

**LEAF ACADEMY**  
**COURSES DESCRIPTIONS**  
**AND**  
**COMPLETION REQUIREMENTS**  
**2022-2023**

<b>GENERAL GUIDELINES (22-23 Student and Parent Handbook)</b>	<b>4</b>
Course Completion	4
Incomplete & Failing class status	4
Academic Standing Committee	5
Case for Advancement	5
Failing a Case for Advancement or Academic Probation	5
Registering for Courses	6
Registering for AP Exams	6
Changing, Adding, or Dropping a Course	7
Independent Study	7
Requirements for AP Scholar Awards	8
Requirements for AP Capstone Diploma	8
<b>CHARACTER DEVELOPMENT</b>	<b>9</b>
CHARACTER SEMINAR	9
Character Seminar: Year 1	9
Character Seminar: Year 2	10
Character Seminar: Year 3	10
Character Seminar: Year 4	10
<b>CENTRAL EUROPEAN STUDIES</b>	<b>11</b>
AP® COMPARATIVE GOVERNMENT AND POLITICS	11
AP® ENGLISH LANGUAGE AND COMPOSITION	14
AP® ENGLISH LITERATURE AND COMPOSITION	16
AP® EUROPEAN HISTORY	17
AP® FRENCH LANGUAGE AND CULTURE	18
AP® GERMAN LANGUAGE AND CULTURE	19
AP® HUMAN GEOGRAPHY	21
PRINCIPLES OF ECONOMICS (AP® MICRO/MACROECONOMICS)	22
AP® PSYCHOLOGY	24
AP® SEMINAR	25
AP® RESEARCH	27
AP® 2-D ART AND DESIGN	29
AP® ART HISTORY	31
LEAF CORE: CES - Contemporary threats to democracy	32
LEAF CORE: Civics and Law	34
CENTRAL EUROPEAN STUDIES	35
Central European Studies: Year 1	35
Central European Studies: Year 2	38
CES: WRITING & RHETORIC (YEAR 3)	42
INTRODUCTION TO WORLD LANGUAGE: GERMAN 1 AND 2	46

WORLD LANGUAGE: GERMAN 1-3	47
WORLD LANGUAGE: FRENCH	48
NATIONAL LANGUAGE	48
SLOVAK as FOREIGN LANGUAGE	50
ENGLISH LANGUAGE LEARNING	50
<b>ENTREPRENEURIAL LEADERSHIP</b>	<b>51</b>
EL in the four-year program	54
<b>STEM</b>	<b>54</b>
AP® BIOLOGY	54
AP® CALCULUS AB/BC	57
AP® CHEMISTRY - Will not be opened in 2022/2023 school year	59
AP® COMPUTER SCIENCE A	61
AP® COMPUTER SCIENCE PRINCIPLES	64
AP® ENVIRONMENTAL SCIENCE - Will not be opened in 2022/2023 school year	67
AP® PHYSICS C: MECHANICS	68
AP® PHYSICS C: ELECTRICITY & MAGNETISM	70
AP® STATISTICS	73
LEAF CORE: MATHEMATICAL MODELLING AND STATISTICS	75
LEAF CORE: FORECASTING	76
PRE-CALCULUS	77
STEM: Computer Science	77
Computer Science: Year 1	77
Computer Science: Year 2	80
STEM: MATHEMATICS 1 and 2	83
STEM: SCIENCE	85
Science: Year 1	85
Science: Year 2	86

## GENERAL GUIDELINES [\(22-23 Student and Parent Handbook\)](#)

### 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. If the absence threshold is exceeded, the Academic Standing Committee will review individual cases and consider the reasons for absence, demonstrated learning, class engagement, etc. in order to determine the next steps.
2. Meet the criteria specified in the course completion requirements booklet (the link will be available on Student Veracross Portal in September) and thus receive a satisfactory end-of-term class report.

Students will not earn credit for any course in which

- a.) their coursework is incomplete and thus they did not demonstrate their learning sufficiently,  
or
- b.) the demonstrated learning is not, and their coursework has not, been completed satisfactorily (fail/F).  
Their enrollment status will be 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 & Failing class status

Students usually demonstrate their learning by the evidence of work they deliver through the coursework.

A student can be marked "Incomplete" only if they were sick during the last two weeks of the term and there is insufficient evidence of learning. In that case, the student has two calendar weeks after the term to provide evidence (including breaks). If they provide evidence in that time, it is assessed as normal. If they do not provide evidence in that time, their course status will change to "Failing."

A student can be marked as "Failing" if the quality of work they submit does not meet course standards. In that case, the teacher should indicate where the student is making progress, and also what areas the student needs to improve in order to pass.

The **incomplete or failing status** indicates to the student that they need to **immediately speak with their teacher** in order to resolve the lack of learning evidence or improve the quality of learning. In any given term, students who have multiple statuses of "Incomplete" or "Failing" will be reviewed by the Academic Standing Committee, and may be subject to Academic Warning, and/or attendance at Supervised Study Hours and a Learning Plan. For "Failing" status in Term 4, see the Academic Standing Committee section.

## 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 & assigned person), 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/fail on their transcript. In other cases, the Committee may determine that the student's studies at LEAF Academy should be terminated. **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.

## 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 year.**

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 long 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 Academic 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 Academic 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 a maximum of 3 Cases for Advancement successfully 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 determine the conditions for an Academic Leave or Probation and subsequent re-enrollment, 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 Academic Standing Committee's review of the student's 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 Class 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. Moreover, an aptitude test may be required or other ways of selection may be put in place when the enrollment exceeds the class size capacity. The students will be informed about the need of the selection process by the end of June or whenever the registration of new Y3 students is finalized. 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 2, 2022)
- It is possible to request an exam after the first day of Term 2 (until March 1, 2023), but an additional **late order fee of €46 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 €46 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 and thus taking AP Research in Y4) total, which is one more than the number of courses required for graduating with the LEAF Academy diploma.

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 Class 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 Class 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 2, 2022)**. 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 Class 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 an AP 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

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Upon agreement between the student, the advisor, the Class 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 recommended<sup>1</sup>).
- 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.

## 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 the development of students with clear moral principles and personal values, who 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 and outdoor education. Our focus is on topics such as leadership, moral philosophy, ethical dilemmas, non-violent communication and many 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 pathway forward.

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.

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<sup>1</sup> 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 Seminar: Year 1**

The first year is dedicated to laying the foundations where the students focus on belonging and transitioning to their new environment. 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 also designed to 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 self-discovery. In the first term, students set and begin work towards a clearly defined personal-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 reflection with self-care and well-being.

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 to make positive changes in their character.

### **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, 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 towards strengthening their identity and recognising what they value most in life.

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, 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 interpersonal 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 can identify with taking responsibility. 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. 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. If a student misses more than 20% of classes, they will submit a [proposal](#) to complete service work proportional to the amount of class time missed.

**Completion of Student work/Assignments:**

End of year overall performance assessed as “Pass.”

Students are required to submit regular reflections to their course journal that demonstrate engagement with the course content/seminars, all key assignments and participate in character education offsite programs to be assessed as Pass.

Note: For specific key assignments please refer to the Syllabi 22/23 document.

In cases where a student cannot physically take part in the experiential programs, for example if medical certification determines the student unfit to join the program, they must complete an approved equivalent under the guidance of, and as outlined by, the Character Development staff team.

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

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### **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 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:**

Students actively participate in individual and group activities and demonstrate their learning by submitting all required work in the agreed time (set in Veracross).

Acquisition of course-specific knowledge, skills, and competencies will be demonstrated through the successful completion of the following aspects of the course:

- Unit Exams  
End-of the-unit exams consisting of multiple choice and free response questions taken from the AP CGP test bank.  
**A student needs to score D or better on each exam** to complete the course, while a retake can be allowed after individual consultation with the teacher. Student's average performance on unit tests will determine their class grade. During the second semester, the final class grade will reflect student's results on the mock AP exam, in addition to grades earned on unit tests. 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
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- *Participation in class discussions and student presentations*  
Learning in this course is about more than just mastering AP test-taking skills. Consistent, constructive, and informed participation in class discussions and presentations is essential for class learning and will be reflected in your grade. This means you can boost your grade by 1/3 (e.g. from B+ to A-) by showing engagement during class time, regularly volunteering to present material, summarizing articles, etc., provided that such participation is constructive and not 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 will.
- *PREP journal*  
Each student will document their learning and participation in an electronic document called PREP journal which will include (links to) the student's in class-presentations, summaries of assigned articles, practice essays, responses to prompts, and other small assignments. PREP journal entries will be taken into consideration when evaluating student's class participation.
- *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 any other assigned work on time for any reason, the teacher needs to be notified about this at least 48 hours prior to the original deadline through official LEAF Academy communication channels (email, Google Chat). For small HW assignments, assigned from one day to the next, the student needs to notify the teacher as soon as possible before the due date. Requests for extensions made after the above deadlines will not be accepted. The length of the extension will be agreed upon by the student and the teacher, taking individual circumstances into account. Typically, extensions are granted for up to two weeks and cannot spill from one semester to the next. Extensions due to medical reasons will be treated individually.

If no extension was granted, the student can still submit their work and earn partial credit for it within 2 weeks of the original due date. If they choose to do so, they must notify the teacher about their late submission. The work will receive a late penalty and may not receive feedback.

Assignments submitted after the 2-week grace period will be automatically marked as "not turned in" and receive zero credit.

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

If a student does not meet the above criteria, 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® 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 between 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 credit for any given course**, a student must meet the criteria stated in the [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 summative assignment (performance task) or fails to submit more than 2 essays by the end of the year, a zero will be entered for those assignments. 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 essays over the course of the year then they will be deemed to have failed in meeting the course requirements. Students will have a maximum of 2 weeks to complete missing assignments before there is no further opportunity for submission. Students **MUST** communicate **IN WRITING** to the teacher their request for a deadline extension. The teacher will work with the student to set a new deadline that **CAN NOT** pass 2 weeks beyond the original deadline. Students may skip two homework assignments a semester without it reflected in their overall course assessment. Each student must also complete a minimum of 4 AP multiple-choice practice exams (45 questions) in order to earn course credit. These will be assigned through AP Classroom or under exam conditions in the LEAF Academy classroom.

### **Participation in class activities**

Consistent active participation in class activities can improve your class grade. For example, if a student contributes little to nothing to class life but excels in summative assessments they cannot have a final grade beyond Grade B. In order to achieve a higher grade, and fully demonstrate their abilities as a critical reader and writer, a student must consistently demonstrate active and positive interaction with the course material and not just its summative assessments.

### **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**
  - 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**
  - 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**
  - 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
  - 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

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**Course description:**

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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 knowledge and understanding of European history. Students investigate key 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 [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:**

Students actively participate in individual and group activities and demonstrate their learning by submitting all required work in the agreed time (set in and submitted through Veracross).

### **Completion of Student work/Assignments:**

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

A student may miss no more than one major assessment each semester. AP European History provides a major assessment in the form of essays or papers (DBQ/LEQ), Multiple Choice Question (MCQ) practices, or graded discussion at the end of each unit of study or roughly once every two weeks. Shorter graded assignments like Short Answer Questions (SAQ) practices or text, image or data set analysis submitted before/during/following classroom discussion 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 one essay per semester for grading to ensure that they meet this requirement.

Regular and timely classroom preparation and participation, as well as a completion of any related tasks also form part of the overall assessment and have an impact on the final course grade, though they do not in isolation determine pass/fail status. In April, students will take a mock exam, which will form part of their assessment, but will not determine their final grade.

### **Extensions**

If a student cannot submit homework and any other assigned work on time for any reason, the teacher needs to be notified about this at least 48 hours prior to the original deadline through official LEAF Academy communication channels (email, Google Chat). For shorter assignments, assigned from one day to the next, the student needs to notify the teacher as soon as possible before the due date. Requests for extensions made after the above deadlines will not be accepted. The length of the extension will be

agreed upon by the student and the teacher, taking individual circumstances into account, and with an alternative deadline proposed by the student. Typically, extensions are granted for up to two weeks and cannot spill from one semester to the next. Extensions due to medical reasons will be treated individually.

### **Partial credit**

If no extension was granted, the student can still submit their work and earn partial credit for it within 2 weeks of the original due date. If they choose to do so, they must notify the teacher about their late submission. The work will receive a late penalty and may not receive feedback.

Assignments submitted after the 2-week grace period will be automatically marked as “not turned in” and receive zero credit.

### **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

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**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 [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 [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 [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 Human Geography 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 [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.

### The following enters into your grade:

#### Performance on AP quizzes and progress checks

AP exams in Econ consist of a multiple choice section worth 60 points (one per question) and a free response section worth 30 points (5-15 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
73 -90	5	81.11%
57 -72	4	63.33%
49 - 56	3	54.44%

38-48	2	42.22%
0-37	1	

I will apply the above percentages 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. Progress checks later in the semester are weighed more heavily in the final term grade.

Performance on GRASPS and similar tasks

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  $\frac{1}{3}$ .

**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 [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 by the end of the term or does not 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

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### **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 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.

#### **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.

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

Students actively participate in individual and group activities and demonstrate their learning by submitting all required work in the agreed time (set in Veracross).

- Acquisition of course-specific knowledge, skills, and competencies will be demonstrated through the successful completion of 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.
- PREP journal  
Each student will document their work and learning in an electronic document called PREP journal which will include evidence such as revised research questions, annotated bibliographies, argument maps, outlines, drafts, peer feedback, links to student's multimedia presentations, final papers, responses to prompts by the teacher, practice exams, etc.
- 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 any other assigned work on time for any reason, the teacher needs to be notified about this at least 48 hours prior to the original deadline through official LEAF Academy communication channels (email, Google Chat). For small HW assignments, assigned from one day to the next, the student needs to notify the teacher as soon as possible before the due date. Requests for extensions made after the above deadlines will not be accepted. The length of the extension will be agreed upon by the student and the teacher, taking individual circumstances into account. Typically, extensions are granted for up to two weeks and cannot spill from one semester to the next. Extensions due to medical reasons will be treated individually.

If no extension was granted, the student can still submit their work and earn partial credit for it within 2 weeks of the original due date. If they choose to do so, they must notify the teacher about their late submission. The work will receive a late penalty and may not receive feedback.

Assignments submitted after the 2-week grace period will be automatically marked as “not turned in” and receive zero credit.

- *AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information*

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that fails to properly acknowledge sources or authors on the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources, and/or authors) will receive a score of 0 on that particular component of the AP Seminar and/or AP Research Performance Task. In AP Seminar, a team of students that incorporates falsified or fabricated information in the Team Multimedia Presentation will receive a group score of 0 for that component of the Team Project and Presentation.

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

If a student does not meet the above criteria, 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:** 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<sup>®</sup> 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.

### **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:**

Students actively participate in individual and group activities and demonstrate their learning by submitting all required work in the agreed time (set in Veracross).

- Acquisition of course-specific knowledge, skills, and competencies will be demonstrated through the successful completion of points 1 - 5 below:
  1. Students will document their thinking and research progress through regular entries in a their Process and Reflection Portfolio (PREP)
  2. Students will keep regular work-in-progress interviews with their teacher and Expert Advisor(s) to review their progress and receive feedback on their scholarly work
  3. Students will 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. Students will deliver a presentation with an oral defense to a panel on their research processes, methods, and findings.
  5. Students will engage actively in class activities and regularly contribute in the form of mini presentations, work-in-progress reports, peer feedback, etc.
- 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 any other assigned work on time for any reason, the teacher needs to be notified about this at least 48 hours prior to the original deadline through official LEAF Academy communication channels (email, Google Chat). For small HW assignments, assigned from one day to the next, the student needs to notify the teacher as soon as possible before the due date. Requests for extensions made after the above deadlines will not be accepted. The length of the extension will be agreed upon by the student and the teacher, taking individual circumstances into account. Typically, extensions are granted for up to two weeks and cannot spill from one semester to the next. Extensions due to medical reasons will be treated individually.

If no extension was granted, the student can still submit their work and earn partial credit for it within 2 weeks of the original due date. If they choose to do so, they must notify the teacher about their late submission. The work will receive a late penalty and may not receive feedback.

Assignments submitted after the 2-week grace period will be automatically marked as “not turned in” and receive zero credit.

- AP Capstone Policy on Plagiarism and Falsification or Fabrication of Information

A student who fails to acknowledge the source or author of any and all information or evidence taken from the work of someone else through citation, attribution or reference in the body of the work, or through a bibliographic entry, will receive a score of 0 on that particular component of the AP Research Performance Task.

A student who incorporates falsified or fabricated information (e.g. evidence, data, sources,

and/or authors) will receive a score of 0 on that particular component of the AP Research Performance Task.

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

If a student does not meet the above criteria, 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:** 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 and an AP score of 2 or higher.

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

## AP<sup>®</sup> 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 [22-23 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 [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 to shorter graded assignments 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: CES - Contemporary threats to democracy**

**Course title:** LEAF Core- CES: 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, hoaxes, hybrid warfare etc. 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 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:**

Students actively participate in individual and group activities and complete and submit all required work in agreed time (set in Veracross).

Acquisition of course-specific knowledge, skills, and competencies will be demonstrated through the successful completion of the following aspects of the course:

- Active engagement in class discussions  
Students will be expected to come to each class prepared, having completed assigned readings and actively contribute to joint learning through short presentations, summaries, thinkpieces, reflections, responses, etc. .
- Conducting research and delivering a presentation on a topic of student's choice  
Since learning in this course is based on exploration of topics chosen in large part by students themselves, students will be asked to pick a topic related to the overall theme of the course, conduct research and deliver a presentation, making connections to concepts we covered previously.
- Completing the end-of-semester GRASPS activity  
Students will complete the end-of the semester GRASPS activity.
- Timely submission of work  
If a student cannot submit homework and any other assigned work on time for any reason, the teacher needs to be notified about this at least 48 hours prior to the original deadline through official LEAF Academy communication channels (email, Google Chat). For small HW assignments, assigned from one day to the next, the student needs to notify the teacher as soon as possible before the due date. Requests for extensions made after the above deadlines will not be accepted. The length of the extension will be agreed upon by the student and the teacher, taking individual circumstances into account. Typically, extensions are granted for up to two weeks and cannot spill from one semester to the next. Extensions due to medical reasons will be treated individually.

If no extension was granted, the student can still submit their work and earn partial credit for it within 2 weeks of the original due date. If they choose to do so, they must notify the teacher about their late submission. The work will receive a late penalty and may not receive feedback.

Assignments submitted after the 2-week grace period will be automatically marked as “not turned in” and receive zero credit.

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

**Completion of Student work/Assignments:**

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

If a student does not meet the above criteria, 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.

**LEAF CORE: Civics and Law**

**Course title:** LEAF Core: Civics and Law

**Course length:** Semester Long (Year 3)

**Credit:** 1/2

**Department:** CES

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**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 [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

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**Writing & Rhetoric (CES WR 1) 1 credit**

**History & Social Studies (CES HSS 1) 1 credit**

### **COURSE DESCRIPTION**

Central European Studies is a program consisting of two modules: History & Social Studies (HSS) and Writing & Rhetorics (WR). Both courses center 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 connections, complexities, contexts,

challenges, and opportunities that exist in Central Europe and how all these intersect with students' own experiences, interests, and the larger global perspective.

**The goals of the combined CES Courses include:**

- Provide foundational reading & writing skills necessary for students pursuing the AP or 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, within a larger context

During the 2022-23 school year, the Writing & Rhetoric classes will be taught by Deedee Skovajsa. History & Social Studies will be taught by Jakub Crcha.

**Y1 WR TOPICS & SKILLS**

- **Unit 0: LEAF Learning Logistics**
  - o In order to ensure new students can function effectively and independently at the Academy, the first few weeks of school are dedicated to the ensuring students are set up to successfully navigate the logistics of school. This includes, but is not limited to, setting up printing & Veracross access on laptops & phones, navigating the Google email & calendar systems, professionally responding to emails, checking out library books, and properly utilizing the Google Suite (Docs, Sheets, Slides, etc.) tools.
  - o Unit length: 2-3 weeks
- **Unit 1: This I Believe**
  - o In this unit students will engage with various personal narratives about strong, individual beliefs. Based off of the This I Believe radio/podcast series, students will explore basic reading skills (note-taking, annotations, providing text evidence, recognizing various rhetorical devices) and then they will create their own podcast & transcript to share a personal statement about something they believe in strongly.
  - o Unit length: 6-8 weeks
- **Unit 2: Freedom vs. Safety**
  - o Is complete freedom the way to go? How much of our individual freedoms are we willing to forgo in order to be provided certain safety nets within our society? Through the reading of *The Giver* (Louis Lowry) students will consider these questions and formulate their own stance within the complexity of the given topic. Students will learn how to structure a well-supported argument and determine the reliability of various non-fiction internet sources.
  - o Unit length: 6-8 weeks
- **Unit 3: Reading Circles**
  - o Students will have the opportunity to choose the focus novel for their final unit: *The Book Thief* (Markus Zusak), *Ender's Game* (Orson Scott Card), *Wonder* (R. J. Palacio), *Lord of the Flies* (William Golding), *Slaughterhouse Five* (Kurt Vonnegut). Students will dig into various rhetorical devices and discuss the importance of the historical and/or societal content in which the book was written. Student will maintain a reading journal and practice choosing quotes that best defend individual claims or arguments.

- Unit length: 6-8 weeks

## **Y1 HSS TOPICS & SKILLS**

### **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.

## **END OF UNIT ASSESSMENTS**

In both classes, each unit will be assessed through both formative (informational) and summative (snapshot of current knowledge) assessments. Students should expect the following summative assessments, but not limited to,:

- AP based in-class essay based on the skills & topics covered in the unit
- Assessments that provide students an opportunity to demonstrate their skill & content knowledge
- Performance task (GRASP project) that will allow students to apply their learning to a unique, real-world situation

- Oral defense questions based on skills and content covered in class

### **SUPPLEMENTAL ONLINE LEARNING**

This year, students will be provided with access to an online learning platform, ExactPaths, which will allow students to practice skills based on their own individual needs. Students will be provided with weekly time requirements for skills practice on this platform and can use it for additional practice on foundational or extension skills in reading & writing. This is considered part of the formative assessment aspect of the Writing & Rhetoric class and various checkpoints will be provided throughout the year.

### **COURSE COMPLETION REQUIREMENTS**

In order for students to earn full completion credit, the teacher must have enough written, oral, or recorded evidence of your learning and you must demonstrate proficient knowledge of the course material. In order to fulfil this, you must complete:

- Summative assessments assigned by the teacher that may include, but are not limited to, group/team assignments, independent assignments, in-class essays, at home essays, group and independent presentations with oral defense questions.
- Formative assessments assigned by the teacher that may include, but are not limited to, in-class assignments, homework, reading assignments, journals, independent work in and out of class, or oral defense questions.
- In addition to the above, students will be assigned regular (smaller) in class and homework assignments. These will come in varying formats with varying outcomes and will be provided as opportunities for students to practice the skills learned in classes.
- It is possible for students to pass the course without completing 100% of class assignments; however, students should aim to complete all coursework because the more evidence the teacher has of the student's learning, the more likely the student will be able to pass the course successfully. If the teacher does not have enough evidence of learning, the student's case will be sent to the Academic Committee.
- It is possible for a student to complete 100% of the coursework and still fail the course. In this case, the student's case will be sent to the Academic Committee and the teacher will likely recommend that the student be provided an opportunity for a Case for Advancement.

### **COURSE COMPLETION FOR IEP STUDENTS**

Students with an individual education plan (IEP) will pass based on the requirements stated above within the given recommendations provided by relevant school authorities.

### **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.

### **ASSIGNMENT DEADLINE EXTENSIONS**

If a student cannot submit homework and any other assigned work on time for any reason, the teacher needs to be notified about this at least 48 hours prior to the original deadline through official LEAF Academy communication channels (email, Google Chat).

For small HW assignments, assigned from one day to the next, the student needs to notify the teacher, in writing, as soon as possible before the due date.

Requests for extensions made after the above deadlines will not be accepted. The length of the extension will be agreed upon by the student and the teacher, taking individual circumstances into account. Typically, extensions are granted for up to two weeks and cannot spill from one semester to the next. Extensions due to medical reasons will be treated individually.

Assignments submitted after the 2-week grace period will be automatically marked as “not turned in” and receive zero credit.

### **PARTIAL CREDIT FOR LATE WORK**

If no extension was granted, the student can still submit their work and earn partial credit for it within 2 weeks of the original due date. If they choose to do so, they must notify the teacher about their late submission. The work will receive a late penalty and may not receive feedback.

### **Central European Studies: Year 2**

**Course title:** Central European Studies 2

**Course length:** 1 year (Year 2)

**Credit:** 2

**Department:** CES

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**Writing & Rhetoric (CES WR 1) 1 credit**

**History & Social Studies (CES HSS 1) 1 credit**

### **COURSE DESCRIPTION**

Central European Studies is a program consisting of two modules: History & Social Studies (HSS) and Writing & Rhetorics (WR). Both courses center 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 connections, complexities, contexts, challenges, and opportunities that exist in Central Europe and how all these intersect with students' own experiences, interests, and the larger global perspective.

The goals of the combined CES Courses include:

- Provide foundational reading & writing skills necessary for students pursuing the AP or 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, within a larger context

During the 2022-23 school year, the Writing & Rhetoric classes will be taught by Deedee Skovajsa and History & Social Studies will be taught by Zuzana Podracká.

## **WR Y2 TOPICS & SKILLS**

- **Unit 1: Danger of a Single Story**

- In this unit students will discuss why, as humans, we need to categorize our world, the positive/negative impacts, and ways we can combat assumptions & stereotypes. With the anchor novel, *The Metamorphosis* (Franz Kafka) and supported with other nonfiction articles (The Danger of a Single Story (Chimamanda Adichie) and The Perils of Indifference (Elie Weisel) students will first practice identifying the situational and historical context of an issue. Then, students will develop their writing skills by learning how to situate their own ideas within a larger context.
- NOTE: During this unit, students will also be reading a book of their choice connected to the topic of WWII/Holocaust and keeping a reading journal.
- Unit length: 6-8 weeks

- **Unit 2: Unwritten Rules of Rhetorical Power**

- The purpose of this unit is to consider the ways in which an author can purposefully manipulate an audience by using specific rhetorical devices. While reading *Animal Farm* (George Orwell) students will recognize the use of manipulative language both in the novel and in other “real-world” print materials. Students will think about the moral obligations a speaker/writer has towards their audience when presenting a persuasive argument. At the end of the unit, students will have various opportunities to practice their rhetorical powers of persuasion.
- Unit length: 6-8 weeks

- **Unit 3: College - What is it Good For?**

- Using a number of AP recommended essays and others provided by the book, *They Say, I Say*, students will engage in the financial, academic, and professional advantages/disadvantages of going to college after high school. Students will practice viewing the issue through various lenses and conducted both individual and group research projects.
- NOTE: During this unit, students will also be reading a book based on recommended AP English novels and keeping an independent reading journal.
- Unit length: 6-8 weeks

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

### **Unit One: World War II and the Holocaust**

- In this unit, students will acquire knowledge and understanding of the basics of the interwar period and order (especially the foundations of non-democratic regimes), the key WWII events, turning points and developments, key features of antisemitism and its history, the customs and history of the European Jews, the path to and key events pertaining to Nazi genocide in Germany and Slovakia, and the key aspects of Holocaust studies, including functionalism vs. intentionalism debate and Holocaust denialism

- In terms of skills, students will focus on their ability to draw connections between the global and local history, to understand the relevance of past in the present, and on their written and oral research and presentation skills. These skills will be tested by:
  - End of Unit Test, testing students' knowledge and understanding of the key events, personalities, developments and concepts, as well as the relevance of past to the present
  - A written assignment demonstrating students' awareness of the connection between interwar developments/European Jewry/holocaust, and the local context
  - A class/online 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
  - A series of small tasks/exercises/forms completed just before/during/immediately following the classes, to test students' knowledge and ability to draw connections and discuss the broader, underlying themes.
- Unit length: 6-8 weeks

### **Unit Two: Rise and Fall of Communism**

- In this unit, students will gain the ability to identify and understand key theories and ideas, personalities and events, and characteristics and developments related to communism and communist period in Czechoslovakia and globally, as well as the events, processes and theories surrounding the fall of communist regimes across Europe
- In terms of skills, students will focus on These skills will be tested by:
  - End of Unit Test, testing students' knowledge and understanding of the key events, personalities, developments and concepts, as well as the understanding and relevance of past to the present
  - A graded online/in-person discussion demonstrating students' focused on the role chance and intention, and individuals and processes play in history
  - GRASPS project, focused on exploring everyday life under communism, testing students' written, presentation and historical research and understanding skills
  - A series of small tasks/exercises/forms completed just before/during/immediately following the classes, focused on testing students' knowledge and understanding of key terminology, and their ability to discuss specificities, similarities and differences of the various communist regimes.
- Unit length: 9-11 weeks.

### **Unit Three: Beyond 1989 – The History of Tomorrow**

- In this unit, students will familiarise themselves with the key the post-1989 developments and challenges, focusing specifically on the development of the European Union, nationalism and globalisation, the role of social media and social psychology, and climate change (denial).
- In this unit, students will focus on their ability to identify and synthesise various sources and types of information, on their ability to consider, discuss and evaluate multiple perspectives, and on their research, written and oral presentation skills. These skills will be measured by:
  - Assessment of selected, analysed and prepared materials in addition to compulsory reading that are to be brought to the weekly classroom discussions on key topics of Unit Three.

- An online/in person graded discussion demonstrating students' understanding of the key challenges facing post-1989 democracy and society in Europe and globally.
- 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 research skills.
- Unit length: 5-7 weeks.

### **END OF UNIT ASSESSMENTS**

In both classes, each unit will be assessed through both formative (informational) and summative (snapshot of current knowledge) assessments. Students should expect the following summative assessments, but not limited to:

- AP based in-class essay based on the skills & topics covered in the unit
- Assessments that provide students an opportunity to demonstrate their skill & content knowledge
- Performance task (GRASP project) that will allow students to apply their learning to a unique, real-world situation
- Oral defense questions based on skills and content covered in class
- End of unit tests (in HSS) assessing the knowledge and understanding of key events, developments and connections

### **SUPPLEMENTAL ONLINE LEARNING**

This year, students will be provided with access to an online learning platform, ExactPaths, which will allow students to practice skills based on their own individual needs. Students will be provided with weekly time requirements for skills practice on this platform and can use it for additional practice on foundational or extension skills in reading & writing. This is considered part of the formative assessment aspect of the writing & rhetoric class and various checkpoints will be provided throughout the year.

### **COURSE COMPLETION REQUIREMENTS**

In order for students to earn full completion credit, the teacher must have enough written, oral, or recorded evidence of your learning and you must demonstrate proficient knowledge of the course material. In order to fulfil this, you must complete:

- Summative assessments assigned by the teacher that may include, but are not limited to, unit tests, group/team assignments, independent assignments, in-class essays, at home essays, group and independent presentations with oral defense questions.
- Formative assessments assigned by the teacher that may include, but are not limited to, in-class assignments, homework, reading assignments, journals, independent work in and out of class, or oral defense questions.
- In addition to the above, students will be assigned regular (smaller) in class and homework assignments. These will come in varying formats with varying outcomes and will be provided as opportunities for students to practice the skills learned in classes.
- It is possible for students to pass the course without completing 100% of summative and formative assignments; however, students should aim to complete all coursework because the more evidence the teacher has of the student's learning, the more likely the student will be able to pass the course successfully. If the teacher does not have enough evidence of learning, the student's case will be sent to the Academic Committee and the teacher will likely recommend that the student receive a failing mark.

- It is possible for a student to complete 100% of the coursework and still fail the course. In this case, the student's case will be sent to the Academic Committee and the teacher will likely recommend that the student be provided an opportunity for a Case for Advancement.

### **COURSE COMPLETION FOR IEP STUDENTS**

Students with an individual education plan (IEP) will pass based on the requirements stated above within the given recommendations provided by relevant school authorities.

### **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.

### **ASSIGNMENT DEADLINE EXTENSIONS**

If a student cannot submit homework and any other assigned work on time for any reason, the teacher needs to be notified about this at least 48 hours prior to the original deadline through official LEAF Academy communication channels (email, Google Chat).

For small HW assignments, assigned from one day to the next, the student needs to notify the teacher, in writing, as soon as possible before the due date.

Requests for extensions made after the above deadlines will not be accepted. The length of the extension will be agreed upon by the student and the teacher, taking individual circumstances into account. Typically, extensions are granted for up to two weeks and cannot spill from one semester to the next. Extensions due to medical reasons will be treated individually.

Assignments submitted after the 2-week grace period will be automatically marked as "not turned in" and receive zero credit.

### **PARTIAL CREDIT FOR LATE WORK**

If no extension was granted, the student can still submit their work and earn partial credit for it within 2 weeks of the original due date. If they choose to do so, they must notify the teacher about their late submission. The work will receive a late penalty and may not receive feedback.

## **CES: WRITING & RHETORIC (YEAR 3)**

**Course title:** Year 3 Writing Course

**Course length:** 1 academic year

**Department:** CES

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### **COURSE DESCRIPTION**

Year 3 Writing & Rhetoric is a pre-AP class that prepares students for the analytical reading, writing skills required in AP English or other AP Global Perspective Courses. The 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 tasked with developing 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 read, analyze, and create a wide range of texts that 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.

During the 2022-23 school year, the class will be taught in two groups: A Group will be with Lenka Filkaszova and B Group will be with Deedee Skovajsa.

### **COURSE COMPETENCIES**

There are a wide variety of skills and content practiced in this course. Additional competencies may be reported on, based on the skills and needs of students, but the areas of focus across all units are:

- **Reading:** Active Approaches: Implements active reading strategies to extract key details, vocabulary, and meaning
- **Iterative Process:** Uses the process of pre-drafting, drafting, revising, rewriting and publishing
- **Intercultural Understanding:** Possesses awareness of one's own culture(s) and an understanding of, a respect for, and an ability to dialogue with different cultural groups.
- **Use of Qualitative & Quantitative Data:** Demonstrates understanding and appropriate application of qualitative and quantitative data to support reasoning
- **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

### **TOPICS & SKILLS**

- **Unit 1: Ethical Tourism**
  - In this unit students will consider ways in which tourism impacts local communities and the larger environment. With the anchor text, *Sand County Almanac* (Aldo Leopold) and supported with other nonfiction articles (based on AP suggested readings) students will recognise various devices a writer uses to express intentions. Students will develop written work by using the iterative process and make decisions about the text evidence that best supports their own arguments and ideas.
  - Unit length: 6-8 weeks
- **Unit 2: "Another" Culture**
  - The purpose of this unit is to consider reasons for which an unfamiliar culture might be romanticized and ways in which the reality of the culture might be significantly different. Using *The Lone Ranger and Tonto Fistfight in Heaven* (Sherman Alexie) as the anchor text, students will explore this topic first through the Native American culture and then make connections to similar situations in Central Europe (for example, the Roma culture). Students will continue building their understanding of rhetorical devices used in literature and their own writing.

- o Unit length: 6-8 weeks
- **Unit 3: Feminism Then & Now**
  - o Using *The Awakening* (Kate Chopin) and *We Should All Be Feminists* (Chimamanda Adichie) novels as our main medium, students will explore the ways in which feminism was viewed over 100 years ago and the ways in which it is viewed today. Students will extend their understanding of 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.
  - o Unit length: 6-8 weeks

### **END OF UNIT ASSESSMENTS**

Each unit will be assessed through both formative (informational) and summative (snapshot of current knowledge) assessments. At the end of each unit, students should expect the following summative assessments:

- AP based in-class essay based on the skills & topics covered in the unit
- Performance task (GRASP project) that will allow students to apply their learning to a unique, real-world situation
- Oral defense questions based on skills and content covered in class

### **SUPPLEMENTAL ONLINE LEARNING**

This year, students will be provided with access to an online learning platform, ExactPaths, which will allow students to practice skills based on their own individual needs. Students will be provided with weekly time requirements for skills practice on this platform and can use it for additional practice on foundational or extension skills in reading & writing. This is considered part of the formative assessment aspect of the class and various checkpoints will be provided throughout the year.

### **COURSE COMPLETION REQUIREMENTS**

In order for students to earn full completion credit, the teacher must have enough written, oral, or recorded evidence of your learning and you must demonstrate proficient knowledge of the course material. In order to fulfil this, you must complete:

- Summative assessments assigned by the teacher that may include, but are not limited to, group/team assignments, independent assignments, in-class essays, at home essays, group and independent presentations with oral defense questions.
- Formative assessments assigned by the teacher that may include, but are not limited to, in-class assignments, homework, reading assignments, journals, independent work in and out of class, or oral defense questions.
- In addition to the above, students will be assigned regular (smaller) in class and homework assignments. These will come in varying formats with varying outcomes and will be provided as opportunities for students to practice the skills learned in classes.
- It is possible for students to pass the course without completing 100% of the assignments; however, students should aim to complete all coursework because the more evidence the teacher has of the student's learning, the more likely the student will be able to pass the course successfully. If the teacher does not have enough evidence of learning, the student's case will be sent to the Academic Committee.
- It is possible for a student to complete 100% of the coursework and still fail the course. In this case, the student's case will be sent to the Academic Committee and the teacher will likely recommend that the student be provided an opportunity for a Case for Advancement.

## COURSE COMPLETION FOR IEP STUDENTS

Students with an individual education plan (IEP) will pass based on the requirements stated above within the given recommendations provided by relevant school authorities.

## GRADING POLICY

### How is my class grade determined?

The following enters into your grade:

- Performance on end-of-unit assessments, summative assessments, oral defense questions based on skills and content covered in class
- We will present the rubrics for assignments and use the [AP rubric scheme](#) to assess your writing. In order to determine a grade, we will convert your performance to percentages as follows:

Points	Grade	Points as percentage of total
73 -90	5	81.11%
57 -72	4	63.33%
49 - 56	3	54.44%
38-48	2	42.22%
0-37	1	

- We will apply the above percentages to your performance on assessments to determine your class grade, with 5 corresponding to an A, 2 to a D and 1 to no credit earned. Assessments later in the semester are weighed more heavily in the final term grade.

### Performance on GRASPS tasks

- Our subject is not only about mastering AP-level writing 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 other assignments 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  $\frac{1}{3}$

## **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.

## **ASSIGNMENT DEADLINE EXTENSIONS**

If a student cannot submit homework and any other assigned work on time for any reason, the teacher needs to be notified about this at least 48 hours prior to the original deadline through official LEAF Academy communication channels (email, Google Chat).

For small HW assignments, assigned from one day to the next, the student needs to notify the teacher, in writing, as soon as possible before the due date.

Requests for extensions made after the above deadlines will not be accepted. The length of the extension will be agreed upon by the student and the teacher, taking individual circumstances into account. Typically, extensions are granted for up to two weeks and cannot spill from one semester to the next. Extensions due to medical reasons will be treated individually.

Assignments submitted after the 2-week grace period will be automatically marked as "not turned in" and receive zero credit.

## **PARTIAL CREDIT FOR LATE WORK**

If no extension was granted, the student can still submit their work and earn partial credit for it within 2 weeks of the original due date. If they choose to do so, they must notify the teacher about their late submission. The work will receive a late penalty and may not receive feedback.

## **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:**

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**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 [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

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### **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 [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:** 1 year

**Credit:** 1/year

**Department:** CES

### **Course description:**

This course builds upon the knowledge students have from previous first year of introduction to the French language (level A1/A2). In this course, students will build upon their foundations, will deepen and strengthen their knowledge and develop their skills, mostly communication but also writing and listening skills. After completing this course, students should be more comfortable with using French in everyday life, and in the futur ready to take the AP exam.

**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 [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 regularly submit their homework and class assignments and cannot miss the unit review test at the end of each unit, recapturing all their work within the last weeks. The end-of-unit review are planned for: October, December, February, March and May.

If the student is not capable of submitting an assignment, or attending the end-of-unit review 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 [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)**
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#### **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.

## **SLOVAK as FOREIGN LANGUAGE**

### **ENGLISH LANGUAGE LEARNING**

**Course title:** English Language Learning

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

**Credit:** 1 per year (Year 1-2), ½ per year (Year 3)

**Department:** CES

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#### **Course description:**

This course is designed to improve students' English proficiency, so that they enhance their studies. Students focus in particular on vocabulary development, improving grammar and advancing speaking and listening skills. The aim of the course is to guide students to become independent English users who are able to apply the English language in an academic setting and possess the necessary skills, e.g. effectively receiving and interpreting messages conveyed within the communication process, fluent and coherent speaking, working with academic texts, note taking, vocabulary enrichment and maintenance, etc.

#### **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:**

Students actively participate in individual and group activities and demonstrate their learning by submitting all required work in the agreed time (set in Veracross).

##### **Extensions**

If a student cannot submit homework and any other assigned work on time for any reason, the teacher needs to be notified about this at least 48 hours prior to the original deadline through official LEAF

Academy communication channels (email, Google Chat). For small HW assignments, assigned from one day to the next, the student needs to notify the teacher as soon as possible before the due date. Requests for extensions made after the above deadlines will not be accepted. The length of the extension will be agreed upon by the student and the teacher, taking individual circumstances into account. Typically, extensions are granted for up to two weeks and cannot spill from one semester to the next. Extensions due to medical reasons will be treated individually.

### **Partial credit**

If no extension was granted, the student can still submit their work and earn partial credit for it within 2 weeks of the original due date. If they choose to do so, they must notify the teacher about their late submission. The work will receive a late penalty and may not receive feedback.

Assignments submitted after the 2-week grace period will be automatically marked as “not turned in” and receive zero credit.

### **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), 6 hours/ week

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

**Department:** EL

### **Course description**

Entrepreneurial Leadership course prepares learners - students and teachers to make positive changes happen in the public and business sectors. Our aim is the higher quality of life in Central Europe, and in EL we contribute by developing the essential entrepreneurship and leadership skills and mindsets.

First, we gain confidence projects serving the needs of our school community, then we move on to get inspired in the regions. Finally, we create our own practice - Student Enterprises. Across the years, we circulate the key methods: BUILD (Human-centered design), Project Management, Teamwork.

Through the experiences in the EL course and the introspection in the CD course, learners go through a process of self-discovery, connecting their purpose to meaningful contribution in their local communities, Slovakia and Central Europe.

By the end of the studies, each learner will test several ideas and collaborate in several teams. We learn from each situation, both from successes and from failures. Ultimately, learners will know how to establish and run an initiative helping people in the public and business sectors.

### **Entrepreneurial Leadership “standard path”**

We want to provide appropriate space for growth and building self-awareness based on the current strengths of each student. Therefore, all students develop foundational skills and mindsets in their first year of studies, while developing human-centered projects connected to their passions.

**After the first successful foundational year** and pre-testing, students will be referred to the best program to further develop their entrepreneurial leadership potential. For example, if a Y2 student has strong foundations but does not have ideas to develop yet, REX program would offer understanding of

inspiring private and business sector organizations. If a Y2 student has good foundational skills and also wants to develop new ideas, EL Foundations and Original Ideas will provide the support.

**Y1 EL Foundations:** Learning foundational skills and mindsets for entrepreneurship and leadership while developing small projects.

**Y2 Regional Exploration (REX):** Understanding different industries and context of public and business sectors in Slovakia.

**Y3-2 year EL Foundations and Original Ideas:** Learning foundational skills and mindsets for entrepreneurship and leadership while developing original ideas.

- T1: BUILD (Human-centered design)
- T2: Lean Validation
- T3: Project Management
- T4: Teamwork

**Y3, Y4:** Practicing the foundations of entrepreneurial leadership in professional teams and preparing for life after LEAF Academy, whether it is starting a business or further studies.

- **Student Enterprise Program** - products and services by LEAF Academy students
- **Teachers Assistants Program** - teaching teams of LEAF Academy
- **Internship Program** - organizations in the public and business sectors

### How do we learn:

- **Peer learning and collaboration** play an important role in learning within the EL course.
- **Self-awareness needed for differentiation is supported** by the one on one meetings with EL teachers, 360 feedback in the teams and by introspection in the CD course.
- **Learners are encouraged to visit other EL programs' classes** (when applicable - e.g. guest speakers lectures)
- We collaborate with the public **and business sectors**.
- We learn in **real-world situations**.

### Assessment

In EL, we assess the knowledge and skills (competencies). Both are part of the regular feedback and academic reports at the end of semesters.

- **Knowledge and ability to apply the key methods** in different situations get assessed in tests, engagement in class discussions, and most importantly in projects.
- **Competencies** (self-, peer-, teacher-, customer-feedback)
  - EL Foundations: Design Thinking, Goal Setting, Active Listening
  - Regional Exploration: Broad Perspective, Ownership, Active Listening, Curiosity
  - Student Enterprise Program: competencies chosen by students from the EL competency map
  - Teacher Assistants Program: competencies chosen by students from the EL competency map
  - Internship Program: competencies chosen by students from the EL competency map
- **Impact delivered** in each project
- **Contribution to learning of others** by transferring knowledge in and outside of the classroom.

### Attendance

If the learners cannot attend a class in any format, and they know in advance, they check with the teacher on the programming for that week.

If the learners miss classes due to sickness, they focus on becoming fit. The first week of coming back, they check on the missed theory and practice with the peers and book a 10-30 minutes meeting with teacher, with a draft catch-up plan. Together they agree on how to best pursue the learning.

Further details for any given course are stated in the [Student and Parent Handbook](#).

### **Completion of project work and class-work**

Teacher- and student-learners after the Foundations program agree on the learning goals and project performance goals for each term. The progress is supported by regular feedback and assessment.

Teacher- and student-learners agree on the class-work assignments in the classes.

**We honor the agreements by delivering on time, in the agreed format.** We adjust or clarify if needed and we learn together. If learners expect not to meet the deadline or the format, they **proactively communicate prior to the deadline.**

If a learner - student fails to follow the agreement or does not proactively communicate the issue, it results in conversation to understand the situation, possible collaboration with Learning Support team or an agreement on how to proceed next time - we learn from the failure together. If the situation repeats despite the support, it will result in failing the course.

If a learner - teacher fails to deliver on the agreement, we discuss the consequences in the class and learn from it together. Repeated failure on the teacher's side will result in action with the Head of Department and/or Dean of EL.

## **STEM**

### **AP® BIOLOGY**

**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 we also collaborate with the experts from the field – we are visiting the labs in Slovak Academy of Sciences where the students are having their first contact with real science.

#### **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](#).

**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 any other assigned work on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM) through official LEAF Academy communication channels (Veracross, email, Google Chat). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused. Deadlines usually are no longer than 2 weeks. Extended deadlines do not go from Semester 1 to Semester 2. Any work submitted after the deadline without prior communication is automatically marked as “not turned in” and reflected in the report.

In case of an “incomplete” activity/assignment, the student receives comments from the teacher that need to be resolved within one week (7 days). If the student does not update the work within the deadline, the status of the work is changed into “not turned in”.

**The following enters into your grade:**

1 - Performance on AP quizzes and unit tests

AP exams in Biology consist of a multiple choice section consisting of 60 questions (50% of the total score) and a free response section having 2 long questions and 4 short questions (50% of the total score). Long questions are worth 8–10 points each; short questions are worth 4 points 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
120 - 92	5	77 %
91 - 72	4	60 %
71 - 52	3	43 %
51 - 31	2	26 %
30 and below	1	

Students should expect one full mock exam during the school year, and AP exam style tests once per each unit where scores will be calculated based on the above chart. Additionally, there might be warm-up/wrap-up questions assigned in classes, which are scored. Total score will be calculated by adding all the points together and dividing it by its total number.

I will apply the above percentages to your performance in this category to determine your class grade according to the following:

- 5 corresponding to an A or A+;
- 4 to an A-, B+, B;
- 3 to B-, C+, C;
- 2 to a D;

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.

### **Types of activities used in AP Biology:**

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

#### **ESSENTIAL ASSIGNMENTS:**

- Unit Test
  - Usually assigned at the end of the unit with focus on demonstrating learnt content and skills from the covered unit
  - Each student must write all the unit tests
- GRASPS Projects and Performance Tasks, Labs
  - Focus on the content and skills from the covered unit

#### **OTHER ASSIGNMENTS:**

- Homework
  - Focuses on topics covered within the last couple of classes/weeks
- 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

### **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<sup>®</sup> CALCULUS AB/BC**

**Course title:** AP Calculus

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

**Credit:** 1

**Department:** STEM

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**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 [Student and Parent Handbook](#).

**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

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<sup>®</sup> CHEMISTRY** - Will not be opened in 2022/2023 school year

**Course title:** AP Chemistry

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

**Credit:** 1

**Department:** STEM

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**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 [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<sup>®</sup> 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

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## **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<sup>®</sup> ENVIRONMENTAL SCIENCE - Will not be opened in 2022/2023 school year**

**Course title:** AP Environmental Science

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

**Credit:** 1

**Department:** STEM

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### **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 [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:** 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.

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

**Grading:** The course will use form of a correspondence between AP grades (1-5) and "letter grades" (from E- to A+). More precise guidelines will be formed with the students in October.

**.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

**Grading:** The course will use form of a correspondence between AP grades (1-5) and “letter grades” (from E- to A+). More precise guidelines will be formed with the students in October (together with AP Physics C: Mechanics).

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

**AP<sup>®</sup> 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
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63 - 100	5
49 - 62	4
38 - 48	3
29 - 37	2
0-36	1

The above mentioned percentages will be applied to your performance on quizzes and homeworks 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 [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.

### Classwork/Homework

focuses on topics covered within the last couple of classes/weeks and is usually assigned from one class to another in order to follow up on it during the next class.

### **Students with individual education plan:**

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

## **LEAF CORE: FORECASTING**

**Course title:** LEAF Core: Forecasting

**Course length:** 1 semester (Year 3)

**Credit:** 1

**Department:** STEM

### **Course description:**

LEAF Core Forecasting is a semester-long course aimed at developing quantitative reasoning, information literacy and Critical Thinking by immersing the learners in the business of predicting and estimating unknown quantities. This will be done both on the level of unknown important parameters, such as in Fermi problems, and on the level of probabilities of possible future events.

Techniques introduced in the course include Fermi decomposition, calibration of estimates, inside- and outside- view, as well as intuitive application of Bayesian updates. A substantial part of the course will be project work involving determining of a critical piece of information for an external stakeholder.

The course does not have prerequisites, but it is more suitable for learners with some background in traditional probability (and/or AP Statistics students). Furthermore, high motivation and a desire to learn are expected.

### **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 Forecasting classes to earn credit.
- **In- & out-of-class work**  
In order to get credit (the **PASS** mark) for the course, students must meet conditions 1-3.

1. Students must demonstrate understanding of the mathematical fundamentals, including contract-based probabilities, traditional probabilities and the application of the Bayesian theorem. This can be done in in-class quizzes, but alternative ways of demonstrating the knowledge and the skills can be agreed on.
2. Students deliver the group/partner project in good quality on time. They also iterate on their individual work when asked to do so. (This applies to peer feedback as well.)
3. Smaller, low-stakes quizzes will be conducted in class and homework will be assigned for practice and feedback. The quality of the work will have no impact on the final mark unless the student regularly fails to deliver them.

#### **Students with individual education plan:**

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

### **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 active attendance and participation are 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.

- **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

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**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; create multimedia and publish while keeping an eye on privacy; in the last part of the course, they manage application design 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
- Digital Collaboration
- Application development

The students' assessment is based on a set of projects the students develop and collaborate on during the year.

### **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

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### 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; algorithmical thinking; they learn about the importance of privacy and security on the internet; discover the real-life implementation of encryption; investigate the hardware and software design of computers.

The course is assessed by a set of projects the students complete, some consisting of programming, some of problem solving. 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:

- Algorithms and Data structures
- Computer Security
- Computer Architecture
- The societal impacts of computing

The students' assessment is based on a set of projects the students develop and collaborate on during the year.

### **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 following part of the year is spent on combinatorics, leading students to discover fundamental combinatorial principles through a series of problems. Last topic of the year will focus on building foundations in geometry. 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 required work in order to demonstrate the learning submitted in agreed time (set in Veracross). If a learner cannot demonstrate the learning (e. g. not submit a homework) and any other assigned work on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM) through official LEAF Academy communication channels (Veracross, email, Google Chat). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused. Deadlines usually are prolonged no longer than 2 weeks. Extended deadlines do not go from Semester 1 to Semester 2, and from one term to another. Any work submitted after the deadline without prior communication is automatically marked as "Not Turned In" and reflected in the report.

In case of an "Incomplete" activity/assignment recorded in Veracross, the student receives comments from the teacher that need to be resolved within one week (7 days). If the student does not update the work within the deadline, the status of the work is changed into "Not Turned In".

To **PASS** the course a learner must 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. Students need to provide sufficient amount of evidence of satisfactory level to be assigned a passing grade.

In case there is not enough evidence of their learning or the evidence is not on a satisfactory level, the status of the class changes into "fail".

Skills, competencies, and knowledge are demonstrated via different types of work and assessment:

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

1. Unit Test + Quizzes

Unit tests are 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. Quizzes are usually assigned once per week, and focus on skills, knowledge and competencies from the previous classes. Each student is expected to write all the unit tests.

*Assessment of the unit test:* Unit tests are scored, and students are announced total number of points and minimum number of points to pass before writing a unit test. In case a student fails the unit test,

he/she might be asked to demonstrate the learning through additionally assigned work (in case of not having enough evidence).

*Assessment of the quizzes:* The performance on the quizzes influences students unit test scoring. Each quiz is scored with points (usually 3 points per quiz), and students need to score at least 60% from the total number of points scored in quizzes in each particular unit. If lower than 60%, with each 15% less, students must score a 5% higher score from the unit test. If a student writes less than 70% of the quizzes (e. g. due to sickness), they automatically write a unit test. Not written quizzes do not have an implication on the final percentage that determines students' test score.

### 2. GRASPS Projects and Performance Tasks

Focuses on the content and skills from the covered unit.

Assessment is always agreed with the students before the work is assigned.

### 3. Homework

Focuses on topics covered within the last couple of classes/weeks. Will be set on a weekly basis.

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

When writing a report, the teacher takes into consideration all of the above, together with class participation and engagement.

#### **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](#).
- **Acquisition of course-specific competencies:**

Learners actively participate in individual and group activities and submit required work in order to demonstrate the learning submitted in agreed time (set in Veracross). If a learner cannot demonstrate the learning (e. g. not submit a homework) and any other assigned work on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM) through official LEAF Academy communication channels (Veracross, email, Google Chat). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused. Deadlines usually are prolonged no longer than 2 weeks. Extended deadlines do not go from Semester 1 to Semester 2, and from one term to another. Any work submitted after the deadline without prior communication is automatically marked as "Not Turned In" and reflected in the report.

In case of an "Incomplete" activity/assignment recorded in Veracross, the student receives comments from the teacher that need to be resolved within one week (7 days). If the student does not update the work within the deadline, the status of the work is changed into "Not Turned In".

To **PASS** the course a learner must 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. Students need to provide sufficient amount of evidence of satisfactory level to be assigned a passing grade.

In case there is not enough evidence of their learning or the evidence is not on a satisfactory level, the status of the class changes into "fail".

Skills, competencies, and knowledge are demonstrated via different types of work and assessment:

### **ESSENTIAL ASSIGNMENTS:**

#### **4. Unit Test + Quizzes**

Unit tests are 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. Quizzes are usually assigned once per week, and focus on skills, knowledge and competencies from 2-3 previous classes. Each student is expected to write all the unit tests, unless he/she scores more than 90% from the quizzes (specified below).

*Assessment of the unit test:* Unit tests are scored, and students are announced total number of points and minimum number of points to pass before writing a unit test. In case a student fails the unit test, he/she might be asked to demonstrate the learning through additionally assigned work (in case of not having enough evidence).

*Assessment of the quizzes:* The performance on the quizzes influences students unit test scoring. Each quiz is scored with points (usually 3 points per quiz), and students need to score at least 60% from the total number of points scored in quizzes. If the percentage is above 90%, students can decide not to write the unit test. If lower than 60%, with each 15% less, students must score a 5% higher score from the unit test. If a student writes less than 70% of the quizzes (e. g. due to sickness), they automatically write a unit test. Not written quizzes do not have an implication on the final percentage that determines students' test score.

#### 5. GRASPS Projects and Performance Tasks

Focuses on the content and skills from the covered unit.

Assessment is always agreed with the students before the work is assigned.

#### **OTHER:**

1. Labs - required protocols, typically in Science classes. Depending on assessed skills, this might be an essential component of the final assessment (i.e. the *Cell* and *Human Body* units).
2. Homework Focuses on topics covered within the last couple of classes/weeks.
3. 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 assessment

Assessment is always agreed with the students before the work is assigned.

When writing a report, the teacher takes into consideration all of the above, together with class participation and engagement.

#### **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

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**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](#).

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

Learners actively participate in individual and group activities and submit required work in order to demonstrate the learning submitted in agreed time (set in Veracross). If a learner cannot demonstrate the learning (e. g. not submit a homework) and any other assigned work on time for any reason, this needs to be communicated with the teacher at least one day prior to the deadline (by 4 PM) through official LEAF Academy communication channels (Veracross, email, Google Chat). Based on the reasoning, the teacher agrees with a student until when/if the deadline will be prolonged or excused. Deadlines usually are prolonged no longer than 2 weeks. Extended deadlines do not go from Semester 1 to Semester 2, and from one term to another. Any work submitted after the deadline without prior communication is automatically marked as "Not Turned In" and reflected in the report.

In case of an "Incomplete" activity/assignment recorded in Veracross, the student receives comments from the teacher that need to be resolved within one week (7 days). If the student does not update the work within the deadline, the status of the work is changed into "Not Turned In".

To **PASS** the course a learner must 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. Students need to provide sufficient amount of evidence of satisfactory level to be assigned a passing grade.

In case there is not enough evidence of their learning or the evidence is not on a satisfactory level, the status of the class changes into "fail".

Skills, competencies, and knowledge are demonstrated via different types of work and assessment:

### **ESSENTIAL ASSIGNMENTS:**

#### 6. Unit Test + Quizzes

Unit tests are 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. Quizzes are usually assigned once per week, and focus on skills, knowledge and competencies from 2-3 previous classes. Each student is expected to write all the unit tests, unless he/she scores more than 90% from the quizzes (specified below).

*Assessment of the unit test:* Unit tests are scored, and students are announced total number of points and minimum number of points to pass before writing a unit test. In case a student fails the unit test, he/she might be asked to demonstrate the learning through additionally assigned work (in case of not having enough evidence).

*Assessment of the quizzes:* The performance on the quizzes influences students unit test scoring. Each quiz is scored with points (usually 3 points per quiz), and students need to score at least 60% from the total number of points scored in quizzes. If the percentage is above 90%, students can decide not to write the unit test. If lower than 60%, with each 15% less, students must score a 5% higher score from the unit test. If a student writes less than 70% of the quizzes (e. g. due to sickness), they automatically write a unit test. Not written quizzes do not have an implication on the final percentage that determines students' test score.

#### 7. GRASPS Projects and Performance Tasks

Focuses on the content and skills from the covered unit.

Assessment is always agreed with the students before the work is assigned.

### **OTHER:**

4. Labs - required protocols, typically in Science classes. Depending on assessed skills, this might be an essential component of the final assessment (i.e. the *Cell* and *Human Body* units).
5. Homework Focuses on topics covered within the last couple of classes/weeks.
6. 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 assessment

Assessment is always agreed with the students before the work is assigned.

When writing a report, the teacher takes into consideration all of the above, together with class participation and engagement.

### **Students with individual education plan:**

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