understanding of art .

Course Completion Requirements for Earning a Credit:

Student pass the course when they successfully finish the final Portfolio for AP 2-D Art and Design exam or art related projects such as campaign, exhibition, performance, video or deliver special assignments (minimum 15 pieces of Sustained Investigation and five Selected works) and thus show the mastery of concept, composition and execution in 2D design. In all works students have to safeguard their artistic integrity and ethics, avoiding any suspicion of plagiarism.

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#): See General Guidelines.

Due to the fact that the course requires artwork creation that may sometimes happen outside the Academy premises, a teacher can approve a lower class time attendance.

Completion of Student work/Assignments:

End of year report overall performance assessed with a course grade D and above.

The completion of student works consists mainly of the Portfolio for the AP 2-D Art and Design exam, divided into two sections: Selected Works and Sustained Investigation. All students who want to take the AP 2-D Art and Design exam need to finish the Portfolio before the official deadline. If there is a student who wants to take this course without taking an AP exam, he/she must work on individually assigned projects (minimum 15 pieces of Sustained Investigation and five Selected works) focusing on mastery of concept, composition and execution in 2-D design.

Students with individual education plan (IEP) - requirements for earning a credit:

IEP Attendance: Depends on the student/case.

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP and a 2 or higher on the AP exam in May.

AP® ART HISTORY

Course title: AP Art History

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: CES

Course description:

The AP Art History course explores such topics as the nature of art, its uses, its meanings, art making, and responses to art. Through investigation of diverse artistic traditions of cultures from prehistory to the present, the course fosters in-depth and holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, constructing understanding of individual works and interconnections of art-making processes and products throughout history. They consider influential forces like patronage, politics, class, belief, gender, and ethnicity in their analysis of art forms.

Main **8 Art Historical Thinking Skills** students will learn: Visual Analysis, Contextual Analysis, Comparison of Works of Art, Artistic Traditions, Visual Analysis of Unknown Works, Attribution of Unknown Works, Art Historical Interpretations, Argumentation

5 Big Ideas: Culture, Interactions with other Cultures, Theories and Interpretations, Materials - Processes - Techniques, Purpose and Audience

There are no prerequisites for AP Art History. Students who have been successful in humanities courses, such as history and literature, or in art and design courses are especially encouraged to enroll since those experiences will likely support and enrich the context of the art history course.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#): See General Guidelines.

Completion of Student work/Assignments:

End of year report overall performance assessed with a course grade D and above.

If a student does not submit a major assignment by the end of the year, a zero will be entered for that assignment. AP Art History provides at least one major assessment in the form of an essay or paper presentation, test, or graded discussion at the end of each unit of study or roughly once every two-three weeks in addition shorter graded assignment like quizzes, short answer questions, image analysis etc at least once a week. Students may skip two short assignments a semester without it reflecting in the overall course assessment.

Students with individual education plan (IEP) - requirements for earning a credit:

IEP Attendance: Depends on the student/case.

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP and a 2 or higher on either AP exam in May or AP mock/internally administered exam.

LEAF CORE: Central European Studies

Course title: LEAF Core: Contemporary threats to democracy

Course length: Semester Long (Year 3)

Credit: 1/2

Department: CES

Course description:

LEAF Core: Contemporary threats to democracy is a 1-semester long interdisciplinary course in which students apply multiple perspectives and tools borrowed from various social science disciplines to explore and analyze select contemporary threats to democracy, such as nationalism, extremism, populism, disinformation and hoaxes, and propose practical solutions to them.

The starting point and a connecting thread that runs through the course is the topic of collective identities and their role in political mobilization. Through readings, class discussions, guest lectures, online research, etc., students explore key components of liberal democracy, differences between democratic and authoritarian regimes and ideologies, and some of the main threats democratic regimes are currently faced with. Afterwards, working individually or in small groups, they select a particular threat they would like to explore in more depth and conduct research and interviews to analyze its causes and propose practical solutions. They present and discuss the results of their individual or group research in class.

In addition to exposing students to current issues faced by liberal democracies, the course focuses on developing the essential skills of critical thinking, analysis, decision-making and collaboration, all of which will be essential for their success as responsible citizens and future leaders of this region. Students will also practice communicating the results of their work to diverse audiences.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance and active participation in class discussions and activities is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

End of year report overall performance assessed with a course grade "Pass".

If a student does not submit a major assignment by the end of the year, a zero will be entered for that assignment.

In order to pass the course, students must:

1. Deliver individual or group research-based report and presentation at the end of each term
2. Actively engage in class discussions and contribute to joint learning through short presentations, summaries, thinkpieces, reflections, responses, etc.

Through the above assignments students will demonstrate their mastery of the following competencies and skills:

- Active citizenship - Interest in the region
- Analysis and Evaluation - Understand perspectives
- Reading - Making Connections
- Habits of Learning and Doing - Collaboration
- Habits of Learning and Doing - Responsibility

Students with individual education plan (IEP) - requirements for earning a credit:

IEP Attendance: Depends on the student/case

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP.

LEAF CORE: Civics and Law

Course title: LEAF Core: Civics and Law

Course length: Semester Long (Year 3)

Credit: 1/2

Department: CES

Course description: LEAF core (C&L) is a 1-semester introduction to civics and the legal system. We will explore the role of public institutions in a democratic society and the role individuals can play as elected officials, civil servants, or private citizens in ordering our day-to-day lives. We will then proceed to take a closer look at the legal system and the concept of rule of law. We will ask how laws are created and enforced, how they help govern our relationships and behaviour, and what roles individuals play in the legal system as legislators, judges, prosecutors, attorneys, and other lawyers.

We will study the theory of law and public policy, explore the philosophical and moral justification for our political and legal system, and look at the practical reality through several recent case studies drawn from Central Europe and beyond.

LEAF Core classes share a goal of developing core competencies and understandings students need to be active and informed citizens and contributing members of society. They cultivate students' ability to seek out, ask, and answer meaningful questions; to collect, process, and analyze qualitative and quantitative data; and to communicate their ideas with accuracy and impact. While developing students as global thinkers, the programme facilitates students' foundational exploration of the complexities, contexts, challenges, and opportunities that exist in Central Europe and how these intersect with students' own experiences and interests.

To demonstrate the above competencies, students will be expected to engage with the material through weekly written assignments, short presentations or team discussions. Each unit will also require all students to work on at least one larger written analysis or GRASPS task presentation.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance and active participation in class discussions and activities is essential to a student's success and growth at LEAF Academy. In order to receive a credit for any given course, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

In order to earn course credit, students have to:

- miss no more than two weekly assignments, and
- earn a passing score on at least two GRASPS tasks or case studies

Students with individual education plan (IEP) - requirements for earning a credit:

IEP Attendance: Depends on the student/case

IEP Completion of Student work/Assignments: case study analysis and presentation

CENTRAL EUROPEAN STUDIES

Central European Studies: Year 1

Course title: Central European Studies Year 1

Course length: Year Long (Year 1)

Credit: 2

Department: CES

Course description:

Central European Studies is a program consisting of two modules: History & Social Studies (HSS), and Writing & Rhetorics (WR). It centres on inquiry and insight into the behaviours, beliefs, motivations, and functions of individual humans, human society, and states, which are essential understandings for engaged citizenship and transformative leadership. CE Studies cultivates students' ability to seek out, ask, and answer meaningful questions and to communicate their ideas clearly, with accuracy and impact. While developing students as global thinkers, the programme facilitates students' foundational exploration of the historical and contemporary complexities, contexts, challenges, and opportunities that exist in Central Europe and how all these intersect with students' own experiences and interests.

In the first year of the Compulsory Central European Studies History Programme, students will cover the following three units – **Early Modern History, The Long 19th Century, and WWI and the World It Created.**

In the second year, students will cover the following three units - **WWII and the Holocaust, Rise and Fall of Communism, and Beyond 1989: The World of Tomorrow.**

In each unit, students will use various case studies from both history and literature to gain basic insights into the political, sociological, ethical and philosophical lenses of history. Students' study will shift from a zoom-in on the Central European region to a zoom-out on the larger global perspectives. Students will continually practice critical thinking and reading skills that empower them to effectively craft questions, conduct research, and communicate their ideas verbally and in writing.

The CES Year One History module will be taught in parallel with Writing & Rhetorics. The latter is an inquiry-based course (meaning lots of questions) that aims to engage students in conversations that explore real-world topics through a historical lens and from multiple perspectives. This course will continue into Year Two and, at the end of your two years, you will have the reading and writing tools to develop a group and individual research question; search for, collect, and analyze information, so that you can build and communicate evidence-based arguments effectively.

The goals of the combined CES Course include:

- Provide foundational reading & writing skills necessary for students pursuing the AP Capstone Diploma
- Provide a foundational understanding of history related to the CE region, and facilitate your understanding of its importance in contemporary context
- Empower you to find, collect, sort and analyze information effectively, with accuracy, precision, and a sense of nuance
- Cultivate your ability to craft, communicate, and defend evidence-based arguments Cultivate your ability to formulate your own thoughts and opinions on a variety of issues connected to contemporary challenges

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

- Preparation and participation in daily class activities, both verbally and in writing
- Handing in all the assignments on time, unless an extension has been respectfully asked for and agreed upon at least 48 hours beforehand, with valid reason given and an alternative deadline proposed.
- Students may miss no more than one assignment per semester.

In order to demonstrate learning in **HSS** the following assignments will provide the majority of evidence for students' strengths and growth areas, based on the skills and knowledge discussed in class:

Unit One: Early Modern History

- End of Unit Test, testing students' ability to identify and learn of the key historical events and personalities up to the late 18th century, especially those of the early modern period (Holy Roman Empire, 30 Years' War, Absolutism, Constitutionalism, Scientific Revolution, Enlightenment and Enlightened Monarchs, and the Habsburgs)
- A written assignment/graded discussion testing students' understanding of the modern ideas that started to develop in this period, and their ability to link them to the present day
- GRASPS project focused on proposing an Enlightened reform to a modern day audience, testing students' written, presentation, and historical research and understanding skills.

Unit Two: The Long 19th Century

- End of Unit Test, testing students' ability to identify and learn of key historical events, personalities and movements of the 19th century (focusing especially on the The French Revolution, Napoleonic Wars, The Congress of Vienna, The Revolutions of 1848, The Industrial Revolution, Reunification of Italy and Germany, and the foundations of nationalism, human rights and modern political thought).
- A written assignment/graded discussion testing students' understanding of the similarities, differences and continuities when it comes to foundations of nationalism, human rights and modern political thought.

- GRASPS project, focused on the different styles of leadership in the 19th century and their relevance for the present day, testing students' written, presentation, and historical research and understanding skills.

Unit Three: World War I and the World it Created

- End of Unit Test, testing students' ability to identify and learn of key historical events leading up to WWI, the turning points of the war and the key aspects of the postwar order (focusing in particular on the post-war treaties and the foundations for the rise of interwar non-democratic regimes).
- A written assignment/graded discussion testing students' understanding of the key social, military and political changes caused by the conflict, as well as the role chance and intention play in human history
- GRASPS project, giving students the opportunity to conduct independent research into the topic of their choice, and presenting it from a historian's perspective, testing students' written, presentation and historical research and understanding skills.

In order to demonstrate learning in **WR** the following assignments will provide the majority of evidence for student's strengths and growth areas, based on the skills and knowledge discussed in class:

- Unit One: Questioning History
 - You will be able to assess a quality question and create one.
 - Through creating a class rubric, you will be able to understand the assessment process at LEAF Academy.
- Unit Two: Reading with RAVEN eyes
 - You will demonstrate your ability to assess sources. You will write an argumentative ACES paragraph. You will also show your ability to work both synchronously and asynchronously and meet multiple deadlines throughout the unit.
- Unit Three: Freedom vs Safety
 - You will demonstrate your ability to independently create an argumentative essay, using evidence from at least one of the non-fiction sources we read in class.
 - By using new vocabulary in creative writing, you will be able to show you have acquired it.
- Unit Four: Struggle for Democracy
 - You will demonstrate your ability to conduct research individually from a particular lens. You will then use communication and presentation skills while creating a group PPT presentation.
 -

Through the above mentioned assignments we will practice a [variety of competencies](#) as introduced during our Unit 1 in WR, where we will also look at the creation of rubrics and what their purpose is.

If a student fails to submit or participate in any of the above, they will receive a zero for that assignment. In addition, students will be required to complete a number of in-class and homework assignments throughout the year. In-class and homework assignments are required throughout each unit as a way for the teacher and student to assess areas of strength and growth. Therefore, students need to submit the majority of their assignments in order to provide enough evidence of their learning in each unit. If a student fails to complete assignments, it may result in no credit earned for the class. If an extension is needed for any major assignment, the student must agree with the teacher 2 school days (49 hours)

prior to the final deadline; otherwise, late work is not accepted except in the case of a medical/family emergency.

Students with individual education plan - requirements for earning a credit

IEP Attendance: reflected on an individual student basis, and after consultation with relevant school authorities.

IEP Completion of Student work/Assignments: At a minimum, students must complete all major writing assignments but revised deadlines and criteria can be reflected in the IEP based on the individual student needs. Students will need to achieve emerging or above on additional specific assignments, agreed upon between teacher and student.

Central European Studies: Year 2

Course title: Central European Studies 2

Course length: 1 year (Year 2)

Credit: 2

Department: CES

Course description:

Central European Studies is a program consisting of two modules: History & Social Studies (HSS), and Writing & Rhetorics (WR). It centres on inquiry and insight into the behaviours, beliefs, motivations, and functions of individual humans, human society, and states, which are essential understandings for engaged citizenship and transformative leadership. CE Studies cultivates students' ability to seek out, ask, and answer meaningful questions and to communicate their ideas clearly, with accuracy and impact. While developing students as global thinkers, the programme facilitates students' foundational exploration of the historical and contemporary complexities, contexts, challenges, and opportunities that exist in Central Europe and how all these intersect with students' own experiences and interests.

In the second year, students will cover the following three units - **WWII and the Holocaust, Rise and Fall of Communism**, and **Beyond 1989: The World of Tomorrow**.

In each unit, students will use various case studies from both history and literature to gain basic insights into the political, sociological, ethical and philosophical lenses of history. Students' study will shift from a zoom-in on the Central European region to a zoom-out on the larger global perspectives. Students will continually practice critical thinking and reading skills that empower them to effectively craft questions, conduct research, and communicate their ideas verbally and in writing.

The goals of the combined CES Course include:

- Provide foundational reading & writing skills necessary for students pursuing the AP Capstone Diploma
- Provide a foundational understanding of history related to the CE region, and facilitate your understanding of its importance in contemporary context
- Empower you to find, collect, sort and analyze information effectively, with accuracy, precision, and a sense of nuance
- Cultivate your ability to craft, communicate, and defend evidence-based arguments
- Cultivate your ability to formulate your own thoughts and opinions on a variety of issues connected to contemporary challenges

Course Completion Requirements for Earning Credit:

Attendance: Regular attendance is essential to a student's success and growth at LEAF Academy. In order to receive a credit for any given course, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

- Preparation and participation in daily class activities, both verbally and in writing
- Handing in all the assignments on time, unless an extension has been respectfully asked for and agreed upon at least 48 hours beforehand, with valid reason given and an alternative deadline proposed.
- Students may miss no more than one assignment per semester.

HSS (1 unit of 2 credits in CES Y2)

In CES-HSS students must demonstrate their learning by:

Unit One: World War II and the Holocaust

- End of Unit Test, testing students' ability to understand and learn of the basics of the interwar order (especially the foundations of non-democratic regimes), the key wartime events, turning points and developments, key elements of antisemitism and its history, the customs and history of the European Jews, the path to Nazi genocide in Germany and Slovakia, and the key aspects of Holocaust studies, including Holocaust denialism
- A written assignment demonstrating students' awareness of the connection between interwar developments/European Jewry/holocaust, and the local context
- A class discussion demonstrating students' understanding of the key questions in the Holocaust studies, including Holocaust Denialism and the intentionalism vs. functionalism debate
- GRASPS project, focused on the experience of a real or fictional person during WWII, testing students' written, presentation and historical research and understanding skills.

Unit Two: Rise and Fall of Communism

- End of Unit Test, testing students' ability to identify and understand key ideas, personalities and events of communism and communist period in Czechoslovakia and globally, as well as the events leading up the fall of communist regimes across Europe
- A written assignment/graded discussion demonstrating students' understanding of the similarities, differences and continuities of the communist ideas and regimes across the world.
- GRASPS project, focused on exploring everyday life under communism, testing students' written, presentation and historical research and understanding skills.

Unit Three: Beyond 1989 – The History of Tomorrow

- End of Unit Test, testing students' ability to identify and understand key post-1989 developments in Europe and globally (focusing especially on the post-1989 order in CEE, the EU, globalisation, nationalism, climate change and the different challenges to democracy).
- A written assignment/graded discussion demonstrating students' understanding of the key challenges facing democracy in Central Europe.
- GRASPS project, giving students the opportunity to prepare a TEDx presentation on a topic of their choice from the perspective of an expert, testing students' written, presentation, and historical research skills.

WR (1 unit of 2 credits in CES Y2)

In Writing & Rhetoric, Year Two, students will build on their skills from the previous years and focus on the additional reading and writing skills needed for upper school courses. The class will use a work of literature as an 'anchor text' for each unit and have a number of nonfiction articles, poetry, and other text excerpts as an opportunity to engage in different types of reading.

Unit Overview

- Unit One, "Identity Crisis", will look at what happens when a person's self-perceived identity is changed or challenged.
- Unit Two, "Argumentate to Manipulate", is focused on the way one can use words or actions to purposefully manipulate others for personal gain: using their positions of power or unethically using logical fallacies.
- Unit Three, "Critical Choices", digs into the way people make choices: what is important to them in their decision making process and why.
- The final five weeks of class are an opportunity for students to choose a topic of interest and apply the skills/knowledge they've been practicing throughout the school year. Students will work on an extended GRASP project, and will present their work to various community members.
- Throughout the year, the Writing Workshops (90 minute blocks) will provide students an opportunity to continually work through the iterative process at their own pace with guidance in small groups and 1:1 sessions. Students will choose from a variety of writing types to practice (essay, poetry, creative writing, etc.) and will produce at least four publishable pieces throughout the year.

Evidence of Learning

- Throughout these units students will submit the follow major assignments:
 - WR Interactive Notebook
 - Unit Reading Pack Annotations
 - Pre/Post Unit Learning Reflections
 - Identity Crisis Essay (in-class & revision)
 - Manipulation Essay (in-class & revision)
 - Critical Choices Essay (in-class & revisions)
 - Unit 4 GRASP Project
 - At least 2 performances at our Publication Cafe
 - Final Portfolio Project (including at least 4 pieces of published pieces)

Through the above mentioned assignments we will practice a [variety of competencies](#). Students need to prove, with evidence, that they have learned skills & content discussed in class. Students can do this by actively participating in the class, being proactive in their communication & responsibilities, and submitting assignments - all with their best effort & ability.

When providing feedback on the competencies above, the teacher will take into consideration the ways in which the students demonstrates:

Active Participation

- Daily & independent use of interactive notebook
- Fully preparing for each session: materials & mind
- On-time attendance & active participation: thoughtful & on-topic responses, ready with evidence from text/discussions, in whole class, small group, or individual discussions - verbal or written, in class or online

Adherence to the Deadline Policy

- I expect you to submit assignments on time and I do not accept late work; however, I will individually revise deadlines if:
 - You get in touch with me at least **48 hours** (2 days) **before** the deadline to request an extension (please ask respectfully)
 - You must **include a valid reason** for the request and **propose your own revised** deadline
 - If it is less than 48 hours, you may still ask but I do not guarantee it will be allowed and, if you don't have my confirmation in writing that it's OK, the original deadline will stand
- If a student is **not proactive** (unless it's a serious family or medical emergency) they will receive an automatic zero, without exception.

If a student fails to submit or participate in any of the above, they will receive a zero for that assignment or aspect of the class. In addition, students need to submit the majority of their other class & homework assignments in order to provide enough evidence of their learning in each unit. If a student fails to complete any major assignment, a majority of the class/homework materials, and/or consistently submit assignments below emerging proficiency, it will result in an IEP for the second semester. If the IEP plan is not completed as agreed between the student & teacher, it will result in a failing mark on the end-of-year report.

Students with individual education plan - requirements for earning a credit

IEP Attendance: reflected on an individual student basis, and after consultation with relevant school authorities.

IEP Completion of Student work/Assignments: At a minimum, students must complete all major writing assignments but revised deadlines and criteria can be reflected in the IEP based on the individual student needs. Students will need to achieve emerging or above on additional specific assignments, agreed upon between teacher and student.

CES: WRITING & RHETORIC (YEAR 3)

Course title: Year 3 Writing Course

Course length: 1 academic year

Department: CES

Course description:

The Year 3 Writing Course aims to develop a student's ability to evaluate how text structures can be used in innovative ways by different authors. Students will also explore how a choice of language features, images and vocabulary contributes to the development of individual style. Students will be challenged to develop and justify their own interpretations of texts, evaluate other interpretations, and analyse the evidence used to support them.

Students will develop an awareness of how the selection of language features can achieve precision and stylistic effect. In addition, students will grow to explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They will be challenged to develop their own style of writing by experimenting with language features, stylistic devices, text structures and images. To help achieve the aims of the course, students will create a wide range of texts to articulate complex ideas. They will be required to make presentations and actively contribute to class and group discussions: building on others' ideas, solving problems, justifying opinions and developing and expanding arguments. Throughout the course, each student will need to demonstrate a significant understanding of grammar

choices and show an awareness of how using varying diction choices can enhance an author's impact upon an audience.

Course Completion Requirements earning credit:

See points 1 - 2 below.

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must:

- Miss no more than 30% of the classes in a given course and year, and
- Receive a satisfactory end of term class report in both terms

Students failing to meet the above requirements may earn the course credit by presenting a case for advancement to a committee consisting of the teacher, the head of the department for the course, and the Principal of the Academy.

Attendance - specific to this course: N/A

Completion of Student work/Assignments:

AP subject with a course grade D and above.

Students must:

1. Complete all summative assessments assigned by the teacher. These will include, but are not limited to, group/team research assignments, independent research assignments, in-class essays, at home essays, group and independent presentations with oral defense questions.
2. If a student fails to produce one or more summative assessment over the course of the year then they will be deemed to have failed in meeting the course requirements.
3. In addition to the above, students will be assigned regular (smaller) homework assignments by the teacher. These will come in varying formats with varying outcomes and will largely, but not exclusively, be used as formative assessments. Students may skip two homework assignments a semester without it reflecting in their overall course assessment.

Students with an individual education plan - requirements for earning a credit:

IEP Attendance: reflected on an individual student basis, and after consultation with relevant school authorities.

IEP Completion of Student work/Assignments: Demonstrate adequate learning through written assignments and/or oral presentations for assessed work; such assessments will be modified to reflect the learning differences of the student.

Topics & Skills Covered

Unit 1: Developing English Writing - The Lone Ranger and Tonto Fistfight in Heaven

In this unit students will, for example, begin to recognise the devices a writer uses to express intentions in extended texts on a growing range of unfamiliar general and curricular topics. As a result, students will develop the ability to compose, edit and proofread written work at text level, with minimal teacher support, on a range of general and curricular topics.

Unit length - 6 weeks

Unit 2: Imagery as text - MAUS

The purpose of this unit, amongst other things, is to provide students an opportunity to scrutinise the graphic novel format as a means for achieving an author's purpose. Students will explore imagery as text, its elements, techniques and effects.

Unit length - 7 weeks.

Unit 3: Rhetorical devices in literature - The Awakening by Kate Chopin.

Using Chopin's novel as our main medium, students will explore, for example, how the rhetorical choices of an author can both connect with, and impact an audience. Students will come to understand that the contexts of production and reception of a text shape its content and meaning.

Unit length - 6 weeks

Unit 4: Sharing the Planet: the environment - The Sand County Almanac

Using the Sand County Almanac as our gateway, students will examine the relationship between man and nature. Students will use new insights to question how literature can create shifts in culture.

Unit length - 8 weeks

Unit Assessment:

Each unit will be assessed through both formative and summative assessments.. These may include, but are not necessarily, limited to:

In-class essays (summative)

Homework essays (formative & summative)

Peer grading (formative)

Quizzes (including vocab quizzes) (formative & summative)

Literary journal and personal dictionary (formative)

Teacher guided research, related to both formative and summative assessments, will be an ongoing expectation

Students can also expect to receive a mid-unit performance task, and an end of unit performance task.

Both will be assigned in the G.R.A.S.P.S. format.

COURSE COMPETENCIES (EXAMPLES)

Reading: 4.1 - Active Approaches: Implements active reading strategies to extract key details, vocabulary, and meaning

Making Decisions: 6.4 - Human-centred solutions: Identifies and takes into account needs and feelings of the people impacted when analyzing problems or designing solutions

Writing: 7.6 - Impactful Delivery: Selects an effective structure, style and rhetorical devices to impactfully communicate one's ideas to targeted audience; has developed an authentic and engaging voice

INTRODUCTION TO WORLD LANGUAGE: GERMAN 1 AND 2

Course title: Introduction to World Language (German, Spanish, French)

Course length: 2 years (Year 1-2)

Credit: 1/year

Department: CES

Course description:

This two-year course introduces students to the world language. Starting with basic vocabulary, grammar and communication skills, students gradually build familiarity with the world language and culture. In addition to communication practice in a real world setting, students will engage with (increasingly complex literary and journalistic) authentic texts relevant to their language level.

Understanding of and comparison with the target culture are one of the essential aspects of this course. This course is open to all students including complete beginners. Students will be assigned to smaller groups based on an initial diagnostic exam.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

The student has to achieve at least the emerging level, to be engaging in group classroom activities during the lessons and cannot miss more than 30% of the classes in the given year.

Students have to submit at least 75 percent of their homework assignments and cannot miss the final assignment recapturing all their work.

Students with individual education plan (IEP) - requirements for earning a credit

IEP Attendance: reflected on an individual student basis, and after consultation with relevant school authorities.

IEP Completion of Student work/Assignments: passing a final written test recapturing the main vocabulary and grammar structures covered during the respective year and a presentation on a subject of the students choice while achieving in both at least the emerging level.

Doing assignments in due form and in a timely manner students will also fulfill the competency requirements as for sufficient vocabulary development and fluency skills.

WORLD LANGUAGE: GERMAN 1-3

Course title: GERMAN1- 3

Course length: 1 year

Credit: 1/ year

Department: CES

Course description:

This course builds on what was introduced in World Language German 1 and 2. Students learn more complex grammar. The topics covered are more advanced, they engage with various texts - literary and journalistic. They prove their knowledge in projects, presentations, meeting with German speakers (if possible).

Understanding of and comparison with the target culture are one of the essential aspects of this course.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#): See General Guidelines.

The student has to achieve at least the emerging level, to be engaging in group classroom activities during the lessons and cannot miss more than 30% of the classes in the given year.

Students have to submit at least 75 percent of their homework assignments and cannot miss the final assignment recapturing all their work.

Students with individual education plan (IEP) - requirements for earning a credit

IEP Attendance: reflected on an individual student basis, and after consultation with relevant school authorities.

IEP Completion of Student work/Assignments: passing a final written test recapturing the main vocabulary and grammar structures covered during the respective year and a presentation on a subject of the students choice while achieving in both at least the emerging level.

Doing assignments in due form and in a timely manner students will also fulfill the competency requirements as for sufficient vocabulary development and fluency skills.

WORLD LANGUAGE: FRENCH

Course title: World Language: French

Course length: 2 years (Year 1-2)

Credit: 1/year

Department: CES

Course description:

This course introduces students to the world language. Starting with basic vocabulary, grammar, pronunciation and communication skills, students gradually build familiarity with the world language and its culture. In addition to communication practice in a real world setting, students will engage with authentic texts relevant to their language level, as well as with the series, movies or music pieces.

Course Completion Requirements for Earning a Credit: see points below

Attendance: Regular attendance is essential to a student's success and growth at LEAF Academy. In order to receive a credit, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#). The student cannot miss more than 30 percent of the classes in the given year. In order to earn course or requirement credit, a student who does not meet the minimum attendance must complete a Case for Advancement or additional project at the end of the year.

Completion of Student Work/Assignments:

Students have to submit at least 75 percent of their homework assignments and cannot miss the final assignment (at the end the Term 1 and Term 2) recapturing all their work.

If the student is not capable of submitting an assignment on time in special circumstances, he or she agrees with the teacher and makes up accordingly to a mutual agreement.

Students with individual education plan - requirements for earning a credit

IEP Attendance: the plan is dependant on the student's and group's circumstances

IEP Completion of Student Work/Assignments: the plan is dependant on the student's and group's circumstances

NATIONAL LANGUAGE

Course title: National Language

Course length: 4 years (Year 1-4)

Credit: ½ per year

Department: CES

Course description: This course helps students keep in touch with their national language, culture and country itself. The course is a combination of current affairs reading, discussions and essays writing on topics such as economy, politics, business, history, etc. The objective is to build up professional vocabulary and to improve writing skills. The content is tied to the CES curriculum. Key pieces of literature are discussed, reflected upon and written about to help students think about their culture and national identity. The connection with one's own culture is nurtured through gallery exhibitions, movie or theatre performances, or other cultural events (if applicable).

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

NL requires students to complete all major assignments per term, in addition to smaller class or homework assignments. If a student fails to produce two smaller or any major assignment over the course of the year then they will be deemed to have failed in meeting the course requirements. If a student cannot submit an assignment on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline. Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

Y1:

- **Argument writing**
- **Argumentative essay**
- **Essay about an inspirational person**
- **Literature review**
- **Smaller assignments throughout the year**

Y2:

- **Speech**
- **Essay writing**
- **Piece of literature on a specific topic**
- **Smaller assignments throughout the year (article, advertisement)**
-

Y3:

- **Article about a chosen topic**
- **Vlog/Podcast**
- **Comparative essay**
- **CV/cover letter**
- **Smaller assignments throughout the year**

Y4:

- **Poster about a current country**
- **Presentation and article about abandoned places from Student's regions**
- **Smaller assignments throughout the year**
- **Piece of literature (novel, poem..)**

Students with individual education plan - requirements for earning a credit

IEP Attendance: Depends on student circumstances.

IEP Completion of Student work/Assignments: One assigned work per term assessed as emerging or above.

ENGLISH LANGUAGE LEARNING

Course title: English Language Learning

Course length: from a term to a whole year (Year 1-3)

Credit: TBD

Department: CES

Course description:

This course is designed to improve students' English proficiency, so that they enhance their studies. Students focus on Grammar and Vocabulary Development. The aim of the course is to guide students to become independent English speakers who can use the language in an academic setting and possess the skills necessary, e.g. working with academic texts, note taking, vocabulary enrichment and maintenance, appropriate communication techniques etc.

Course Completion Requirements for Earning a Credit:

Students need to show significant improvement in their language skills, written as well as spoken. They can do so either by presentations in class, in their homework and in their quizzes. They need to pass quizzes with a grade no lower than 75%.

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy.

Attendance - specific to this course:

Students' presence is crucial in their progress and is therefore required in all the lessons. Absences in special circumstances must be agreed upon with the teacher and made up according to a mutual agreement.

Completion of Student work/Assignments:

End of year report showing improvement in Vocabulary Development and World Language Proficiency competencies. All the quizzes must be completed and required work submitted.

Students with individual education plan (IEP) - requirements for earning a credit

IEP Attendance: Depends on student circumstances.

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP.

ENTREPRENEURIAL LEADERSHIP

Course title: Entrepreneurial Leadership

Course length: Year Long (Year 1, Year 2, Year 3, Year 4)

Credit: 1/year; 4 credits in 4-years program, 2 credits in 2-year program

Department: EL

Course description:

Entrepreneurial Leadership course empowers students to learn and to make, already during the studies, positive changes in the public and business sector. Our aim is on the higher quality of life in Central Europe and learning from the diverse experiences and regions of our students and faculty.

In leadership, we practice situational leadership. Each person is responsible for the action, either as a leading or follower role, depending on the situation. We learn how to take responsibility and how to empower learning and morality in the team. Recognizing and learning how to solve ethically challenging situations is part of leadership studies.

In the entrepreneurial part, we learn from the actual world best practices and global trends. We adopt human-centered design, business modeling, agile project management, and making things happen in reality as the key methods. It is important to say though that there is little scientific research on successful entrepreneurship.

EL in the two-year program

Within their first year of studies, Y1 of 4-year program and Y3 of 2-year program, students learn the ENTREPRENEURIAL LEADERSHIP FOUNDATIONS. Via experiential learning, students are able to master the basics of 3 key areas to become successful entrepreneurs and practitioners of leadership. These three areas are applicable in both public and business sector, in STEM and in humanities:

- Human centered design - B.U.I.L.D
- Project Management
- Leadership

EL FOUNDATIONS UNITS:

- BUILD and My Passions (Term 1)
 - You will learn and practice the basics of human-centered design - BUILD
- Project Management and Partner Projects (Term 2-3)
 - You will learn via short projects with partners from public and business sector and acquire basic teamwork and agile project management skills via agile project management approach
- Leadership, Global Trends, Original Idea for Development (Term 3-4)
 - You will get familiar with the actual global trends, learn how to search for and work with global data in selected topics
 - You will develop original idea for solving a real issue or opportunity in the society, using BUILD, PM and Leadership

In the second year of studies, students build on their entrepreneurial leadership foundational skills in the STUDENT ENTERPRISES AND INTERNSHIPS. By the end of this year and the whole EL course, each student will know how to establish a sustainable (project in) business and public organisation.

STUDENT ENTERPRISES AND INTERNSHIPS UNITS:

- Foundations refresh, Decision Making, Building Products and Teams (Term 1)
 - You will refresh what you have learned in the Foundations program and how to put the knowledge into use in the Student Enterprise OR an Internship (internal at LEAF Academy as a Teacher Assistant or external at an organisation in the public or the business sector in Bratislava or virtual team elsewhere)
 - You will make an informed decision, perhaps a difficult choice between SE and internship. Unless you were selected for an internal internship at LEAF Academy as a Teacher Assistant previous spring, you will learn how to find and apply for an internship.
 - In the SE groups, you will restart your teamwork after summer, learn how to make your meetings and collaboration effective and how to serve your customers this school year.
- Project Management Advanced, Financial and Legal Models (Term 2)
 - You will learn how to make the projects run long-term, laying down your own routines inspired by project management which will help to enjoy both the tasks and relationships in the team.
 - You will learn how to establish legal forms in Slovakia and how to keep up the basic financial records.
- Actual Global Trends, Sustainability,, My and Project Transition (Term 3, 4)
 - You will dive into inspiration and global context of your product and internship
 - You will learn how to look at the solutions from different lenses of sustainability.
 - You will prepare for your transition from EL at LEAF Academy to entrepreneurial leadership after graduation.

EL in the four-year program

Within their first year of studies, Y1 of 4-year program and Y3 of 2-year program, students learn the ENTREPRENEURIAL LEADERSHIP FOUNDATIONS. Via experiential learning, students are able to master basics of 3 key areas to become successful entrepreneurs and practitioners of leadership. These three areas are applicable in both public and business sector, in STEM and in humanities:

- Human centered design - B.U.I.L.D
- Project Management
- Leadership

EL FOUNDATIONS UNITS:

- BUILD and My Passions (Term 1)
 - You will learn and practice the basics of human-centered design - BUILD
- Project Management and Partner Projects (Term 2-3)
 - You will learn via short projects with partners from public and business sector and acquire basic teamwork and agile project management skills via agile project management approach
- Leadership, Global Trends, Original Idea for Development (Term 3-4)
 - You will get familiar with the actual global trends, learn how to search for and work with global data in selected topics
 - We learn how to identify opportunities with qualitative and quantitative inputs

In Y2 of the 4-year LEAF Academy program, students build on and add on their entrepreneurial leadership foundational skills, with additional knowledge and more supportive structures (compared to students of 2-year program who enter SE and INTERNSHIPS with higher knowledge from their first year at the Academy, and also context and maturity to learn in less structured environment)

ENTREPRENEURIAL LEADERSHIP Y2 UNITS

- Real World Connection (Term 1)

- Project Management/ Partners Projects (Term 2)
- Original Idea for Development and Transition (Term 3, 4)
- Actual Global Trends, Sustainability, My and Project Transition (Term 3, 4)

In your second year of studies, you advance your knowledge and entrepreneurial and leadership experience on real projects provided by LEAF Academy. These can be external opportunities as well as opportunities provided by the current Student Enterprises. In a supportive environment and individual mentoring by the teacher, you become ready to enter the upper school EL program where you will have time to start and finish more projects and internships than the 2-year program students.

After Y2, you enter the STUDENT ENTERPRISES AND INTERNSHIPS UNITS (see 2-year program above), where you can manage both an SE in your first year and an internship (TA or external) in the second year.

Assessment

Student-learners will be assessed through:

- **Impact delivered**, Measure of Success agreed in each project
- Ability to apply the key tools and mindsets
- 360 Assessment on chosen competencies (self-, peer-, teacher-, customer-feedback)
- Individual performance delivered within class- and project-responsibilities.
- Contribution to other learners in motivation, ethics, and trust-building

Attendance

We learn by experience and making things happen together. Learners learn as individuals and enable others to learn from each other.

If the learners cannot attend a class in any format, they catch up with missed learning latest by the week when they are back.

Further attendance for the course for any given course, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignment

Teacher- and student-learners agree on the learning goals and performance goals for each term.

Teacher- and student-learners agree on the assignments for each week.

The assignments serve the purpose of

- Learning
- Making things happen
- Teachers being able to see and being able to support the students (by individual and projects feedback, by identifying the needs between the students and teams, by bringing in new tools skills, by differentiating the curriculum)

Learners honor the agreements by delivering on time, in agreed format. If learners expect not to meet the agreements, they proactively communicate.

If the student-learner fails to follow the agreement or does not proactively communicate the need to change the agreement, it results in not passing the EL as a subject for a particular

semester. If the student-learners fail for 2 semesters, they are not awarded the credit for the particular year.

STEM

AP® BIOLOGY - *Will not be opened in 2021/2022 school year*

Course title: AP Biology

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: STEM

Course description:

AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes, energy and communication, genetics, information transfer, ecology, and interactions. Throughout the course students are developing advanced inquiry and reasoning skills – by designing a plan for collecting and analyzing data, connecting concepts and practicing skills in order to accomplish a goal or task as well as solving current scientific problems. An essential part of AP Biology is lab work which helps students practice science process skills, and builds a first-hand understanding of the investigated phenomena. Lab work takes at least 25% of the course time.

During the course of biology class also collaborates with the experts from the field – we are visiting the labs in Slovak Academy of Sciences where the students are having the first contact with the real science.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Completion of Student work/Assignments:

- Students must take all major AP-exam based tests at the end of each unit, and mock exam.
- Submit a prescribed number (8) of laboratory assignments in good quality done in accordance to the [departmental lab papers rubric](#)
- Receive a satisfactory end of term class report in both terms.
- End of year report overall performance assessed with a course grade D and above.

The submitted work needs to clearly show the understanding of the given topic, and the student's learning that is defined in the beginning of the unit (both content and skills).

If a student cannot submit an assignment on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

Late submission (within 3 calendar days after the agreed deadline) is accepted for up to 2 assignments per semester. No more work will be accepted after the deadline. A student can miss 1 assignment per semester, by which we understand an assignment that has not been submitted or accepted due to late

submission. In case of an incomplete assignment, a student needs to adjust it based on the feedback from a teacher (provided via Veracross) and resubmit it within 3 full work days.

If a student does not meet any of the criteria above, the student's performance will be assessed as "fail" at the end of the school year and the LEAF Academy academic committee will determine next steps.

Students with individual education plan (IEP) - requirements for earning a credit:

IEP Attendance: Depends on student's circumstances.

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP and a 2 or higher on either AP exam in May or AP mock/internally administered exam.

AP[®] CALCULUS AB/BC

Course title: AP Calculus

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: STEM

Course description: AP Calculus is a course directed at students intending to read mathematics, physics, engineering or economics at university. It covers the seminal topics such as limits, differentiation, integration, differential equations and (in BC) sequences. While mastering the use and techniques of each is an essential element of the course, the main aim of the course is to refine students' competency in mathematical literacy and argumentation. This also includes interpretation of numerical and graphical data, and translating between different representations. The study of properties of various mathematical objects including functions and series builds specialised maths skills and solid foundations for courses in mathematical analysis or numerical maths.

AP Calculus is a challenging course which requires prior mathematical knowledge. Students aspiring to take Calculus are expected to have a good knowledge of functions (including trigonometric, inverse trigonometric, rational, exponential and logarithmic), their properties (increasing/decreasing, parity, extrema, inverse functions) and basics of analytic geometry. More information will be provided directly by the teacher. The course adopts a pragmatic view to technology; graphical calculators and computers (especially spreadsheets) are used when appropriate.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#). Students must miss no more than 30% of the classes in a given course and year.

Acquisition of course-specific competencies:

Learners actively participate in individual and group activities and submit all required work in agreed time (set in Veracross). If a learner cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

The following enters into your grade:

1 - Performance on AP quizzes and unit tests

AP exams in Calculus consist of a multiple choice section with 45 questions (15 with calculator) worth 50% of the final grade and a free response section with 6 questions (2 with calculator) worth 50% of the final grade. AP grade cutoffs vary from year to year depending on the difficulty of the exam, but are roughly as follows:

Grade	AB: Points as percentage of total
5	63 %
4	52 %
3	41 %
2	34 %
1	

I will apply the above percentages to your performance on quizzes and unit tests to determine your class grade, with 5 corresponding to an A, 2 to a D and 1 to no credit earned.

2 - Performance on GRASPS tasks and LABS

Learning is about more than just mastering AP test taking skills. Therefore, good performance on GRASPS tasks can improve your class grade by a full grade (e.g. from B to A), in cases of exceptional work or where special learning needs hinder performance on multiple choice tests even by several grades. Likewise, consistently poor performance on GRASPS tasks may reduce your class grade by a full grade (e.g. A to B), as it indicates poor effort or ability to apply memorized material to real world or novel contexts.

3 - Participation in class discussion

Consistent active participation in class discussions can improve your class grade by $\frac{1}{3}$ (e.g. B+ to A-), provided that such participation is not consistently disruptive or does not repeatedly demonstrate poor understanding of the material. In other words, asking questions will never hurt your class performance grade, and neither will an occasional mistake in reasoning, but consistently making wrong assertions would.

4 - Timely submission of work

Repeated failure to hand in required work on time can reduce your grade by $\frac{1}{3}$. In case of an “incomplete” activity/assignment, the student receives comments from the teacher that need to be resolved within one week (7 days).

Types of activities used in AP Calc:

In each unit, you will demonstrate your competency through the following types of activities/assignments:

- Unit Test
 - usually assigned at the end of the unit with focus on demonstrating learnt content and skills from the covered unit

- an important part of the assessment
- GRASPS Projects and Performance Tasks, Labs
 - focus on the content and skills from the covered unit
- Homework
 - focuses on topics covered within the last couple of classes/weeks
- Daily
 - focuses on practising the skill and content gained in the class, and is usually assigned from one class to another in order to follow up on it during the next class
 - is NOT considered as part of the assessment.

Students with individual education plan (IEP) - requirements for earning a credit:

IEP Attendance: student specific.

IEP Completion of Student work/Assignments: student specific

AP® CHEMISTRY

Course title: AP Chemistry

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: STEM

Course description:

AP Chemistry is designed for students interested in Chemistry, who would like to pursue further studies in Science where Chemistry is an integral part. This course is equivalent to a first-year college or university General Chemistry course. The critical focus is given to analytical and systematic thinking to explore the nature of Chemistry. Later, the students synthesize the gained knowledge to deal with complex tasks related to real-life issues and assigned problems. One of the aims is also to develop the problem-solving skills, and the students are encouraged to provide creative solutions. Students also apply theoretical knowledge in practical laboratory sessions. The students are welcome to raise questions at all times, which improves their critical thinking and is an essential skill in Science. As in the academic university environment, the students are regularly assigned homework and reading tasks, which will later help their transition at the college.

The course is structured in the following units:

- Unit 1: Atomic Structure and Properties
- Unit 2: Molecular and Ionic Compound Structure and Properties
- Unit 3: Intermolecular Forces and Properties
- Unit 4: Chemical Reactions
- Unit 5: Kinetics
- Unit 6: Thermodynamics
- Unit 7: Equilibrium
- Unit 8: Acids and Bases
- Unit 9: Applications of Thermodynamics

The students' assessment is based on AP-style quizzes, homework, lab reports and in-class activity. As the course culminates with an AP Exam, an overview of the exam is provided, and exam strategies are also discussed. The students are expected to work with the recent textbook (Chemistry: The Central Science).

Course Completion Requirements for Earning a Credit:

In order to receive a credit for any given course, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Attendance: Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must miss no more than 30% of the classes in a given course and year.

Acquisition of course-specific competencies:

Learners actively participate in individual and group activities and submit all required work in agreed time (set in Veracross). If a learner cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

The following enters into your grade:

1 - Performance on AP quizzes and unit tests

AP exams in Chemistry consist of a multiple choice section worth 60 points (one per question) and a free response section worth 46 points (4 or 10 per question). AP grade cutoffs vary from year to year depending on the difficulty of the exam, but are roughly as follows:

Points	Grade	Points as percentage of total
106 - 85	5	80 %
84 - 64	4	60 %
63 - 53	3	50 %
52 - 42	2	40 %
41	1	

I will apply the above percentages to your performance on quizzes and unit tests to determine your class grade, with 5 corresponding to an A, 2 to a D and 1 to no credit earned.

2 - Performance on GRASPS tasks and LABS

Learning is about more than just mastering AP test taking skills. Therefore, good performance on GRASPS tasks can improve your class grade by a full grade (e.g. from B to A), in cases of exceptional work or where special learning needs hinder performance on multiple choice tests even by several grades. Likewise, consistently poor performance on GRASPS tasks may reduce your class grade by a full grade (e.g. A to B), as it indicates poor effort or ability to apply memorized material to real world or novel contexts.

3 - Participation in class discussion

Consistent active participation in class discussions can improve your class grade by $\frac{1}{3}$ (e.g. B+ to A-), provided that such participation is not consistently disruptive or does not repeatedly demonstrate poor understanding of the material. In other words, asking questions will never hurt your class performance

grade, and neither will an occasional mistake in reasoning, but consistently making wrong assertions would.

4 - Timely submission of work

Repeated failure to hand in required work on time can reduce your grade by $\frac{1}{3}$. In case of an “incomplete” activity/assignment, the student receives comments from the teacher that need to be resolved within one week (7 days).

Types of activities used in AP CHEM:

In each unit, you will demonstrate your competency through the following types of activities/assignments:

- Unit Test
 - usually assigned at the end of the unit with focus on demonstrating learnt content and skills from the covered unit
 - an important part of the assessment
- GRASPS Projects and Performance Tasks, Labs
 - focus on the content and skills from the covered unit
- Homework
 - focuses on topics covered within the last couple of classes/weeks
 - includes protocols / lab reports.
- Daily
 - focuses on practising the skill and content gained in the class, and is usually assigned from one class to another in order to follow up on it during the next class
 - is NOT considered as part of the assessment.

Students with individual education plan (IEP) - requirements for earning a credit

IEP Attendance: Depends on student’s circumstances.

IEP Completion of Student work/Assignments Timely completion of assignments agreed in the IEP including a short presentation or a report on a hot topic in Chemistry regularly is required. Plus a 2 or higher on either AP exam in May or AP mock/internally administered exam.

AP[®] COMPUTER SCIENCE A

Course title: AP Computer Science A

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: STEM

Course description:

Computer science embraces problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life. Students who take the AP Computer Science A course and exam are well prepared to continue their study of computer science and its integration into a wide array of computing and STEM-related fields.

The AP Computer Science A course introduces students to computer science with fundamental topics

that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems.

The final assessment of the course is performed by taking the final exam which consists of two sections: a multiple-choice section (40 questions in 1 hour and 30 minutes), which tests proficiency in a wide variety of topics, and a free response section (4 questions in 1 hour and 30 minutes). In the determination of the grade for the exam, the multiple-choice section and the free-response section are given equal weight.

The AP Computer Science A course also requires a minimum of 20 hours of hands-on lab experiences, delivery of product and presentation with Q&A in class.

The following are the major areas of study, that are foundational to studying computer science A course:

- design, implement, and analyze solutions to problems.
- use and implement commonly used algorithms.
- use standard data structures.
- develop and select appropriate algorithms and data structures to solve new problems.
- write solutions fluently in an object-oriented paradigm.
- write, run, test, and debug solutions in the Java programming language, utilizing standard Java library classes and interfaces from the AP Java subset.

General Guidelines For Grading And Course Completion Requirements

- **Attendance:** Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must:

- Miss no more than 30% of the classes in a given course and year

- **Acquisition of course-specific competencies:**

Learners actively participate in individual and group activities and submit all required work in the agreed time (set in Veracross). If a learner cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

The following enters into your grade:

Performance on AP quizzes and unit tests

AP exams in AP CS A consist of a multiple-choice section worth 40 points (one per question) and a free-response section worth 36 points (9 per question). AP grade cutoffs vary from year to year depending on the difficulty of the exam, but are rough as follows:

Points	Grade	Points as percentage of total
69 - 80	5	
53 - 68	4	
45- 52	3	
34 - 44	2	
0-33	1	

I will apply the above percentages to your performance on quizzes and unit tests to determine your class grade, with 5 correspondings to an A, 2 to a D, and 1 to no credit earned.

Performance on GRASPS tasks and LABS

Learning is about more than just mastering AP test-taking skills. Therefore, good performance on GRASPS tasks can improve your class grade by a full grade (e.g. from a B to an A), in cases of exceptional work or where special learning needs hinder performance on multiple-choice tests even by several grades.

Likewise, consistently poor performance on GRASPS tasks may reduce your class grade by a full grade (e.g. A to B), as it indicates poor effort or ability to apply memorized material to real-world or novel contexts.

Participation in-class discussion

Consistent active participation in class discussions can improve your class grade by $\frac{1}{3}$ (e.g. B+ to A-), provided that such participation is not consistently disruptive or does not repeatedly demonstrate a poor understanding of the material. In other words, asking questions will never hurt your class performance grade, and neither will an occasional mistake in reasoning, but consistently making wrong assertions would.

Timely submission of work

Repeated failure to hand in required work on time can reduce your grade by $\frac{1}{3}$. In case of an “incomplete” on-time activity/assignment, the student receives comments from the teacher that need to be resolved within one week (7 days).

Types of activities/assignments:

In each unit, the learner will demonstrate their competency through the following types of activities/assignments:

Unit Test

Usually assigned at the end of the unit with a focus on demonstrating learned content and skills from the covered unit. Unit tests are an important part of a student’s assessment of his/her semester performance.

GRASPS Projects and Performance Tasks

focuses on the content and skills from the covered unit.

Homework

focuses on topics covered within the last couple of classes/weeks. Includes “Labs” - required protocols, typically in Science classes.

Daily focuses on practicing the skill and content gained in the class and is usually assigned from one class to another in order to follow up on it during the next class. Daily is not considered as part of the assessment

Students with individual education plan - requirements for earning a credit:

IEP Attendance: Depends on the student/case

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP and a 3 or higher on either AP exam in May or AP mock/internally administered exam.

IEP Details are described individually in separate documents.

More details on <https://apcentral.collegeboard.org/courses/ap-computer-science-a/exam>

AP[®] COMPUTER SCIENCE PRINCIPLES

Course title: AP Computer science principles

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: STEM

Course description:

This course is supervised by a teacher at least once in a week. Students are working on online platforms offering AP CSP curriculum.

AP Computer Science Principles is a year-long course aiming to foster students’ creativity and critical thinking through employment of a variety of digital tools. Students analyse data, posit trends, design, and code programs in order to study areas of their interest. As a result, the course develops a range of skills, including collaboration, communication, project management, as well as more the more traditional ones such as abstraction and algorithmic thinking. Due to its open nature, the course does not require the use of a prescribed programming language; this choice is left to students and their teachers. The class is also open for discussion of current topics in the digital world.

The assessment of the course has two components: the exam, and two throughout-the-year performance tasks related to impacts of programming and creation of computation artifacts through programming.

The following are the major areas of study, that are foundational to studying computer science:

- Abstraction: reducing information and detail to facilitate focus on relevant concepts.
- Data and Information: information processing, change from art to business to science.
- Algorithms: developing solutions to computational problems
- Programming: creation of software

- The Internet: networking and computer communication
- Global Impact: new innovations enabled by computing have global impact.

The students' assessment is based on AP-style quizzes, homework and online portfolio pages.

General Guidelines For Grading And Course Completion Requirements

- **Attendance:** Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must:

- Miss no more than 30% of the classes in a given course and year

- **Acquisition of course-specific competencies:**

Learners actively participate in individual and group activities and submit all required work in the agreed time (set in Veracross). If a learner cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

The following enters into your grade:

Performance on AP quizzes and unit tests

AP exams in AP CS Principles Self-study (Consultations) consist of a multiple-choice section worth and has 70% of the overall weight and the two performance tasks have 30% of the overall weight. AP grade cutoffs vary from year to year depending on the difficulty of the exam, but are rough as follows:

Points	Grade	Points as percentage of total
78- 120	5	
59- 77	4	
46- 48	3	
36- 35	2	
0-35	1	

I will apply the above percentages to your performance on quizzes and unit tests to determine your class grade, with 5 correspondings to an A, 2 to a D, and 1 to no credit earned.

Performance on GRASPS tasks

Learning is about more than just mastering AP test-taking skills. Therefore, good performance on GRASPS tasks can improve your class grade by a full grade (e.g. from a B to an A), in cases of exceptional work or where special learning needs hinder performance on multiple-choice tests even by several grades.

Likewise, consistently poor performance on GRASPS tasks may reduce your class grade by a full grade (e.g. A to B), as it indicates poor effort or ability to apply memorized material to real-world or novel contexts.

Participation in-class discussion

Consistent active participation in class discussions can improve your class grade by $\frac{1}{3}$ (e.g. B+ to A-), provided that such participation is not consistently disruptive or does not repeatedly demonstrate a poor understanding of the material. In other words, asking questions will never hurt your class performance grade, and neither will an occasional mistake in reasoning, but consistently making wrong assertions would.

Timely submission of work

Repeated failure to hand in required work on time can reduce your grade by $\frac{1}{3}$. In case of an “incomplete” on-time activity/assignment, the student receives comments from the teacher that need to be resolved within one week (7 days).

Types of activities/assignments:

In each unit, the learner will demonstrate their competency through the following types of activities/assignments:

Unit Test

Usually assigned at the end of the unit with a focus on demonstrating learned content and skills from the covered unit. Unit tests are an important part of a student’s assessment of his/her semester performance.

GRASPS Projects and Performance Tasks

focuses on the content and skills from the covered unit.

Homework

focuses on topics covered within the last couple of classes/weeks. Includes “Labs” - required protocols, typically in Science classes.

Daily focuses on practicing the skill and content gained in the class and is usually assigned from one class to another in order to follow up on it during the next class. Daily is not considered as part of the assessment

•

Students with individual education plan - requirements for earning a credit:

IEP Attendance: Depends on the student/case.

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP and a 2 or higher on either AP exam in May or AP mock/internally administered exam. IEP Details are described individually in separate document.

AP[®] ENVIRONMENTAL SCIENCE

Course title: AP Environmental Science

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: STEM

Course description:

AP Environmental Science is a year-long cross-disciplinary subject, utilising knowledge from a range of subjects including physics, chemistry, biology, geography, economics and politics. Its aim is to provide students with knowledge and understanding of natural and human-caused environmental issues and look into their possible solutions. The topics covered include population, energy and waste management, use of natural resources, etc. Due to its cross-disciplinary nature, AP Environmental Science counts as either a global perspective or science/maths/computer studies subject for the AP International Diploma. The nature and scope of the course allow for inquiry-driven approaches, enabling students to channel their drive and curiosity to learn the most from the area. Additionally, a part of the course is dedicated to lab experimentation and field research.

Course Completion Requirements for Earning a Credit:

- **Attendance:** Regular attendance is **essential to a student's success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).
- **Acquisition of course-specific knowledge, skills and competencies demonstrated through the successful completion of the following aspects of the course**

- Unit Exams

AP exams in Environmental Science consist of a multiple choice section and free response section testing level of understanding and competency in unit relevant areas. Similarly, the unit exams in the class. A student needs to score D or better on each of their exams to complete the course, while a retake can be allowed after individual consultation with the teacher. Student's average performance on the unit tests will determine their class grade.

The following scoring scale applies:

Score (%)	
100-85	A
84.99 - 70	B
69.99 - 60	C
59.99 - 40	D
39.99 - 0	E - no credit

- GRASPS Tasks

Learning in this course is about more than just mastering AP test taking skills. Therefore, consistent good performance on GRASPS tasks can improve your class grade by a full grade (e.g. from a B to an A), in cases of exceptional work or where special learning needs hinder performance on multiple choice tests even by several grades. Likewise, consistently poor performance on GRASPS tasks may reduce your class grade by a full grade (e.g. A to B), as it indicates poor effort or ability to apply memorized material to real world or novel contexts.

- Participation in class discussions
Consistent active participation in class discussions can improve your class grade by $\frac{1}{3}$ (e.g. B+ to A-), provided that such participation is not consistently disruptive or does not repeatedly demonstrate poor understanding of the material. In other words, asking questions will never hurt your class performance grade, and neither will an occasional mistake in reasoning, but consistently making wrong assertions would.
- Timely submission of work
Students actively participate in individual and group activities and submit all required work in agreed time (set in Veracross). If a student cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.
Repeated failure to hand in required work on time can reduce your grade by $\frac{1}{3}$. (e.g. B+ to A-)

To earn a credit for the course, overall course grade has to be D- and above.

If a student does not meet any of the criteria above, the student's performance will be assessed as "fail" at the end of the school year and the LEAF Academy academic committee will determine next steps.

Students with individual education plan - requirements for earning a credit:

IEP Attendance: Depends on the student/case

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP and a 2 or higher on either AP exam in May or AP mock/internally administered exam.

AP[®] PHYSICS C: MECHANICS

Course title: AP Physics C: Mechanics

Course length: $\frac{1}{2}$ year (Year 3 or Year 4)

Credit: 0.5

Department: STEM

Course description:

AP Physics C combines two courses – AP Physics C: Mechanics, and AP Physics C: Electricity & Magnetism. Both are half-year-long courses. Students taking AP Physics C take two AP exams at the end of the year: one in Mechanics, and one in Electricity & Magnetism. Each of the courses is equivalent to a college calculus-based course. Since Physics C requires students' proficiency with calculus (especially differentiation and integration), students are expected to be taking Calculus simultaneously or have taken it previously.

Mechanics is centered on topics including kinematics, Newton’s laws of motion, circular and rotational motion, oscillations, as well as gravitation. Laboratory work aimed at enhancing scientific research skills is an integral part of the course; over 20% of the class time is dedicated to lab experimentation.

- **Attendance:** Regular attendance is important for a student’s success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must:
 - Miss no more than 30% of the classes in a given course and year
- **Acquisition of course-specific competencies:** Learners actively participate in individual and group activities and submit all required work in agreed time (set in Veracross). If a learner cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

The following enters into your grade:

Performance on AP quizzes and unit tests

AP exams in 2022 consist of a multiple choice section of 35 questions worth 45 points in total, and a free response section worth 45 points (3 questions, 15 points for each). AP grade cutoffs vary from year to year depending on the difficulty of the exam, but are roughly as follows:

Points	Grade	Points as percentage of total
53-90	5	59%
42-53	4	46%
33-41	3	36%
24-32	2	27%
<24	1	-

I will apply the above percentages to your performance on quizzes and unit tests to determine your class grade, with 5 corresponding to an A, 2 to a D and 1 to no credit earned.

Performance on GRASPS tasks *and LABS*

Learning is about more than just mastering AP test taking skills. Therefore, good performance on GRASPS tasks can improve your class grade by a full grade (e.g. from a B to an A), in cases of exceptional work or where special learning needs hinder performance on multiple choice tests even by several grades.

Likewise, consistently poor performance on GRASPS tasks may reduce your class grade by a full grade (e.g. A to B), as it indicates poor effort or ability to apply memorized material to real world or novel contexts.

Participation in class discussion

Consistent active participation in class discussions can improve your class grade by $\frac{1}{3}$ (e.g. B+ to A-), provided that such participation is not consistently disruptive or does not repeatedly demonstrate poor understanding of the material. In other words, asking questions will never hurt your class performance grade, and neither will an occasional mistake in reasoning, but consistently making wrong assertions would.

Timely submission of work

Repeated failure to hand in required work on time can reduce your grade by $\frac{1}{3}$. In case of an “incomplete” on time activity/assignment, the student receives comments from the teacher that need to be resolved within one week (7 days).

Types of activities/assignments:

In each unit, learner will demonstrate their competency through the following types of activities/assignments:

Unit Test

Usually assigned at the end of the unit with focus on demonstrating learnt content and skills from the covered unit. Unit tests are an important part of a student assessment of his/her semester performance.

GRASPS Projects and Performance Tasks

focuses on the content and skills from the covered unit.

Homework

focuses on topics covered within the last couple of classes/weeks. Includes “Labs” - required protocols, typically in Science classes.

Daily focuses on practising the skill and content gained in the class, and is usually assigned from one class to another in order to follow up on it during the next class. Daily is not considered as part of assessment

If they are assigned it, students should independently complete revision work on vector algebra and/or calculus. Additionally, – if required to do so by the teacher – they are expected to demonstrate their skills in these areas on an exam and/or in a problem solving session.

Completion criteria for students with individual educational plan (IEP) will be agreed upon after consultation with the Dean of Studies.

AP® PHYSICS C: ELECTRICITY & MAGNETISM

Course title: AP Physics C: Electricity & Magnetism

Course length: ½ year (Year 3 or Year 4)

Credit: 0.5

Department: STEM

Course description:

AP Physics C combines two courses – AP Physics C: Mechanics, and AP Physics C: Electricity & Magnetism. Both are half-year-long courses. Students taking AP Physics C take two AP exams at the end of the year: one in Mechanics, and one in Electricity & Magnetism. Each of the courses is equivalent to a college calculus-based course. Since Physics C requires students' proficiency with calculus (especially differentiation and integration), students are expected to be taking Calculus simultaneously or have taken it previously.

Electricity and Magnetism covers areas of electrostatics, dielectrics, electric circuits, magnetic fields, and electromagnetism. Laboratory work aimed at enhancing scientific research skills is an integral part of the course; over 20% of the class time is dedicated to lab experimentation.

Course Completion Requirements earning credit:

- **Attendance:** Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must:
 - Miss no more than 30% of the classes in a given course and year
- **Acquisition of course-specific competencies:** Learners actively participate in individual and group activities and submit all required work in agreed time (set in Veracross). If a learner cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

The following enters into your grade:

Performance on AP quizzes and unit tests

AP exams in 2022 consist of a multiple choice section of 35 questions worth 45 points in total, and a free response section worth 45 points (3 questions, 15 points for each). AP grade cutoffs vary from year to year depending on the difficulty of the exam, but are roughly as follows:

Points	Grade	Points as percentage of total
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53-90	5	58%
39-52	4	42%
32-38	3	34%
20-31	2	21%
<20	1	-

I will apply the above percentages to your performance on quizzes and unit tests to determine your class grade, with 5 corresponding to an A, 2 to a D and 1 to no credit earned.

Performance on GRASPS tasks and LABS

Learning is about more than just mastering AP test taking skills. Therefore, good performance on GRASPS tasks can improve your class grade by a full grade (e.g. from a B to an A), in cases of exceptional work or where special learning needs hinder performance on multiple choice tests even by several grades.

Likewise, consistently poor performance on GRASPS tasks may reduce your class grade by a full grade (e.g. A to B), as it indicates poor effort or ability to apply memorized material to real world or novel contexts.

Participation in class discussion

Consistent active participation in class discussions can improve your class grade by $\frac{1}{3}$ (e.g. B+ to A-), provided that such participation is not consistently disruptive or does not repeatedly demonstrate poor understanding of the material. In other words, asking questions will never hurt your class performance grade, and neither will an occasional mistake in reasoning, but consistently making wrong assertions would.

Timely submission of work

Repeated failure to hand in required work on time can reduce your grade by $\frac{1}{3}$. In case of an “incomplete” on time activity/assignment, the student receives comments from the teacher that need to be resolved within one week (7 days).

Types of activities/assignments:

In each unit, learner will demonstrate their competency through the following types of activities/assignments:

Unit Test

Usually assigned at the end of the unit with focus on demonstrating learnt content and skills from the covered unit. Unit tests are an important part of a student assessment of his/her semester performance.

GRASPS Projects and Performance Tasks

focuses on the content and skills from the covered unit.

Homework

focuses on topics covered within the last couple of classes/weeks. Includes “Labs” - required protocols, typically in Science classes.

Daily focuses on practising the skill and content gained in the class, and is usually assigned from one class to another in order to follow up on it during the next class. Daily is not considered as part of assessment

Completion criteria for students with individual educational plan (IEP) will be agreed upon after consultation with the Dean of Studies.

AP® STATISTICS

Course title: AP Statistics

Course length: Year Long (Year 3 or Year 4)

Credit: 1

Department: STEM

Course description:

This course closely follows the AP Statistics syllabus, and covers topics including probability, descriptive statistics, linear regression, normal distribution and testing hypotheses. The focus on these areas allows a development of deeper understanding of the concepts involved, and thorough practice of skills. In contrast to many college-level courses, knowledge of calculus is not prerequisite for the course. The weekly instructional time of Statistics is 3.5 hours.

Assessment

AP exams in Statistics consist of a multiple choice section and free response section. AP grade cutoffs vary from year to year depending on the difficulty of the exam, but are roughly as follows:

Points	Grade	Points as percentage of total
69 -90	5	81.11%
57 -68	4	63.33%
44 - 56	3	54.44%
33 - 43	2	42.22%
0-32	1	

The above mentioned percentages will be applied to your performance on quizzes and progress checks to determine your class grade, with 5 corresponding to an A, 2 to a D and 1 to no credit earned.

- Performance on GRASPS tasks
Learning statistics is about more than just mastering AP test taking skills. Therefore, good

performance on GRASPS tasks can improve your class grade by a full grade (e.g. from a B to an A), in cases of exceptional work or where special learning needs hinder performance on multiple choice tests even by several grades.

Likewise, consistently poor performance on GRASPS tasks may reduce your class grade by a full grade (e.g. A to B), as it indicates poor effort or ability to apply memorized material to real world or novel contexts.

- Participation in class discussion
Consistent active participation in class discussions can improve your class grade by $\frac{1}{3}$ (e.g. B+ to A-), provided that such participation is not consistently disruptive or does not repeatedly demonstrate poor understanding of the material. In other words, asking questions will never hurt your class performance grade, and neither will an occasional mistake in reasoning, but consistently making wrong assertions would.
- Timely submission of work
Repeated failure to hand in required work on time can reduce your grade by $\frac{1}{3}$.

Course Completion Requirements for Earning a Credit:

Attendance: Regular attendance is **essential to a student’s success and growth** at LEAF Academy. **In order to receive a credit for any given course**, a student must meet the criteria stated in the [21-22 Student and Parent Handbook](#).

Students with individual education plan - requirements for earning a credit:

IEP Attendance:

No attendance required

IEP Completion of Student work/Assignments:

Students need to take a test in major areas including probability & probability distributions, descriptive statistics and at least one entire mock/practice exam and score a 2 or higher.

LEAF CORE: MATHEMATICAL MODELLING AND STATISTICS

Course title: LEAF Core: Mathematical Modelling and Statistics

Course length: 1 semester (Year 3)

Credit: 1

Department: STEM

Course description:

LEAF Core Mathematical Modelling and Statistics aims to develop quantitative reasoning, information literacy and critical thinking by providing students with a range of sophisticated tools and techniques, including descriptive statistics and inferential methods. As a result, the course develops both critical and creative thinking. Datasets that students are working with has a common background topic - economics and finance - to develop a basic level of financial literacy and knowledge of basic terms and their interpretation. As a final step of data analysis, students are designing their own simplified mathematical models and predicting behaviour of different observed variables.

The course is aimed at students who are not preparing for further studies or careers in mathematics or the sciences. Since the focus of the course is on skill development and exploration, in line with the Academy's interest in developing inner motivation and curiosity of the students, the course is taken on a pass or fail basis by all students. Students who do outstanding work or demonstrate thought and team leadership in the course are awarded a pass with distinction.

Course Completion Requirements for Earning a Credit:

- **Attendance:**

Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook.

Students must:

Miss no more than 30% of the classes in a given course and year

- **Acquisition of course-specific competencies:**

Learners actively participate in individual and group activities and submit all required work in agreed time (set in Veracross). If a learner cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

To **PASS** the course a learner must successfully complete all the course units. In each unit the student is expected to demonstrate proficiency in unit relevant skills, competencies and knowledge that are specified with its evaluative criteria in the beginning of the unit by a teacher.

In each unit, learner will demonstrate their competency through the following types of activities/assignments:

Unit Test

Usually assigned at the end of the unit with focus on demonstrating learnt content and skills from the covered unit. Unit tests are an important part of a student assessment of his/her semester performance.

GRASPS Projects and Performance Tasks

focuses on the content and skills from the covered unit.

Homework

focuses on topics covered within the last couple of classes/weeks. Includes “Labs” - required protocols, typically in Science classes.

Daily focuses on practising the skill and content gained in the class, and is usually assigned from one class to another in order to follow up on it during the next class. Daily is not considered as part of assessment

To **PASS WITH DISTINCTION** the course a learner must submit all the work in an extraordinary quality.

Students with individual education plan:

- **IEP Attendance:** Full flexibility with class attendance.
- **IEP Acquisition of course-specific competencies:** Temporal flexibility in taking unit tests.

PRE-CALCULUS

Course title: PreCalculus

Course length: (Year 3 or Year 4, rarely Year 2, exceptionally Year 1)

Credit: 1

Department: STEM

Course description:

Pre-Calculus is focused on the Y3 students who intend to take AP Calculus in the following year, as well as on Y2 students with outstanding math skills, especially when intending to take AP Physics C in their Y4. Exceptionally advanced Y1 students and Y4 students are also welcome to attend. It covers the prerequisites for AP Calculus, mostly related to functions (constant, linear, quadratic, power, polynomial, rational, trigonometric, inverse trigonometric, exponential and logarithmic) and their properties (domain, range, increasing/decreasing, local/global extrema, continuity, parity, periodicity, one-to-one, inverse functions, asymptotes), parametric and polar coordinates, vectors, sequences and series (especially arithmetic and geometric). The course is finalized by deepening of the argumentative and proving skills of participants, in order to prepare them for the formalism of AP Calculus. The required skills include the capability to treat functions formally and understand the relationship between graphical and formal properties of functions. The course adopts a pragmatic view to technology: graphical calculators and computers (especially spreadsheets and online math processors) are used when appropriate. While class attendance is mandatory, the course expects students to be fully independent learners, with performance assessed through unit tests.

Course Completion Requirements for Earning a Credit:

- **Attendance:** Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must:
 - Miss no more than 30% of the classes in a given course and year
- **Acquisition of course-specific competencies:**

The course expects students to be fully independent learners, with performance assessed through unit tests, with the possibility of bonus assignments. Students must:

 - Receive at least a D- (i.e. at least 30% of cumulative score) at the final class report

Students with individual education plan:

- **IEP Attendance:** Full flexibility with class attendance.
- **IEP Acquisition of course-specific competencies:** Temporal flexibility in taking unit tests.

STEM: Computer Science

Computer Science: Year 1

Course title: STEM Computer Science 1

Course length: Year Long (Year 1)

Credit: 1

Department: STEM

Course description:

Computer science embraces problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life. Students who take the Computer Science course are well prepared to continue their study of Computer science 2 and its integration into a wide array of computing and STEM-related fields.

The Computer Science 1 curriculum provides resources, such as application related labs, that connect with students with diverse interests, particularly female and underrepresented student populations. The course is engaging and underscores the importance of communicating solutions appropriately and in ways that are relevant to current societal needs. Thus, a well-designed, modern Computer Science 1 course can help address traditional issues of equity, access, and broadening participation in computing while providing a strong and engaging introduction to fundamental areas of the discipline.

Computer Science 1 course introduces students to computer science with fundamental topics that include searching for information while considering relevancy and security; gathering data and delivering presentations or publish information via basic website; students collaborate in network leveraging cloud solutions such as google spreadsheets; throughout the course they explore ethical, social, cultural impact of computational artefacts; create multimedia and publish while keeping an eye on privacy; in the last part of the course, they manage algorithmic thinking and implement solutions.

The course is assessed by the final project at the very end of each unit. Students prove their understanding by delivery of computational artefacts. This covers all essential knowledge and gathered skills.

The following are the major areas of study, that are foundational to studying Computer Science 1 course:

- Secure Internet & Web Development
- Files, Storage & Cloud
- Application development
- Algorithms & Data structures
- The societal impacts of computing

The students' assessment is based on free-response & quizzes, homework and online portfolio pages.

Course Completion Requirements for Earning a Credit:

- **Attendance:** Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must:

- Miss no more than 30% of the classes in a given course and year

- **Acquisition of course-specific competencies:**

Learners actively participate in individual and group activities and submit all required work in agreed time (set in Veracross). If a learner cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

In case of an “incomplete” on time activity/assignment, the student receives comments from the teacher that need to be resolved within one week (7 days).

To **PASS** the course a learner must successfully complete all the course units. In each unit the student is expected to demonstrate proficiency in unit relevant skills, competencies and knowledge that are specified with its evaluative criteria in the beginning of the unit by a teacher.

In each unit, learner will demonstrate their competency through the following types of activities/assignments:

Unit Test

Usually assigned at the end of the unit with focus on demonstrating learnt content and skills from the covered unit. Unit tests are an important part of a student assessment of his/her semester performance.

GRASPS Projects and Performance Tasks

focuses on the content and skills from the covered unit.

Homework

focuses on topics covered within the last couple of classes/weeks. Includes “Labs” - required protocols, typically in Science classes.

Daily focuses on practising the skill and content gained in the class, and is usually assigned from one class to another in order to follow up on it during the next class. Daily is not considered as part of assessment

To **PASS WITH DISTINCTION** the course a learner must submit all the work in an extraordinary quality.

Students with individual education plan:

- **IEP Attendance:** Full flexibility with class attendance.
- **IEP Acquisition of course-specific competencies:** Temporal flexibility in taking unit tests.

Course Completion Requirements for Earning a Credit in Pre-Calc:

- **Attendance:** Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must:
 - Miss no more than 30% of the classes in a given course and year
- **Acquisition of course-specific competencies:**
The course expects students to be fully independent learners, with performance assessed through unit tests, with the possibility of bonus assignments. Students must:
 - Receive at least a D- (i.e. at least 30% of cumulative score) at the final class report

Students with individual education plan (IEP) - requirements for earning a credit:

IEP Attendance: Depends on the student/case

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP.

Computer Science: Year 2

Course title: STEM: Computer Science 2

Course length: Year Long (Year 2)

Credit: 1

Department: STEM

Course description:

Computer science embraces problem solving, hardware, algorithms, and perspectives that help people utilize computers to address real-world problems in contemporary life. Students who take the Computer Science course are well prepared to continue their study of Computer science A or Computer science Principles and its integration into a wide array of computing and STEM-related fields.

The Computer Science 2 curriculum provides resources, such as application related labs, that connect with students with diverse interests, particularly female and underrepresented student populations. The course is engaging and underscores the importance of communicating solutions appropriately and in ways that are relevant to current societal needs. Thus, a well-designed, modern Computer Science 2 course can help address traditional issues of equity, access, and broadening participation in computing while providing a strong and engaging introduction to fundamental areas of the discipline.

Computer Science 2 course introduces students to computer science with fundamental topics that include collaborative programming; they describe real world situation by mathematical model interpreted in coding or spreadsheets; they support their ideas by visualization in pictures or movies; student demonstrate usage of presentation devices such as mixpult, setup printer with booklet, setup own network with internet connection.

The course is assessed by the group project throughout the year consisting of various phases, as well as by on free-response & quizzes, homework and online portfolio pages. Students prove their understanding by delivery of computational artefact and cooperation among the others if needed. This covers all essential knowledge and gathered skills.

The following are the major areas of study, that are foundational to studying Computer science 2 course:

- Software Engineering
- Computer Security
- Computer Architecture
- The societal impacts of computing

The students' assessment is based on free-response & quizzes, homework and online portfolio pages.

Course Completion Requirements for Earning a Credit:

- **Attendance:** Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must:

- Miss no more than 30% of the classes in a given course and year

- **Acquisition of course-specific competencies:**

Learners actively participate in individual and group activities and submit all required work in agreed time (set in Veracross). If a learner cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

In case of an "incomplete" on time activity/assignment, the student receives comments from the teacher that need to be resolved within one week (7 days).

To **PASS** the course a learner must successfully complete all the course units. In each unit the student is expected to demonstrate proficiency in unit relevant skills, competencies and knowledge that are specified with its evaluative criteria in the beginning of the unit by a teacher.

In each unit, learner will demonstrate their competency through the following types of activities/assignments:

Unit Test

Usually assigned at the end of the unit with focus on demonstrating learnt content and skills from the covered unit. Unit tests are an important part of a student assessment of his/her semester performance.

GRASPS Projects and Performance Tasks

focuses on the content and skills from the covered unit.

Homework

focuses on topics covered within the last couple of classes/weeks. Includes "Labs" - required protocols, typically in Science classes.

Daily focuses on practising the skill and content gained in the class, and is usually assigned from one class to another in order to follow up on it during the next class. Daily is not considered as part of assessment

To **PASS WITH DISTINCTION** the course a learner must submit all the work in an extraordinary quality.

Students with individual education plan:

- **IEP Attendance:** Full flexibility with class attendance.
- **IEP Acquisition of course-specific competencies:** Temporal flexibility in taking unit tests.

Course Completion Requirements for Earning a Credit in Pre-Calc:

- **Attendance:** Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must:
 - Miss no more than 30% of the classes in a given course and year
- **Acquisition of course-specific competencies:**
The course expects students to be fully independent learners, with performance assessed through unit tests, with the possibility of bonus assignments. Students must:
 - Receive at least a D- (i.e. at least 30% of cumulative score) at the final class report

Students with individual education plan (IEP) - requirements for earning a credit:

IEP Attendance: Depends on the student/case

IEP Completion of Student work/Assignments: Timely completion of assignments agreed in the IEP.

STEM: MATHEMATICS 1 and 2

Course title: STEM Mathematics 1 and 2

Course length: two-year course 1 (Year 1) and 2 (Year 2)

Credit: 1/each year

Department: STEM

Course description: The two-year course in Mathematics and Computer Science at LEAF Academy aims to develop students' critical thinking and problem solving through improvement of their inferential and analytical skills, as well as processing skills such as representing, modelling and calculating. Since communication is an essential part of the contemporary toolkit, we also focus on building the competency to communicate mathematical ideas.

The course is built around several modules. In the first year, students begin the year revisiting essential algebraic concepts and strategies followed by the discovery of mathematical logic and set theory. The latter half of the Year 1 curriculum includes reading and writing math which focuses on working with data, reading and producing various types of graphs and basic statistical concepts. The last part of the year is spent on combinatorics, leading students to discover fundamental combinatorial principles through a series of problems. In the second year, a deeper look into probability precedes a module on basic geometry concepts and calculations. The final component of the Year 2 course examines various function types and their corresponding equations, graph behavior, and basic properties.

These modules aim to provide firm mathematical foundations and allow students to learn maths by practicing it in a meaningful context. Whenever it is feasible, we intend to employ a constructivist approach to math, and project-based learning. While solving problems correctly is the essential counterpart to conceptual thinking – both of which we intend to develop – the course is much more oriented towards discovery of one's solutions than to application of the well-known formulae for expediency. Practical Computer Studies skills are built into the course, so they both reinforce understanding of maths, and that their knowledge is enduring.

A natural continuation of this course is LEAF Academy's Y3 course in Statistics and Mathematical modelling, which furthers understanding of mathematical literacy and representation of data. Graduates of Maths Y1-2 can also take AP Calculus straightaway, albeit self-study of advanced trigonometry and analytic geometry may be required.

Course Completion Requirements for Earning a Credit:

- **Attendance:** Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must:

- Miss no more than 30% of the classes in a given course and year

- **Acquisition of course-specific competencies:**

Learners actively participate in individual and group activities and submit all required work in agreed time (set in Veracross). If a learner cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

In case of an "incomplete" activity/assignment, the student receives comments from the teacher that need to be resolved within one week (7 days).

To **PASS** the course a learner must successfully complete all the course units. In each unit the student is expected to demonstrate proficiency in unit relevant skills, competencies and knowledge that are specified with its evaluative criteria in the beginning of the unit by a teacher.

In each unit, learner will demonstrate their competency through the following types of activities/assignments:

Unit Test

Usually assigned at the end of the unit with focus on demonstrating learnt content and skills from the covered unit. Unit tests are an important part of a student assessment of his/her semester performance.

GRASPS Projects and Performance Tasks

focuses on the content and skills from the covered unit.

Homework

focuses on topics covered within the last couple of classes/weeks. Includes "Labs" - required protocols, typically in Science classes.

Daily

focuses on practising the skill and content gained in the class, and is usually assigned from one class to another in order to follow up on it during the next class. Daily is not considered as part of assessment

To **PASS WITH DISTINCTION** the course a learner must submit all the work in an extraordinary quality.

Students with individual education plan:

- **IEP Attendance:** Full flexibility with class attendance.

- **IEP Acquisition of course-specific competencies:** Temporal flexibility in taking unit tests.

STEM: SCIENCE

Science: Year 1

Course title: STEM Science 1

Course length: Year Long (Year 1)

Credit: 1

Department: STEM

Course description:

The foundational two-year course in Science at LEAF Academy aims to build student's ability to ask and answer questions pertaining to natural phenomena, enhance their knowledge, and develop the skills necessary for scientific work. To this end, the course not only invites students to explore fundamental principles and laws of nature, but it systematically asks them to hone and apply their skills in guided and self-directed research.

The scope of the course includes a mixture of classical (e.g. mechanics and chemistry) and contemporary (DNA and heredity) topics. Part of the course will be driven by project work. Over the course students will engage in both guided and open-ended investigation, and will communicate their findings in various ways, including posters, blogs, lab papers and presentations. In the end, students will be well-prepared for further study in science, and motivated to apply the investigative and curious mindset, allowing them to solve real-life challenges confidently and successfully.

The first year of the course starts with the students looking into the nature of science, phenomena found in everyday life and composition of the matter around us. Students then proceed to introduction to classical mechanics. Topics on kinematics and dynamics are followed by mechanical energy. Students will continue with introduction into inorganic and organic chemistry. This will set a necessary foundation for the following topic of DNA and genetics.

Course Completion Requirements for Earning a Credit:

- **Attendance:** Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must:

- Miss no more than 30% of the classes in a given course and year

- **Acquisition of course-specific competencies:**

Learners actively participate in individual and group activities and submit all required work in agreed time (set in Veracross). If a learner cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

In case of an "incomplete" activity/assignment, the student receives comments from the teacher that need to be resolved within one week (7 days).

To **PASS** the course a learner must successfully complete all the course units. In each unit the student is expected to demonstrate proficiency in unit relevant skills, competencies and knowledge that are specified with its evaluative criteria in the beginning of the unit by a teacher.

In each unit, learner will demonstrate their competency through the following types of activities/assignments:

Unit Test

Usually assigned at the end of the unit with focus on demonstrating learnt content and skills from the covered unit. Unit tests are an important part of a student assessment of his/her semester performance.

GRASPS Projects and Performance Tasks

focuses on the content and skills from the covered unit.

Homework

focuses on topics covered within the last couple of classes/weeks. Includes “Labs” - required protocols, typically in Science classes.

Daily

focuses on practising the skill and content gained in the class, and is usually assigned from one class to another in order to follow up on it during the next class. Daily is not considered as part of assessment

To **PASS WITH DISTINCTION** the course a learner must submit all the work in an extraordinary quality.

Students with individual education plan:

- **IEP Attendance:** Full flexibility with class attendance.
- **IEP Acquisition of course-specific competencies:** Temporal flexibility in taking unit tests.

Science: Year 2

Course title: STEM Science 2

Course length: Year Long (Year 2)

Credit: 1

Department: STEM

Course description:

The foundational two-year course in Science at LEAF Academy aims to build student’s ability to ask and answer questions pertaining to natural phenomena, enhance their knowledge, and develop the skills necessary for scientific work. To this end, the course not only invites students to explore fundamental principles and laws of nature, but it systematically asks them to hone and apply their skills in guided and self-directed research.

The scope of the course includes a mixture of classical (e.g. human body) and contemporary (environmental systems) topics. Part of the course will be driven by project work. Over the course students will engage in both guided and open-ended investigation, and will communicate their findings in various ways, including posters, blogs, lab papers and presentations. In the end, students will be

well-prepared for further study in science, and motivated to apply the investigative and curious mindset, allowing them to solve real-life challenges confidently and successfully.

Building up on the skills and knowledge from the previous year, in the second year, the course covers multiple topics from natural sciences. Students will discover living organisms on various levels beginning with cell structure and the study of complex organisms, such as a human body. The course also offers an introduction into scientifically accepted evolutionary theories and bioengineering. Later, students explore the topic of energy required for the existence and operation of both living and non-living systems, with a transition to basics of electricity to finish the year.

Theoretical principles discovered by experiments, as well as discussions about current research trends in the mentioned fields are an essential part of the year. Students will also engage in a cross-departmental project co-created with the EL department.

Course Completion Requirements for Earning a Credit:

- **Attendance:** Regular attendance is important for a student's success and growth at LEAF Academy, as well as for the purposes of inspiring and supporting the growth of others. In order to receive a credit for any given course, a student must meet the criteria stated in the Student and Parent Handbook. Students must:

- Miss no more than 30% of the classes in a given course and year

- **Acquisition of course-specific competencies:**

Learners actively participate in individual and group activities and submit all required work in agreed time (set in Veracross). If a learner cannot submit homework and projects on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused.

In case of an "incomplete" activity/assignment, the student receives comments from the teacher that need to be resolved within one week (7 days).

To **PASS** the course a learner must successfully complete all the course units. In each unit the student is expected to demonstrate proficiency in unit relevant skills, competencies and knowledge that are specified with its evaluative criteria in the beginning of the unit by a teacher.

In each unit, learner will demonstrate their competency through the following types of activities/assignments:

Unit Test

Usually assigned at the end of the unit with focus on demonstrating learnt content and skills from the covered unit. Unit tests are an important part of a student assessment of his/her semester performance.

GRASPS Projects and Performance Tasks

Focuses on the content and skills from the covered unit.

Homework

Focuses on topics covered within the last couple of classes/weeks. Includes "Labs" - required protocols, typically in Science classes.

Daily focuses on practising the skill and content gained in the class, and is usually assigned from one class to another in order to follow up on it during the next class. Daily is not considered as part of assessment

To **PASS WITH DISTINCTION** the course a learner must submit all the work in an extraordinary quality.

Students with individual education plan:

- **IEP Attendance:** Full flexibility with class attendance.
- **IEP Acquisition of course-specific competencies:** Temporal flexibility in taking unit tests.