



ABERDEEN HALL
PREPARATORY SCHOOL

HIGH SCHOOL COURSE HANDBOOK

2025-2026 ACADEMIC YEAR

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OUR PHILOSOPHY

Our school mission is to **empower students to lead meaningful lives as compassionate, contributing citizens, and inspire their success in learning and life.**

In keeping with this, we designed a strategic plan that identifies the following 5 key pillars that guide our school practice:

- Wellness, Balance, and Breadth
- Personalization
- Character Development
- Future Readiness
- Creative and Critical Thinking

At Aberdeen Hall, we believe that having shared values and a common direction allows everyone to lead happy, productive and fulfilled school lives. During Positive Peer Week in 2017, we asked our students, “What qualities should an Aberdeen Hall graduate possess?” After a series of meetings, they told us that ideal graduates should be responsible, resilient and should act with integrity. These shared beliefs form the cornerstone of our student social philosophy. In joining the Aberdeen Hall, students join a community that will ask them to embody:

Kindness Curiosity Responsibility Integrity Optimism Resilience

The school mission is achieved through the effort to provide a rich school experience informed by the school pillars, and employing the spirit of the school values. Graduates should embody these values.

Responsibility is: The ability to act independently in response to duty, and to be accountable for one’s choices.

Responsibility looks like:

- Caring for yourself, and taking advantage of opportunities (support, extensions, extra-curricular, etc...) and to strive for excellence in all pursuits
- Maintaining a positive relationship with ourselves – healthy eating, sleeping and exercise habits, positive mindset, self-care strategies and a balanced lifestyle
- Caring for others in our school community – to encourage, support, and to challenge others in our school. Personal responsibility for keeping our physical environment the best it can be so that all members can enjoy it
- Being involved in the wider community of Kelowna and beyond – to consider how we can make a positive impact and take action to do so when possible

Resilience is: The ability to respond to and recover from challenges, difficulty and hardship.

Resilience looks like:

- Accepting positive challenges when they are presented
- Persevering through difficulty
- Adapting strategies to be successful
- Using supports and opportunities to your benefit

- Understanding that success, however it is defined by you, is a journey and not achieved at once
- Employing positive habits that help us overcome obstacles
- Learning from failure

Integrity is: The quality of being honest, having strong moral principles, and staying true to ones' self.

Integrity looks like:

- Acting in accordance to your values even when this is difficult
- Being honest and forthright
- Making positive choices for the right reasons – don't wait for external motivations

Optimism

A commitment to a bright and hopeful future and the steadfast belief that the outcome will be positive.

Optimism is: The quality of being hopeful and confident about the future or successful outcome of something.

Optimism looks like:

- Viewing the world, other people and events in the most favourable, positive light possible
- Having a solution-oriented approach
- Believing in ourselves and our abilities
- Approaching hardships in a productive way
- Understanding that doubts and fears are healthy and normal without letting them define us
- Being intentionally grateful

Curiosity is: The demonstration of passion for learning, understanding, exploration, and inquisitiveness for life

Curiosity looks like:

- Asking questions and listening without judgement
- Embracing the unknown with an eagerness to learn
- Challenging the norm and considering different approaches to learning and life

Kindness is: The quality of being considerate, inclusive, and generous to others, and to oneself

Kindness looks like:

- Showing genuine interest in the well-being of others
- Acting with empathy
- Helping others to feel included, safe and supported
- Showing up as your authentic self and giving others permission to do so as well
- Doing the right thing without expectation.

The challenge is for all students to exhibit and embody the values associated with these values in their

school, in their community, and in their lives.

RATIONALE

It is our intention that students who graduate from Aberdeen Hall will have undertaken a journey that challenges and excites as well as prepares them for their future. The course offerings have been designed to allow each student to engage in a variety of academic pursuits, helping them discover their interests along the way. Faculty support students through this journey as they are encouraged to meet academic challenges, investigate new interests, explore areas of passion and extend their range of experiences.

The Grade 6 to 8 experience includes a breadth of programming designed to introduce students to a wide range of skills and curriculum areas. All students will participate in programming in the Fine Arts, Performing Arts, Digital Competencies and Citizenship, Computational Thinking and Character Development. Explorations will be driven by inquiry and will allow for personalized growth with a goal of teaching the skills and knowledge necessary to be a leader in the 21st century: future readiness, academic knowledge, as well as life and career skills.

The Grade 9 to 12 experience allows students to gain depth, breadth and balance in their programming as they prepare for entry into post-secondary institutions. Courses offered to this cohort are rigorous and are intended to provide transferable skills that will support their success as they transition from high school. In order to offer our students the widest range of choice, some of our courses run on alternate years. These courses will be offered based on student interest.

In addition to timetabled courses, students in the senior school have a wide offering of co-curricular activities to choose from. Whether it be athletics, leadership, or clubs, every student can find a way to form connections, to contribute to the community, and to grow together.

GUIDELINES FOR COURSE SELECTION

1. When you select courses for your academic year, please consult the graduation requirements on Page 12 of this document.
2. Course offerings are subject to sufficient enrolment and maximum class sizes. Not all courses are offered every year. If a course is over-populated, the process for admittance to the course is as follows:
 - a. The most senior students are admitted first
 - b. The next round of students are admitted based on merit (previous marks may be taken into account)
 - c. The remaining seats (if any) are awarded in a lottery
3. After registration, all proposed course changes must be accompanied by a completed "Request to Add/Drop Course" and are subject to approval by Senior School Administration. Please note that the master schedule is built based on student requests from original registration; therefore not all change requests can be accommodated.
4. All documents pertaining to elective selection must be signed/approved by parents or

guardians.

5. Grade 11 and 12 students must take a minimum of 7 courses per year, except in extraordinary circumstances (see Application for Study Block in Appendix A).
6. Some courses have prerequisite material. Admittance to these courses will be reserved for students who have successfully fulfilled the prerequisite coursework. In many cases, this entails earning a minimum of grade in the previous grade. In circumstances where students do not meet minimum standards, evidence of content mastery may be required in advance of being course enrolment. Examples of this include: out of session courses, completing additional work outside of class time, parent meetings with school admin, successful completion of an entrance exam, or retaking the prerequisite course.

TUTORIALS

All teachers have posted tutorial times. These sessions may be scheduled prior to school, at lunch, or after school. Students may drop in to these sessions at any time. In addition, Grade 9-12 Students may take advantage of morning tutorials/instruction. These sessions are available between 8:00am and 8:35 by appointment.

REPORTING

Grade 9-12 students receive 6 progress reports during the course of the school year. These reports will comprise of 3 Interim Reports, and 3 Report Cards.

An interim report provides an up to date snapshot of the student's current performance in regards to course curriculum and learning standards. Grade 9 interim reports employ proficiency grades, Grade 10-12 interim reports will utilize percentage grades.

At the end of the Fall, Winter and Spring Terms, students will receive a report card. These reports will include current grades, student reflection, and teacher feedback.

Parents and students may choose to attend teacher conferences after the Fall and Winter Terms.

FLEX PROGRAM

FLEX PROGRAM APPLICATION 2025-2026

We recognize that some students have aspirations to pursue high levels in arts and athletics. As such, we have designed the Flex Program for Grade 9-12 students. This program is intended to help students blend their high-performance passion with the academic rigours of Aberdeen Hall.

Students may apply to enrol in the AH Flex Program if they are involved in a high level artistic or athletic pursuit. Typically, individuals in our Flex Program make a major commitment to ongoing training for competitions or shows. The intent of this program is to support students to compete at the

provincial/national or international level, or aspire towards varsity sport at university or pursue a professional career in their chosen field. Our faculty will work with Flex students to personalize their education. **Please note: Although we recognize that students have a variety of interests and pursuits, not all pursuits are eligible for Flex.**

To be eligible for the Flex Program you must meet at least 1 of the following criteria:

1. Your training requires you to miss 3 hours or more of class time per week between the hours of 8:35am - 3:20pm OR
2. You train at least 10 hours in one specific pursuit outside of school hours Monday through Friday OR
3. You miss 10 total school days for tournaments in your chosen pursuit

An online application will be sent out in the spring and must be submitted by the end of the school year. We will consider the program in question prior to the start of the school year and discuss options with the family at this time.

If the athletic or artistic program is recognized and approved by the school, the following guidelines must be adhered to throughout the year to remain in the Flex Program:

- All schedules for practices, games or performances should be submitted to the Flex Coordinator as soon as they are available.
- Timetables for students in the Flex Program may be adapted to ensure that core academic courses are delivered. Students accepted into the program will be removed from one elective, which will be replaced by learning strategies blocks.
- Students in the Flex Program must maintain good academic standing (80% or higher).
- Students may be asked to adjust their non-academic pursuits to complete testing, or to prepare for exams or other high stakes assessments.
- In a case where classroom instruction has been missed, students may be asked to work independently, or to schedule tutorials before/after school with an appropriate teacher to learn missed course material. Students will be asked to utilize MySchool, Google Classroom, and e-mails to stay current with their class work.
- Students in this program will receive a blend of regularly scheduled tutorials, guidance and both direct and indirect supervision. To be successful in this program, students must have strong independent work habits, and strong levels of commitment.
- Students must be able to work independently and manage their flex blocks with minimal direct teacher support.
- Grade 9-10 PE students must attend PE at least twice per week and all assessments must be completed.

**Note: Students who have earned external Gr. 10-12 credentials or who are enrolled in an AH course outside of the regular academic timetable do NOT need to apply for the Flex Program. Please see Mr. Acree to discuss your timetable.*

EXTERNAL COURSES POLICY

Some students may wish to take a course that is external to Aberdeen Hall. Prior to enrolling in an external course, students complete the External Course Intent Form (see Appendix A) and submit it to Senior School Administration. All responsibilities associated with taking external courses will be assumed by the student.

Enrolment in external courses **will not be exchanged** for independent study blocks. Students who take courses external to the school should not expect to have a study block either in its place or in order to complete the work in the course.

External courses will only be placed on student transcripts when the full course is completed and reported to Senior School Admin. External courses will not be counted towards awards calculations. If the course is available at Aberdeen Hall, it is preferred that students take the course at Aberdeen Hall. Earning prerequisite courses or courses that you plan on pursuing at a post-secondary level via distance learning is discouraged. Please note that external courses cannot be monitored by Aberdeen Hall faculty as they are operated by separate online schools. As such, timelines, assignments and assessments are all designed and facilitated by teachers outside of our organization. Students enrolled in external courses are responsible for managing and monitoring their individual progress.

Students who earn prerequisite courses via external credit may be asked to demonstrate their proficiency in course content prior to being placed in the Aberdeen Hall class. This may involve an entrance test or exam.

EQUIVALENCY POLICY

The school requests official copies of all student records and transcripts (when available). School administration then does appropriate research to determine the content of listed courses. To award credit, the content must exceed 80% of the BC learning outcomes for a particular course. In some cases, students may be asked to complete assessments or exams in addition to determining their level of mastery. Credits awarded via equivalency are noted on the student's file. When awarding marks, students will receive the grade earned on the original document. In situations where the original grade is deemed inaccurate, Transfer Standing (TS) will be reported.

CHALLENGE POLICY

Students wishing to challenge a course must demonstrate evidence that they will be successful in fulfilling the prescribed learning outcomes for the course in question. Once this has taken place, school administration will review any documentation available to determine if credits can be awarded via equivalency. Students will be required to complete a final exam or alternative assessment based on the content for the course in question. In some circumstances, final exams may be designed by an Aberdeen Hall school instructor, or from a teacher in another school. An external teacher may be contracted to design and assess the student's challenge. Credits awarded via challenge are noted on the student's file.

Credits awarded via the Equivalency and Challenge process will be done in accordance with the Ministry Handbook of Procedures (pages 47 through 52).

LEARNING STRATEGIES DEPARTMENT

Our Learning Strategies Department has been designed to meet the needs of students who have

School Based Learning Plans or Individual Education Plans. These students may receive in-class assistance from a designated teacher or assistant. Students may also utilize the Learning Strategies Room during scheduled tutorials.

ACADEMIC ASSISTANCE PROGRAM

It is our hope that all students experience academic success at Aberdeen Hall. However, should a student exhibit difficulties in meeting their personal best due to lack of effort, academic dishonesty, or due diligence they may be placed on Academic Assistance. In these situations, parents will be contacted and together, we will determine a plan of action to assist the student in meeting their academic goals. Strategies employed for students on Academic Assistance may include:

- Specific locations to spend non-academic times
- Scheduling of after school tutorials or extra help sessions
- Use of the homework club
- Restricted participation in extracurricular teams or clubs
- Denied enrolment in special courses or programmes
- enrolment in an Academic Strategies course
- Support from the Resource Department

ATTENDANCE

Students are expected to attend school on all academic days. All absences should be reported to the front office prior to 8:35 am. Parents wishing to take their child home during the school day must ensure that the homeroom advisor has been informed, and that the student has been properly signed out at the front office. Senior School students who wish to sign themselves out of school must provide evidence of parental permission to the front office (a note, email or phone call). Grade 12 students are permitted to self-sign themselves out of school after January of their Grade 12 year.

Planned absences should be discussed with homeroom teachers two weeks prior to the event. Please note: although teachers will make every effort to help students catch up for missed work during planned absences, **we cannot guarantee that teachers will be able to provide work for students in advance.**

Students wishing to receive tutorials for missed concepts are encouraged to attend regularly scheduled after school or morning tutorials.

Students who are absent during a school-based or provincially scheduled exam will be required to provide a doctor's note. In these situations, students may be asked to write the missed exam during the next appropriate exam sitting. Students who experience chronic absence may be required to provide a doctor's note. ExcessPlease note: school field trips and experiential education adventures are considered part of the school curriculum. As such, attendance for these events is expected. Students who demonstrate excessive absenteeism will be required to meet with administration.

TEST REASSESSMENT POLICY

Tests and exams play an important part in student assessment. Gauging student mastery of key concepts can be a delicate balance of teaching, review, and occasionally re-teaching course material. In some cases, reassessment can be an effective way of motivating and improving student learning outcomes. This being said, our hope is to help students develop healthy study skills and learning strategies that will allow them to excel the first time they write an assessment. It is important to note that not all assessments are eligible for rewriting.

As such, teachers may allow students to rewrite tests if some/all of the following situations apply:

- The student's results are dramatically out of line with previous performances
- In a circumstance where the student may have missed key instruction due to excused absence.
- The student's IEP or Learning Plan indicates rewrites should be employed
- Upon student request.

HOW TO REQUEST A REASSESSMENT

In order to qualify for a rewrite, students should complete the following steps in a timely fashion:

1. Attain a Rewrite Form from the Student Life office. Fill in the top portion of the form (name, course, date etc...)
2. Meet with your subject teacher to complete questions 1 and 2. During this meeting you will design a plan for learning missed concepts. This will include independent practice as well as a teacher facilitated tutorial prior to the test rewrite.
3. Drop by the Flex/Resource room during an allotted test time. Ask the coordinator to help you fill in questions 3 and 4. At this time you will schedule your rewrite.
4. Sign your completed form and have it signed by your subject teacher, and a parent/guardian.
5. Complete the steps indicated in your study plan.
6. Attend the scheduled rewrite as planned. Ensure you bring your rewrite form with you to the scheduled appointment.

It is our hope that these guidelines will help students feel supported in their efforts to succeed academically. We also believe that these protocols will encourage students to develop healthy study strategies that will be essential as they move through school.

It is important to note that test rewriting is not the answer to every disappointing grade. Rewrites will be denied in cases where students are found to be repeatedly relying on retests at the expense of preparing appropriately for the original assessment; or when students have developed a habit of preparing for retests in lieu of staying current with their daily classwork. Subject teachers should monitor rewrite requests to ensure that no more than 20% of summative assessments (in a given year) are rewritten by individual students in their courses. Note: midyear and final exams are not eligible for reassessment.

MISSED TESTS

In a situation where a student has missed a test due to excused absence, arrangements may be made individually with subject teachers. Missed tests may be written during a designated rewrite block. In this situation, students should ensure that they have scheduled their test date with the Flex/Resource coordinators. Students may also sit missed tests under the supervision of their subject teacher.

Final Exams

For courses with a Final Exam the course is considered Incomplete if the final is not written. Students are required to write their assigned exams during the scheduled time, in their allotted space. Final Exams cannot be written early. If there are extraordinary circumstances that preclude a student from writing during the exam period an alternative day and time will be arranged during the opening administration week of the following academic year or in the next exam period. It is essential that exam integrity and conditions are maintained. Report cards and transcripts will only be updated once the final exam is completed.

EXTRAORDINARY CIRCUMSTANCES

Occasionally a student may request a retest due to extraordinary circumstances. In these situations, school administration will design an assessment strategy that meets the needs of the individual student. Students are encouraged to speak to their homeroom advisors if this situation applies to them.

Teachers will ensure that they have placed limits on the number of rewrites a student may take in a term (1 or 2 major tests per term, or 2-3 quizzes per term). After this, reassessment results may be averaged with the original test scores. Furthermore, test rewrites may differ from the original test in question design and format.

We believe that all students are capable of success, and that all students learn at a different pace. It is our hope that this policy will encourage students to strive to master course content, to try their best, and to work hard.

GRADE 9 PROGRAM

There are 25 class sessions in a typical week. All full-time students are enrolled in nine courses. Each day is divided into five 65 minute classes. In Grade 9, students have two elective classes that consist of music, art and technology (ADST) options.

Grade 9 students all have an assigned advisor. Advisory times take place every day. In addition to covering the Career Education curriculum, these classes help build social connections, school spirit and student life. Attendance in these advisory blocks is mandatory.

GRADE 9	
1	English
2	Math Math 9 or Math 10
3	Science 9
4	Social Studies 9
5	Elective 1 Visual Arts, Guitar, Strings, Contemporary Music, Commercial Music, or Drama
6	Elective 2: Applied Design Skills & Technology (ADST) Robotics, Media Arts (Photography and Photo Editing), Business (Entrepreneurship), or Media Design (Digital Storytelling)
7	Language Elective

	French or Spanish
8	PE
9	Advisory Wellness, career, interpersonal skills, mentoring

BC GRADUATION REQUIREMENTS DOGWOOD DIPLOMA

Required Courses: The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.

- Of the 80 credits needed for graduation, at least 16 credits must be at the Grade 12 level, including a Grade 12 Language Arts course. These Grade 12 credits may be for required courses or elective credits, and can come from Ministry-Developed, Ministry-Approved Language Template, BAA, External Credential, Post-Secondary Dual Credit or IDS courses. Career Life Education and Career Life Connections + Capstone Project cannot be used to help satisfy the requirement of at least 16 credits at the Grade 12 level.
- At least 28 credits must be elective course credits
- 52 credits are required from the following:
 - Two Career Education courses (8 credits total)
 - Physical and Health Education 10 (4 credits)
 - Science 10 (4 credits), and a Science 11 or 12 (4 credits)
 - Social Studies 10 (4 credits), and a Social Studies 11 or 12 (4 credits)
 - A Math 10 (4 credits), and a Math 11 or 12 (4 credits)
 - A Language Arts 10, 11 & 12 (12 credits total)
 - An Arts Education 10, 11, or 12 and/or an Applied Design, Skills, and Technologies 10, 11, or 12 (4 credits total)

In addition, students on the new Graduation Program must also complete three new graduation assessments aligned with the redesigned curriculum. Two of these assessments are written in Grade 10, with the third taking place during Grade 12. Scores from these assessments are reported on each student's Ministry transcript. To learn more about these assessments visit this [Website](#).

- **Grade 10 Numeracy and Literacy Assessments**
 - Students are expected to complete both the numeracy and literacy assessments during their Grade 10 year. Aberdeen Hall students typically sit these assessments in January.

Scores from these assessments are recorded on each student's ministry transcript. These assessments may be rewritten twice in subsequent years as needed.

- **Graduation Literacy Assessment**

- The Graduation Literacy Assessment was introduced in 2022. All graduating students will be required to sit this new assessment prior to graduation.

Please note: The required courses listed above are the minimum requirements to achieve the BC Dogwood Diploma. Elective programming must be chosen to ensure the requirements for university entrance are met.

Course Pathways

	Grade 10	Grade 11	Grade 12
English	English 10: Composition and Literary Studies	First Peoples Literary Studies and Writing 11	English Studies 12 English Studies 12 AP English Literature
Mathematics	Foundations of Mathematics and Pre-calculus 10 (FMP10)	Pre-calculus 11	Recommended: Pre-calculus 12
		Pre-calculus 11	Foundations 12
		Foundations 11	Foundations 12
		Pre-calculus 11 (semester 1) Pre-calculus 12 (semester 2)	Calculus 12 AP Calculus
	Pre-calculus 11	Pre-calculus 12	
Social Studies	Social Studies 10	History 12, Law 12, Genocide Studies 12, Social Justice 12, Economics 12, Philosophy 12, Comparative Cultures 12, AP World History * AP Psychology AP Capstone (Seminar and Research)	
Science	Science 10	Physics 11	Physics 12
Recommended <i>take two sets of Grade 11/12 sciences.</i>		Physics 11 (semester 1) Physics 12 (semester 2)	AP Physics
		Chemistry 11	Chemistry 12

		Life Sciences 11	Anatomy and Physiology 12
		Anatomy and Physiology 12	AP Biology
		Life Sciences 11	AP Biology
		Geology 12 or Environmental Studies	
Language Recommended: One of French 11 or Spanish 11	French 11	French 12	AP French
	French 10	French 11	French 12
	Spanish 11	Spanish 12	
	Spanish 10	Spanish 11	Spanish 12
Physical Education	Physical Education 10	Recommended: Fitness and Conditioning Active Living Outdoor Education	Recommended: Fitness and Conditioning Active Living Outdoor Education
Grad Program	Career Life Education	Career Life Connection	Career Life Connection
Fine Arts	Instrumental Music 10 (Guitar, Strings)	Instrumental Music 11 (Guitar, Strings)	Instrumental Music 12 (Guitar, Strings)
		Contemporary Music 11	Contemporary Music 12
	Contemporary Music 10	Composition and Production 11	Composition and Production 12
	Art Studio 10	Art Studio 11	Art Studio 12/AP Art
	Media Arts:Photography 10	Media Arts: Photography 11	Media Arts:Photography 12
	Theatre Company 10	Theatre Production 11	Theatre Production 12
		Film and Television 12	
Applied Design, Skills and Technology (ADST)	Computer Programming 11	AP Computer Science	Computer Programming 12 (App Development)
		Accounting 11	

Foundations of Math 10	Social Studies 10 Pre-calculus 11 Science 10 Second Language 11 Physical Education 10 Planning 10 Fine Art or ADST Elective (Financial Lit.) Elective	Pre-calculus 12 A Science 11 Fine Art or ADST PE 11 Elective Elective Elective	(AP English Literature) Calculus 12 (AP) A Science 12 Any SS12 Option Economics 12 Elective Elective
Credits: 8	Credits: 36	Credits: 32	Credits: 28

The Business Pathway

Students wishing to pursue a future in commerce or marketing may wish to enrol in our Business Pathway courses, which are available at each grade level.

Grade 9	Grade 10	Grade 11	Grade 12
Business 9 (Entrepreneurship)	Business 10 (Marketing)	Business: Accounting 11	Economics 12

The Sustainability and Outdoor Education Pathway

Students who are interested in the environment, outdoor adventures, and sustainability may wish to enrol in some of the following classes:

Grade 9	Grade 11	Grade 12	AP
Business 9 (Entrepreneurship) This course focuses on tackling the issues facing the Earth and our local environment.	Life Science 11 Learn about the natural world, and form connections with our local vicinity.	Outdoor Education Physical Education 11 and 12 Students can earn PE credits as they take part in outdoor adventures like rock climbing, kayaking and winter camping. Students also practice their leadership skills in our school community	AP Biology Students delve deeply into the biological processes in our environment.

Students may also find the Duke of Edinburgh Program to be a great way to connect with the outdoors during High School.

Faculty of Science

Grade 9	Grade 10	Grade 11	Grade 12
Second Language 10	English 10	English 11	English 12

	Social Studies 10 Foundations of Math 10 Science 10 Second Language 11 Physical Education 10 Planning 10 Fine Art or ADST Elective Elective	Pre-Calculus 11 Physics 11 Physics 12 Chemistry 11 Anatomy 12 Art or Applied Skill Elective Elective (Academic or PE)	Pre-Calculus 12 Chemistry 12 Any SS12 Option Elective (Calculus) Elective (AP Physics) Elective
Credits: 4	Credits: 40	Credits: 32	Credits: 28

Faculty of Engineering (Applied Science)

Grade 9	Grade 10	Grade 11	Grade 12
Second Language 10 Foundations of Math 10	English 10 Social Studies 10 Pre-calculus 11 Science 10 Second Language 11 Physical Education 10 Planning 10 Fine Art or ADST Elective Elective	English 11 Pre-Calculus 12 Physics 11 Physics 12 Chemistry 11 Art or Applied Skill Elective Elective (Academic or PE) Elective	English 12 Chemistry 12 Calculus/AP Calculus Any SS12 Option Elective (AP Physics) Elective (Academic) Elective
Credits: 8	Credits: 40	Credits: 32	Credits: 28

COURSE DESCRIPTIONS

Please note: each year administration surveys high school students to determine interests and needs. The course offerings are designed to meet these desires. To offer a wide array of electives, some courses are scheduled in alternating years as indicated below. Should a course not receive sufficient student interest, it may be dropped from the calendar.

Some courses require prerequisite knowledge or coursework. In these cases it is recommended that students achieve a minimum grade of 73% (unless otherwise indicated) in the prerequisite course in order to enrol. Should students wish to proceed in a course without meeting the minimum standard, a meeting with school administration is required prior to the start of the school year.

English

Students are automatically enrolled in the Language Arts and English courses appropriate to their grade. Those students who wish to take Advanced Placement English credits may do so concurrently with their English 12 class. To qualify for AP English Literature, students should have a minimum of 85% in Grade 11 English. The course description for AP English Literature can be found in the AP course section of this document. Please note, Grade 11 students are automatically enrolled in English First Peoples 11 as it satisfies the Ministry of Education graduation requirements for indigenous credits. Students who do not have this credit will need to complete an additional course that meets this graduation requirement during their grade 12 year.

All Grade 9-12 ELL students receive supplemental support in language acquisition. Students meet individually or in small groups with our ELL instructors on a regular basis. In addition, students receive tutorials in preparation for their IELTS language exam, which is required for many post secondary applications.

Mathematics

In most circumstances, students at Aberdeen Hall enrol in Foundations and Pre-calculus 10, Pre-calculus 11 and Pre-calculus 12 during their high school years. Those students wishing to study mathematics, science or commerce at the post secondary level are encouraged to complete Calculus 12 in addition.

Students who have specific learning needs, or who are unable to excel in the Pre-calculus stream may be offered the opportunity to enrol in Foundations 11 or Foundations 12 math classes. Please note that it is recommended that students will obtain a minimum score in prerequisite courses in order to be admitted to courses such as Pre-calculus 12 and Calculus 12. In situations when this is not the case, students must meet with administration to discuss options prior to enrolling.

Foundations Math 11 or 12

Foundations Math is available to Grade 11 and 12 students. It is more project based than the pre-calculus mathematics courses and focuses on more real-life applicable mathematics. It is a highly personalized course that changes from year to year, and has extra small class sizes. If you are interested in this course you should speak to Mr. Acree to discuss your post secondary plans and decide if this course is a good fit for you. There is no prerequisite grade for this course.

Pre-calculus 11

Grade 11 students wishing to enrol in this course should have earned a minimum grade of 65% in Foundations and Pre-calculus 10. Grade 10 students wishing to take this course should have a minimum of 80% in their Foundations and Pre-calculus 10 course.

Pre-calculus 12

Grade 12 students wishing to enrol in this course should have earned a minimum grade of 73% in Foundations and Pre-calculus 10. Grade 12 students wishing to take this course should have a

minimum of 80% in their Foundations and Pre-calculus 10 course.

Calculus 12

This course covers approximately 80% of the AP Calculus curriculum, and is recommended for students intending to study mathematics, science or business at the post secondary level. Students in Calculus 12 will explore:

- Functions, Graphs, and Limits;
- The Derivative (Concept and Interpretations)
- The Derivative (Computing Derivatives)
- Applications of Derivatives (Derivatives and the Graph of the Function)
- Applications of Derivatives (Applied Problems)
- Antidifferentiation (Recovering Functions from their Derivatives)
- Antidifferentiation (Applications of Antidifferentiation).

Students wishing to enrol in this course should have earned an 80% or higher in Pre-calculus 12. Students wishing to take this course concurrently with Pre-calculus 12 must have teacher approval in advance.

SOCIAL STUDIES ELECTIVES

Philosophy 12

Philosophy 12 explores the methods of reasoning, and argument in philosophy. It examines theories of reality, and the ontological theories of being. Students in this course will also study epistemological theories about knowledge and truth; theories of justice and freedom as well as morality and ethics. There are no prerequisites for this course.

History 12

History 12 examines the 20th century through the eyes of the historian. Units of study include (but are not limited to) The World of 1919, The Interwar Years, World War II, The Beginning of the Cold War, and The End of the Cold War. Students who enrol in this course will gain an understanding of the dramatic changes that took place between the end of World War I, and the beginning of the 21st century.

Law 12

The curriculum of Law 12 enables students to become legally literate citizens who understand how laws are applied and reviewed. Law 12 fosters skills and attitudes that enhance students' abilities to address legal, social, and ethical issues, and reflect critically on the role of law in society. Content includes understanding fundamental legal principles such as equality, justice, and liberty. Students explore their legal rights and responsibilities, and will learn how law affects their careers, studies, and daily lives.

Economics 12

Economics 12 explores the effects of human choices on our society, the nation, and the global

community. In Economics 12, students gain an understanding of the principles behind markets, interpersonal and international interaction, and various factors that governments consider when crafting public policy. Students planning to undertake post-secondary studies in business will find this a useful course to understanding how government, labour, and business interact, in preparation for introductory university-level economics. This course will be of interest for students interested in expanding their understanding of Canadian society, and global economic and social trends.

Social Justice 12

The aim of Social Justice 12 is to raise students' awareness of social injustice, to enable them to analyse situations from a social justice perspective, and to provide them with knowledge, skills, and an ethical framework to advocate for a socially just world. The goals of Social Justice 12 are to acquire knowledge that allows students to recognize and understand the causes of injustice; to apply critical thinking and ethical reasoning skills to a variety of social justice issues; to develop an understanding of what it means to act in a socially just manner; to become responsible agents of change, making positive contributions toward a socially just world.

Genocide Studies 12

Humanity has a history with too many examples of war, destruction, and victimization. On many occasions, this has extended to the intentional destruction of people and their culture. These evil acts are not inevitable, however, and attempts can be made to prevent genocide. This course defines the term, looks at examples of genocide, identifies similarities between examples, and lays a foundation for the prevention of violence and acts of genocide.

Comparative Cultures 12

Comparative Cultures 12 is an engaging and interactive study of the contributions of humankind over time. In this course students will explore the development of early humanity by comparing the development of religion, technology, government, economic systems, & artistic expressions. They will consider and explore different world perspectives and interact with different cultural expressions such as food, dance, and other traditions. In this course students will gain an understanding of the world before modern globalisation and examine the diversity of the human experience.

SENIOR SCIENCES

Chemistry 11

Chemistry is the science that deals with properties and reactions of materials. Students will learn to identify, characterise and recognize transformations in matter. Grade 11 Chemistry teaches students the skills, knowledge and attitudes required in order to pursue further study. Concepts covered include Atoms, Moles, Chemical Reactions, Atomic Theory, Solution Chemistry and Organic Chemistry. Students wishing to enrol in this course should have earned a minimum of 73% in Science 10.

Chemistry 12

This course is a continuation of Chemistry 11. Students will further their understanding of chemistry by exploring units in Kinetics; Equilibrium; Solubility; Acids, Bases and Salts; and Electrochemistry. It is recommended that students have earned a minimum 73% in Chemistry 11 in order to enrol in this course.

Life Sciences 11

The curriculum of Biology 11 fosters scientific literacy while exploring the diversity of life. During this "survey course," students will discover fundamental elements pertaining to the six Kingdoms of living

things. Through project-based learning, collaborative discussions, and teacher-guided activities students will build an understanding of the three major themes for Biology 11: Unity and Diversity, Evolutionary Relationships, and Taxonomic Relationships. This course will have a “hands on” focus on sustainability and our local environment. Students wishing to enrol in this course should have successfully completed Science 10.

Anatomy & Physiology 12

This 4 credit course deals with human biology, allowing students to develop an understanding of how the human body functions and how the systems are integrated. Biology 12 is divided into 3 main sections: Cell Biology, Cell Processes and Applications, and Human Biology. Although Biology 11 is not a prerequisite for this course, students wishing to enrol in Biology 12 should have successfully completed Science courses at the Grade 11 level.

Physics 11 - Linear and Semester

Physics is the science of how everything works on a fundamental level. In this course students will learn about kinematics, forces, momentum, energy, electric circuits and will spend a final unit covering one or more of the topics of waves, special relativity, and quantum physics. (PH 11)

Students wishing to enrol in this course should have earned a minimum of 73% in Science 10.

Preference for the semestered course will be given to those who are on track to take AP Physics.

Physics 12

This course builds on Physics 11, covering the topics of kinematics, forces, momentum, and energy in greater detail and in two dimensions. The calculations will often require the use of trigonometry to break vectors into components or of the sine and cosine laws. After that the topics of equilibrium, torque, circular motion, gravitation, electrostatics, and electromagnetism will be explored. It is recommended that students interested in taking Physics 12 have earned a minimum of 73% in Physics 11.

Geology 12

This 4 credit course is designed to teach students the structures and processes involved in the changing surface of the Earth. Students will explore physical properties and historical development of our planet. Course content will include Rocks and Minerals, Natural Resources, Tectonics, Geologic Time and Surface Processes.

Environmental Studies

The Environmental Studies course is the study of how human actions affect the land and water, and how human activities affect climate. It explores the possibility that humans can learn to use the land and water, and produce food to live sustainably. Students will experience and study the local environment, assess data and consider different environmental issues.

MUSIC

Guitar

Students will learn to play six string or bass guitar and have active input into song selection for performance materials. Emphasis will be placed on correct technique such as finger placement, picking and strumming, and good posture while holding the instrument. Musical literacy will be developed by

learning to read two forms of notation. Each student will be expected to participate in at least one public performance each year.

- Grade 9 students can take Guitar 9
- Grade 10 students earn credits for Instrumental Music 10 - Guitar
- Grade 11 students earn credits for Instrumental Music 11 - Guitar
- Grade 12 students earn credits for Instrumental Music 12 - Guitar

Strings

Students will learn to play violin or cello in a casual group as well as a formal string orchestra setting. Repertoire will be selected in collaboration and the students will have an active role in song choices for rehearsals and concerts. Emphasis will be placed on correct left hand technique and knowledge, development tone production and bow hold as well as fingerboard knowledge and improvisation skills. Each student will be expected to participate in at least one public performance.

- Grade 9 students interested in Strings 9
- Grade 10 students earn credits for Instrumental Music 10 - Orchestra
- Grade 11 students earn credits for Instrumental Music 11 - Orchestra
- Grade 12 students earn credits for Instrumental Music 12 - Orchestra

Commercial Music 9

This course is aimed at teaching students the steps and approaches to writing and performing original music. Students will learn to compose and record their own music using digital recording tools including how to score a movie scene. Students will also learn about the potential commercial applications of music in the ever-changing world of digital media and the basics of music licensing.

Contemporary Music 9-12

Contemporary music students will study musical theory while they explore and appreciate multiple forms of musical forms including pop, rock, country, and alternative forms. Students will practice and perform in ensembles. Instruments may include (but are not limited to) guitar, piano, drums, violin, cello, and flute. This is typically offered outside of the timetable.

Music Composition & Production 11 and 12

Students will learn to compose, record and produce music of various genres. Developing a functional understanding of music theory and digital audio tools is a strong focus in this course. Students will also explore the evolution of harmonic practices from the Medieval to Modern eras, helping them to develop an extensive array of compositional tools. These tools will be used in projects where the students get to explore their creativity as well as learn to write music for practical applications. Live performance opportunities will also be provided to display original class works.

FINE ARTS

Drama

Students will learn and practice dramatic skills with voice projection, body language, group interaction, memory work, and concentration. They will learn to play and communicate, concentrate, cooperate and appreciate drama. This course will include a stage production.

- Grade 9 students can take Drama 9

- Grade 10 students earn credits for Theatre Company 10
- Theatre Production 11*
- Theatre Production 12*

*Theatre production classes will focus on planning, rehearsing and performing on stage. Students enrolled in these courses will be expected to participate in all aspects of the production of stage performances.

Film and Television 12

Students will explore and create a variety of films. In particular, emphasis will be placed on learning how film can reflect identity and culture; how moving-image artists use technology in innovative and reflective ways; how aesthetic experiences provided by moving images can effect change in artists, audiences, and environments; how technology and emerging media can transform communication in a variety of ways; and how history, culture, and value systems can influence film and television productions.

Visual Arts 9

This is a course where students will learn a variety of new techniques while being challenged to create their own unique, personal designs using image development strategies. Students will work through a variety of media including drawing, painting, sculpture and mixed media.

Art Studio 10

This is a course for students that want to expand their art making skills and then apply those skills creatively. There will be a balance between the foundation work of acquiring new skills/concepts and learning to express student's individual ideas and perspectives. Students will work through a variety of media including; drawing, painting, sculpture, pottery and printmaking. Students that have not had art previously are welcome but should be prepared to work hard. Sketchbooks will be used a great deal in this course.

Art Studio 11 and 12

This is a course for students that want to expand their art making skills and then apply those skills creatively. This course increases learning standards in the area of connecting and expanding through art exploration. There will be a balance between the foundation work of acquiring new skills/concepts and learning to express student's individual ideas and perspectives. Students will work through a variety of media including: drawing, painting, sculpture, and mixed media. Students will also learn how to analyze, understand, and evaluate a variety of artwork with emphasis on the content organizers for the visual arts.

Media Arts 9

Students learn about photography techniques and photo editing techniques. Students create digital images using Photoshop mixing their photography with found imagery.

Media Arts:Photography 10-12

This course is designed to give students fundamental skills in digital photography and digital creation/manipulation. Students will learn how to use professional level equipment and programs such as Adobe Photoshop. Students will build an online portfolio and collaborate with their peers to learn photography and media arts skills. Students will also be contributing to our yearbook.

APPLIED DESIGN SKILLS & TECHNOLOGY

TECHNOLOGY EDUCATION

Robotics 9

Students start off the course learning about Java and C++ computer programming. These skills will be applied to program Arduino microcontrollers to build an autonomous robot that they take home at the end of the course. They will learn about electrical components, Ohm's law, and how to design their own circuit. The course is designed to give students exposure to programming, electronics, and microcontrollers and to give students an advantage in a difficult required course if they pursue engineering in university.

Computer Programming 11

Computer Programming 11 is an introduction to Java where students learn essential programming structures, methods, and are introduced to Object Oriented Programming. At the end of the year, the students will make a variety of programs including a role playing game. There are no prerequisites for this course. Students who successfully complete this course are well prepared for AP Computer Science.

AP Computer Science

This course is equivalent to a first semester college course in computer science. AP Computer Science A is a second course in computer programming. Students must take either Computer Programming 11 prior to taking this course. In this course we will cover the equivalent of a first year first semester course in computer science in the Java language. Students will review basic programming topics and then move on to the topics of classes and objects, inheritance, polymorphism, abstract classes, interfaces, arrays, lists, strings, common java classes, sorting, and searching. This course is designed to set up students for success in university computer science courses. Prerequisite: Computer Programming 11.

Computer Programming 12 - App Development

In this course students will learn about software development as they make games or apps of their own design using the libGDX framework and publish them to Android, iOS, and Desktop. They will also learn advanced topics in programming such as the Java Collections Framework, error handling, Big O notation, and some useful algorithms. The prerequisite for this course is AP Computer Science.

Textiles 10

Textiles 10 is a skills-based course where you will learn and practice hand-sewing, knitting, and fabric arts. Projects include making cute plushies and small knitted items, though we will also cover practical skills such as mending. All basic supplies and tools will be provided, but you are welcome to bring and learn with your own supplies as well. Make sure you bring a friend, as this is a social class that is meant to foster mental well-being as well as making darling narwhal stuffies.

Textiles 11 and 12

Students who take Textiles in Grades 11 and 12 will learn skills such as hand-sewing, mending, and upcycling of clothing which is not only practical, but which also contributes to a renewable environment. Students will also spend a significant portion of their time in this class learning and applying their skills to make their own patterns for hand-sewing, embroidery, knitting, etc. In this safe and inclusive environment, students can bring to life stuffed ponies, felt flowers, cosplay items, and small household comforts. Basic supplies and tools will all be provided, though students are welcome to bring and use anything they wish from home to incorporate into their work, or make larger items. Beginners welcome.

Media Design 9

Students learn about workflow and best practices in a simulated “production environment.” This hands-on course emphasises the creation of original graphics which are finally introduced into an animation space that encourages students to explore story and place.

Media Design 10

Students who are interested in learning about graphic design, commercial art, and website design will find that opportunity in Media Design. As the name implies, we will be producing the products we make in the Design Studio. This course is for anyone who wants to work both by hand and on the computer to solve design challenges. Student’s focus in three main areas of media production. 2D business graphics cover branding and logos. 3D CAD modelling skills allow students to “print” prototypes. Finally, New Media gives students the opportunity to explore their interests in motion graphics.

Media Design 11

This course is primarily for those students who wish to learn how to model in 3D. People use 3D models for game design, special effects in movies, building houses and skyscrapers, making toys, etc. Though this is a rigorous course, it is also great for students wishing to hone strong problem solving and digital literacy skills. Student’s focus in three main areas of media production. 2D business graphics cover branding and logos. 3D CAD modelling skills allow students to “print” prototypes. Finally, New Media gives students the opportunity to explore their interests in motion graphics.

BUSINESS EDUCATION

Business 9 - Entrepreneurship and Marketing

This course will focus on entrepreneurship, with special attention to themes of sustainability

and our local environment. Students will begin a journey of entrepreneurship in this dynamic class. Through hands-on activities and real-world simulations, they will develop the skills and knowledge necessary to turn their creative ideas into thriving businesses.

Business 10 - Entrepreneurship and Marketing

Special focus will be placed on marketing skills. Students will delve into the exciting world of advertising and branding as they develop the skills necessary to market their own products. They will learn how to analyze consumer behaviour and create compelling marketing campaigns, as well as developing their ability to design and create digital marketing materials.

Accounting 11

Accounting 11 is a business course designed to teach students the financial side of running a business. Students will learn how to build and interpret spreadsheets, prepare financial documents such as balance sheets and income statements, and present findings to clients. Students will immerse themselves in the world of numbers and finances. They will build the foundational concepts necessary to understand and manage financial records, to analyze financial statements, and to make informed business decisions.

Economics 12

Economics 12 explores the effects of human choices on our society, the nation, and the global community. In Economics 12, students gain an understanding of the principles behind markets, interpersonal and international interaction, and various factors that governments consider when crafting public policy. Students planning to undertake post-secondary studies in business will find this a useful course to understanding how government, labour, and business interact, in preparation for introductory university-level economics. This course will be of interest for students interested in expanding their understanding of Canadian society, and global economic and social trends.

OTHER

Fitness and Conditioning: Intro to Kinesiology.

This course explores health and exercise with an additional focus on anatomy and physiology, nutrition and lifelong fitness. In addition to building healthy habits, students will learn the science behind human physiology, performance, and sport. Students who are interested in pursuing post secondary education in human kinetics will find this course useful.

Active Living 11 and 12

This senior level PE course is designed to engage students in life long healthy living activities, routines and knowledge. Through community engagement, this course is designed to help students explore activities and lifestyles that encourage lifelong fitness and wellness.

Academic Strategies: On Individual Approval

This course focuses on learning strategies to help students become better, more independent learners.

Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. Students wishing to enrol in this course must complete the Academic Strategies Application Form in Appendix A.

Teacher's Assistant 11: On Individual Approval

Students who apply for this non credit course must receive the approval of a designated sponsor teacher. Students are then assigned to a class in a younger grade to assist with classroom instruction and facilitation. This course will require regular meetings with the sponsor teacher outside of regular class times for planning purposes. Enrolment in this course is limited, and students must excel in the subject area in which they are placed. Students must have a history of reliability, honesty and integrity, and will be required to complete a confidentiality agreement. This course is available to Grade 11 and 12 students. Please find the application form in Appendix A.

AP COURSES

About the Advanced Placement Program (AP)

The Advanced Placement Program enables willing and academically prepared students to pursue university-level studies — with the opportunity to earn post secondary credit, advanced placement, or both — while still in high school. Exams are given each year in May. Students who earn a qualifying score on an AP Exam are typically eligible to receive college credit and/or placement into advanced courses in college. Every aspect of AP course and exam development is the result of collaboration between AP teachers and post secondary faculty. They work together to develop AP courses and exams, set scoring standards, and score the exams. College faculty review every AP teacher's course syllabus.

Please note, students enrolled in an AP course at AH are not mandated to take the exam. Students may choose to opt out of the exam, and may still earn the high school credit.

Most AP courses have prerequisite knowledge. It is expected that students applying for AP courses have a minimum average in the prerequisite class in order to gain admission. Students who do not qualify may seek permission to apply from school administration.

Students enrolled at Aberdeen Hall wishing to take an AP exam, but who are not enrolled in an AP course at Aberdeen Hall may request to do so if the following circumstances are in place:

- They are taking an exam for a course that is not offered at AH
- They are taking an exam for a course that will not fit in their timetable
- They are taking an exam for a course that they completed in the past
- They are able to demonstrate proficiency and/or sufficient independent preparation for the test in question, and are able to demonstrate their progress at pre-established benchmarks.

Students unable to meet these goals will not be permitted to sit the exam.

In all cases, students will be required to meet with administration to discuss their case. Fees associated with these exams will be billed to the student (likely including an invigilation fee). Please note: The school cannot guarantee that we will be able to host AP exams for subjects that do not have face to face classes.

AP Capstone

The Capstone program consists of 2 courses, AP Seminar, and AP Research. Students in Grade 10 are eligible to apply for the Seminar course, which is a prerequisite for the Research course. Rather than teaching subject-specific content, these courses develop students' skills in research, analysis, evidence-based arguments, collaboration, writing, and presenting. These are skills that can be incredibly useful in the post secondary world. Students who complete the two-year program can earn one of two different AP Capstone awards, which are valued by colleges across the United States and around the world.

To learn more about the AP Capstone program, visit the [AP website](#).

AP English Literature & Composition

An AP English Literature and Composition course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for the readers. As they read, students consider a work's structure, style and themes, as well as specific elements such as the use of figurative language, imagery, symbolism and tone. This course can be taken concurrently with EN12. It is recommended that students interested in taking have a minimum of 85% in English 11.

AP Physics C

The Physics C: Mechanics course is equivalent to a one-semester, calculus-based, university-level physics course. If you enjoy physics, challenging problems, and are interested in pursuing a career in the physical sciences or engineering, this is the course for you. This course does require the use of calculus so a calculus course should be taken at the same time as this course. The topics covered will be kinematics, dynamics, momentum, centre of mass, rotational kinematics and dynamics, gravitation, and simple harmonic motion. Students wishing to enrol in this course should be enrolled in Calculus 12, and should have completed Physics 12 with a minimum of 85%. (APPHM12)

AP French Language and Culture

The AP French Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness. The AP French Language and Culture course strives not to overemphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in French. The AP French Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students' awareness and appreciation of cultural products (e.g., tools, books, music, laws, conventions, institutions); practices (patterns of social interactions within a culture); and perspectives (values,

attitudes, and assumptions)

AP World History: Modern

The AP World History Modern course focuses on developing students' understanding of world history from approximately 1200CE to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes throughout this time period, and develop and use the same thinking skills and methods employed by historians and anthropologists when they study the past. Students will evaluate primary and secondary sources, put historical developments in context, and develop skills in writing essays expressing historical arguments. Students wishing to enrol in this course must have earned 85% or higher in Social Studies 10 or History 12.

AP Psychology

This course explores the ideas, theories, and methods of the scientific study of behaviour and mental processes. Students will examine the concepts of psychology through interactive experiments, readings, videos and discussions. They will also learn how to analyse data from psychological research studies. Units covered include Scientific & Biological Foundations of Behaviour as well as Cognitive, Developmental & Clinical Psychology, including different psychological disorders. Students will also explore situations that affect people's motivations, perceptions, behaviours and mental processes.

While AP Psych does not fulfil the Grade 12 Social Studies Requirement, it is considered the equivalent of PSYC 100 at UBC.

AP Computer Programming

This is a year-long course equivalent to a first semester college course in computer science. AP Computer Science A is a second course in computer programming. Students must take either Computer Programming 11 or Electronics and Robotics 9 prior to taking this course. In this course we will cover the equivalent of a first year first semester course in computer science in the Java language. Students will review basic programming topics and then move on to the topics of classes and objects, inheritance, polymorphism, abstract classes, interfaces, arrays, lists, strings, common java classes, sorting, and searching. This course is designed to set up students for success in university computer science courses.

AP Calculus AB

AP Calculus AB is roughly equivalent to a first semester college calculus course devoted to topics in differential and integral calculus. The AP course covers topics in these areas, including concepts and skills of limits, derivatives, definite integrals, and the Fundamental Theorem of Calculus. You'll learn how to approach calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and how to make connections amongst these representations. You will learn how to use technology to help solve problems, experiment, interpret results, and support conclusions. Prerequisites for this course are 85% or higher in Pre Calculus 12, or Calculus 12.

AP Biology

AP Biology deals with a broad range of biological concepts including, but not limited to, Human Anatomy & Physiology, Evolution, Classical and Molecular Genetics, Cell Biology and Biochemistry. The course also offers an extensive lab component, and a research project at the completion of the board exam. This course is perfect for anyone with a passion for life sciences, and wants to pursue a career in a related field such as medicine, nursing, research or biotechnology. Students who successfully pass the AP exam may earn first year university credits that can be used towards their post secondary degree. Prerequisites for this course include 85% or higher in Chemistry and Biology at the Grade 11 or 12 level..

AP Art

The AP Art portfolio is designed for students who are seriously interested in the practical experience of art. AP Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. AP Studio Art students work with diverse media, styles, subjects, and content. Students' work is informed and guided by observation, research, experimentation, discussion, critical analysis, and reflection, relating individual practices to the art world. The AP Art Program supports students in becoming inventive artistic scholars who contribute to visual culture through art making. Students who successfully score high may earn first year university credits that can be used towards their post secondary degree.

OUTSIDE TIMETABLE

PE 10

Fitness and Conditioning 11-12:

This course provides additional training for athletes. Students receive a Fitness and Conditioning PE credit for their appropriate grade while dedicating themselves to training for their chosen school sport, or for students who are unable to fit a PE course into their academic timetable.. Classes will take place from 7:30-8:30 Monday, Wednesday and Friday mornings.

Outdoor Education 11-12

Students enrolled in this course will take part in 4 adventures (2 in Fall and 2 in Spring). In addition, these students will assist in the delivery of outdoor education initiatives in our Middle School. Students earn physical education credits for successful completion of the course. Students enrolled in this course will have scheduled classes twice a week outside the timetable. Class times will be determined in September. There is an additional fee associated with this course to help offset the cost of the trips.

APPENDIX

Grade 11 Study Block Application Form

Parents and students - please ensure that you read through this application thoroughly and sign in the appropriate place.

Name:

It is important for students to remember that the purpose of attending high school is to obtain a well-rounded education while meeting the necessary graduation requirements. Furthermore, it is our expectation that all students graduate with the prerequisite courses necessary for post-secondary admission. We encourage students to take advantage of the many courses Aberdeen Hall provides. It is essential that all appropriate Graduation requirements are met.

This being said, some students in Grade 11 may be granted a Study Block in their schedule. This will be entertained only if all of the following criteria are met:

A student has a minimum of 8 courses in Grade 11 (including Career-Life Connections).

A student is currently enrolled in 3 of the courses on the following page.

A student is in good academic standing in previous and current courses.

A student has signed parental support.

A student has exemplary attendance and does not present any discipline concerns.

A student has received approval from the administration.

A student has demonstrated strong independent work habits, and can utilize study time efficiently and responsibly.

Why do you require an Independent Study Block?

What strategies do you plan to employ to effectively use your Independent Study Block?

Expectations for a granted Study Block:

1. Students will work quietly in their assigned space, and will not leave the school campus during their study block unless provided with written permission.
2. Students are to use this time for review of work, preparing for tests or for completing assignments.
3. Students not abiding by the above may lose the right to an Independent Study Block.

Grade 11's currently taking three courses from the list below may apply for a Study Block. Enrolment in external courses may not be used to qualify students for extraordinary study blocks.

- English 11
- 2 of Chem11, Life Sci 11, Physics 11
- Any Core Academic Gr 12 Course
- Any AP Course

Students who have been granted a Study Block who then withdraw from a qualifying course will be subject to a course review by the Director of University Guidance and/or other Administration. Students may be asked to enrol in an alternate course at that time.

Students who do not qualify for a study block until the second semester may enrol in Academic Strategies for the first semester, which may be exchanged for a study block in second semester.

If you wish to take a Study Block, please circle the courses above that you are enrolled in and initial here _____, indicating your desire.

I understand the above expectations and agree to abide by them.

Parent Signature

Student Signature

____ Approved ____ Not Approved Date: _____

GRADE 12 EXTRAORDINARY STUDY BLOCK APPLICATION FORM

Parents and students - please ensure that you read through this application thoroughly and sign in the appropriate place.

Name:

It is important for students to remember that the purpose of attending high school is to obtain a well-rounded education while meeting the necessary graduation requirements. Furthermore, it is our expectation that all students graduate with the prerequisite courses necessary for post-secondary admission. We encourage students to take advantage of the many courses Aberdeen Hall provides. It is essential that all appropriate Graduation requirements are met.

All Grade 12 students may take one Study Block. This being said, some students in Grade 12 may be granted an Extraordinary Study Block in their schedule. This will be entertained only if all of the following criteria are met:

- 1. A student has a minimum of 7 courses (including Current Life Connections) in Grade 12
- 2. A student is currently enrolled in 5 of the courses on the following page.
- 3. A student is in good academic standing in previous and current courses.
- 4. A student has signed parental support.
- 5. A student has exemplary attendance and does not present any discipline concerns.
- 6. A student has received approval from the Administration.
- 7. A student has demonstrated strong independent work habits, and can utilize study time efficiently and responsibly.

Why do you require an Independent Study Block?

What strategies do you plan to employ to effectively use your Independent Study Block?

Expectations for a granted Study Block:

Students will work quietly in their assigned space, and will not leave the school campus during their study block unless provided with written permission.

Students are to use this time for review of work, preparing for tests or for completing assignments.

Students not abiding by the above may lose the right to an Independent Study Block.

Enrolment in external courses may not be used to qualify students for extraordinary study blocks.

AP English	AP Computer Science
AP Psychology	Genocide Studies 12
Geology 12	History 12
AP World History	AP Biology
AP French	AP Physics
AP Art	AP Calculus
English 12	Economics 12
French 12	Law 12
Spanish 12	Pre-calculus 12
Anatomy and Physiology 12	AP/Calculus 12
Chemistry 12	Physics 12
Philosophy 12	Economics 12
Environmental Science 12	Comparative Cultures 12

Students who have been granted an Extraordinary Study Block who then withdraw from a qualifying course will be subject to a course review by the Director of University Guidance and/or other Administration. Students may be asked to enrol in an alternate course at that time.

If you wish to take an Extraordinary Study Block, please circle the courses above that you are enrolled in and initial here _____, indicating your desire.

I understand the above expectations and agree to abide by them.

Student Signature

Parent Signature

_____Approved

_____Not Approved

Date:_____

ACADEMIC STRATEGIES REQUEST FORM

Name: _____

Grade: _____

This course focuses on learning strategies to help students become better, more independent learners. Students will learn how to develop and apply literacy and numeracy skills, personal management skills, and interpersonal and teamwork skills to improve their learning and achievement in school, the workplace, and the community. The course helps students build confidence and motivation to pursue opportunities for success in secondary school and beyond. All students must take a minimum of 7 courses.

In addition to applying the strategies learned in this course to their own studies, students will be expected to share their knowledge with other students. This could include presentations, projects, mentoring, or other means as directed by the instructor.

During assigned Academic Strategies blocks, it is expected that students will:

Report to assigned room promptly at the start of class

Sign in with supervisor and begin work immediately

Remain in assigned room for the duration of the block

Work diligently on daily goals as identified by instructor and student

Reason for requesting enrolment in Academic Strategies:

During what elective block are you planning on taking Academic Strategies? ie. Elective 1, 2, etc.

I understand the above expectations and agree to abide by them.

Student Signature

Parent Signature

____ Approved

____ Not Approved

Date: _____

COURSE CHANGE FORM

Parents and students - please ensure that you fill in this form appropriately and sign in the indicated place. All students must take a minimum of 7 courses.

Name: _____

Please indicate the course(s) that you wish to change. If you are withdrawing from a course, include the reason for your withdrawal and how you will use the time previously allotted to a course.

Withdrawal Request

Course to be withdrawn from: _____

Reason for withdrawal: _____

Plan for effective use of time:

I certify that after withdrawal, I am still taking a minimum of 7 courses (Grade 11) or 6 courses (Grade 12) and I have discussed this change with the Director of University Guidance

Elective Change Request

Previously chosen elective(s): _____

Requested elective(s): _____

Comment from Academic Advisor (Please have your advisor complete before your parents sign)

Student Signature

Parent Signature

Administrator's Approval

Instructor's Approval

Date: _____

EXTERNAL COURSE INTENT FORM

Name: _____

Enrolment in external courses may not be exchanged for independent study blocks. Students who take courses that are external to the school should not expect to have a study block either in its place or in order to complete the work in the course.

External courses will only be placed on student transcripts when the full course is completed and reported to Senior School Administration by the student. Courses that are in progress will not be placed on a student's transcript. Please note that external courses will not be counted towards awards calculations.

If the course is available at Aberdeen Hall, it is preferred that the student take the course at Aberdeen Hall. Earning prerequisite courses or courses that you plan on pursuing at a post-secondary level via distance learning is discouraged.

Name of external course I plan to take: _____

Name of external school that administers the course: _____

Expected start date of course: _____

Expected completion date of course: _____

Initial your understanding of the following:

External schools often do NOT forward marks to Aberdeen Hall at the end of the course. In order to ensure that your permanent record is updated with external results, you must bring your final report from the external school to the Senior School Administration.

I understand that for many students in most subject areas, external courses completed independently are not as conducive to learning as those taken at Aberdeen Hall during the regular school year.

Student Signature

Parent Signature

Date: _____

Administrator's Initial: _____

TEACHER'S ASSISTANT PROGRAM

Prerequisite(s): Students must have teacher permission and recommendation and, in most cases, have already successfully completed the course in which they will be assisting. Students must be mature, responsible, be respectful of others, be able to communicate and interact well with others and have an interest in working with others of varying academic strengths and weaknesses. Students will also be required to submit an application to the program, and will be expected to adhere to the professional behaviour guidelines outlined in this document.

Course Synopsis: This is a participatory course that prepares and motivates students to provide leadership and assistance to individuals with a variety of needs. Students will work under the supervision of a classroom teacher to provide assistance to individuals and/or small groups in a variety of learning activities. They will develop social responsibility while acquiring and developing skills in communication, responsibility, decision making, learning styles, interpersonal relations, leadership and teamwork. They will apply these skills in roles such as tutoring and mentoring. Student Teacher Assistants will learn the value and complexity while acquiring an appreciation of the importance of life-long learning and helping others.

Organizational Structure: The majority of this course involves student teacher assistants working directly with other students under the supervision of a classroom teacher. It is an experiential course with a variety of implementation formats possible dependent upon the needs of the school and the learning environment.

Guidelines for the Program:

1. Students in Grade 11 or 12 may apply
2. Students may apply to use an existing study block as a Teacher's Assistant class. In this case, class time may be counted towards a student's volunteer hours.
3. Grade 11 students who do not have a study block may apply for the program. Applicants must be enrolled in the courses required for successful graduation, and have the approval of a university guidance counsellor, and their parents.
4. Grade 12 students who do not have an extraordinary study block may apply for the program. Applicants must be enrolled in the courses required for successful graduation, and have the approval of a university guidance counsellor, and their parents.
5. Students who wish to enrol in the program must be enrolled in a minimum of 6 face to face courses that occur within the regular hours of the school day.
6. Teacher assistants must attend all scheduled classes in a punctual and reliable manner. During class time, assistants must serve as positive role models for the school. As such, their dress, decorum and interactions with students must reflect school policies, guidelines and philosophy.
7. Teacher's assistants must treat all student results, actions and behaviours in strict confidence. Assistants must agree to respect the privacy of all students in the classes in which they

participate.

8. Students who successfully complete this program will be recognized with a certificate of completion, and will be recognized formally.
9. Students who fail to comply with these guidelines will lose their privilege to participate in the program and will be enrolled in another academic course.

TEACHER'S ASSISTANT APPLICATION

To be filled in by the applicant

Student's name: _____

Briefly describe your reasons for applying for the teacher's assistant course.

What qualities or skills do you possess that make you a good candidate to serve as a teacher's assistant.

Who has agreed to serve as your teacher sponsor, and what course(s) will you be assisting in?

Potential sponsor teacher's signature: _____

Student signature: _____

Administrator's signature: _____

Please note: this application must be accompanied by a character reference from a non-family member. References should describe your level of responsibility, enthusiasm, commitment, honesty and academic ability.

Student Driver Guidelines

This privilege is granted to students in January of their Grade 11 year. Eligible students are required to park appropriately in the designated student parking lot across the street from the school campus, with an AHPS student pass on visible display at all times. Students may also park their vehicles appropriately on Academy Way.

- The cost of a new parking pass is \$20.00
- The cost of a replacement pass is \$10.00
- Parking passes are valid for the school year and must be purchased each year

The following guidelines are to be observed by all student drivers:

- Students are to adhere to all licensing rules outlined by the Graduated Licensing Program
- The identified vehicle must be in a safe, roadworthy condition and the student's license must be in good standing.
- Students will drive in a safe, responsible manner at all times following all traffic laws and regulations.
- Students wishing to leave campus at lunch may do so, only after signing out, then returning to the school and signing in, prior to the start of fourth block (1:00pm)
- Student drivers will not carry passengers during the school day unless specific permission is provided by school administration.
- Students must not leave campus during class hours. In special circumstances (doctor's appointment, family event...) specific written permission signed by a parent or guardian must be provided.
- Students are not permitted to park in the senior, junior or staff school parking lots.
- A Three Strike Program will be enforced to ensure students are following the above noted guidelines. When a student receives three strikes, their parking pass will be suspended or potentially revoked.
- The student lot is considered "on school property". As such, the school Code of Conduct is in effect for students parked in this lot.