Advanced Placement (AP) Program

Learning Enrichment Opportunity at QEHS

Student Advocacy Draw

- **Student Advocacy is holding a fundraising draw where you can win some Queen Elizabeth High School swag!**
  - **Toques, baseball tee, Champion sweater, and more!**
- **If interested, please see the Student Advocacy students at the back**
- **Tickets: 1 for $2, 2 for $5, 7 for $10**

What is AP?

- **AP is a program run by the College Board that was officially launched in 1956**
- **Over 2.8 million students take AP exams every year in 38 subjects**
- **This program offers high school students a chance to expand and enrich their knowledge in one-or-more areas of interest, and work toward earning university credit**
- **AP programming blends the requirements of the 30-level Alberta High School course outcomes with that of the AP board designated courses (ex. Chemistry30/35 cohort AP)**
- **AP offers all the benefits of deeper learning opportunities, much like that of the International Baccalaureate program**

Why take AP?

- **AP forms a strong foundation for students moving into post-secondary**
- **Many post-secondary institutions offer credit for AP and IB courses taken in high school**
  - **Note | this is done after an evaluation by the university registrar's office to ensure that the course mark meets university requirements for credit and advance access to courses.**
- **Alumni report that AP was instrumental in their success at university. They felt exceptionally prepared for the rigours of higher education, particularly in relation to research and independent inquiry projects required in Engineering and Sciences**

Why take AP?

Dear Mr Thwaites,

Good morning

This is *AlumniName*, I was in your grade 11 chem class, it's been 2 years, and I am currently sitting in a first year chemistry class, and as you remember you pushed us really hard in chem, […]. **[I]t really helped me to get a better understanding of the stuff like ionic radius and Zeff and electron configuration. I thank you from the bottom of my heart […].**

Sincerely

AlumniName

What does GATE look like in High School?

- **GATE students are 'hand timetabled' into their courses (Personalization)**
- **Smaller GATE cohorts move through Core AP classes together and go to Complementary Courses of their choice**
- **GATE Homeroom – transition, community, IPP supports, familiar teacher(s)**
- **Smaller school = supportive, personalized, community feel with access to challenging AP courses**
- **Unique opportunities for acceleration and cross curricular programming**

IB vs AP-Student Viewpoint

- I was in the GATE (Gifted And Talented Education) from Grade 7 to 9 at QEHS.
- I tried Full-IB in Grade 10 but decided to move to AP for Grade 11.
- I like AP because:
- Taking IB is beneficial only if you plan on taking full IB. This restricts you from taking courses that you enjoy as the full IB schedule is strict and course selection/choices are limited.
  - No CAS (Creative Action Service), so I have flexibility in selecting what I want to pursue in my free time.
  - The pace of teaching in IB is much faster than in AP. AP provides more time to learn in your own place.
  - Most North American Universities don’t consider that IB is better than AP or vice-versa.

AB Education Transcripts

- **Detailed Academic Reports (DARs) only identify AB Education recognized courses, thus AP and IB course offerings are reflected as LDCs**
  - **Additional, AP or IB transcripts are required for University evaluation**
- **Students must submit their DAR to all academic institutions that they apply for**
  - **It is important to note that when post-secondary institutions are sifting through early admissions, they use the Alberta Education Transcript material, particularly 20-level and completed 30-levels courses when sending offers of early admission. Enriched program transcripts are not available until the governing body (either the Advanced Placement College or the International Baccalaureate Organization) has assessed summative work and made available official transcripts.**

DAR Comparision - AP vs IB

AP

Sciences								
LDC3138	Chemistry (Advanced) 35	94	3	2019/2020	Full Year	S.1679	English	94
SCN1270	Science 10	90	5	2017/2018	Semester 2	S.1679	English	90
SCN2796	Chemistry 20	96	5	2018/2019	Semester 2	S.1679	English	96
SCN2797	Physics 20	94	5	2018/2019	Semester 1	S.1679	English	94
SCN3796	Chemistry 30	98[1]	5	2019/2020	Full Year	S.1679	English	98[2]
				2019/2020	June	S.1679	English	
SCN3797	Physics 30	91	5	2018/2019	Semester 2	S.1679	English	90
				2018/2019	[illegible]e	S.1679	English	

IB

Sciences									
LDC2262	Physics (IB) 25	84	3	2018/2019	Quarter 3	S.9860	English	84	
LDC3241	Chemistry (IB) 35	90	5	2020/2021	Semester 1	S.9860	English	90	
SCN1270	Science 10	95	5	2018/2019	Semester 1	S.9860	English	95	
SCN2796	Chemistry 20	91	5	2019/2020	Semester 1	S.9860	English	91	
SCN2797	Physics 20	91	5	2019/2020	Semester 1	S.9860	English	91	
SCN3796	Chemistry 30	94[1]	5	2020/2021	Semester 2	S.9860	English	94[2]	
				2020/2021	June	S.9860	English		94 Full Exemption
SCN3797	Physics 30	87[1]	5	2019/2020	Semester 2	S.9860	English	87[2]	
				2019/2020	June	S.9860	English		87 Full Exemption

University Equivalency Credits

- At the university level both AP and IB are recognized for equivalency credits, below is a comparison of the UofC evaluation criteria:
  - **Advanced Placement (AP):**
    - AP students automatically receive advanced credit or advanced placement in approved courses where they present grades of 4 or greater on their AP exam which is completed in May of the year they take the course. Official AP transcripts are required as part of the evaluation process.
  - **International Baccalaureate (IB):**
    - IB students who complete the full IB diploma are eligible to be considered for a full year of credit (30 units) upon evaluation.
    - IB students who do not complete a full IB diploma can present Higher Level courses where they have achieved 5 or greater on their IB transcript for equivalency credit. Higher Level courses in IB are defined as those that meet the IB hour requirements, each school determines what courses are offered at the Higher Level or Standard Level each year.

University of Calgary (2022/2023) https://www.ucalgary.ca/future-students/undergraduate/transfer-credit/high-school

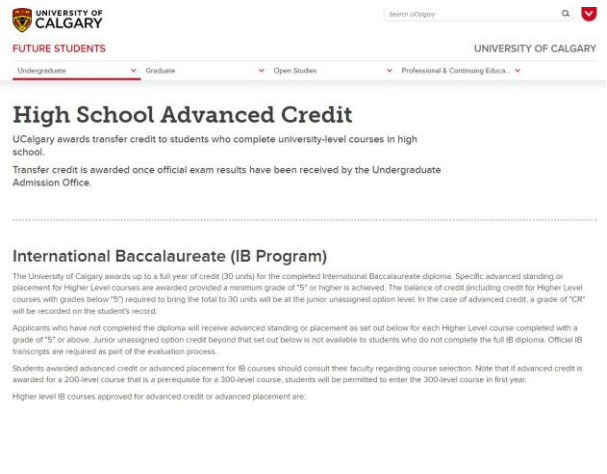
Advanced Placement (AP)

AP students automatically receive advanced credit or advanced placement in approved courses where they present grades of 4 or higher. In the case of advanced credit, a grade of "CR" will be recorded on the student's record. Official AP transcripts are required as part of the evaluation process.

Show 10 of 35 entries

Search this table

AP course	University of Calgary Equivalent
Art History	Art History 201/203
Art Studio (2-D Portfolio)	Art 231
Art Studio (3-D Portfolio)	Art 233
Art Studio (Drawing Portfolio)	Art 241/243
Biology	Biology 243*
Calculus AB	Mathematics 265
Calculus BC	Mathematics 275
Chemistry	Chemistry 201/203 or 209 (Schulich School of Engineering only)



AP Course Sequencing at QEHS

Grade 10	Grade 11	Grade 12
ELA 10-1 AP Cohort		ELA 20-1/30-1/35 AP (full year)
ELA 10-1		
Accelerated Social 10-1/20-1		Social Studies 30-1/35AP/Contemporary Western Philosophy (full year)
Social 10-1	Social 20-1	
Math 10C AP Cohort	Math 20-1 AP Cohort	Math 30-1/31/35AP
Math 10C		
Science 10 AP Cohort	Biology 20 AP Cohort	Biology 30/35 AP
Science 10	Biology 20	
Science 10 AP Cohort	Chemistry 20 AP Cohort	Chemistry 30/35 AP
Science 10	Chemistry 20	
Science 10 AP Cohort	Physics 20 AP Cohort	Physics 30/35 AP
Science 10	Physics 20	

AP courses offered at QEHS

- **The AP College Board has a large base of course offerings**

- **The following AP course offerings for the 2022-2023 school year have been chosen based on past student interest and University equivalency opportunities:**

    - **AP Biology (alternate years)**
    - **AP Calculus AB**
    - **AP Chemistry**
    - **AP English Literature**
    - **AP Physics**

Additional information available at: https://www.collegeboard.org

Biology AP

- **More labs, including student-designed lab experiments**
  - **Dissections of starfish, spiny dogfish shark, squid, worms, fetal pig, and various plants**
  - **Transformation of a bioluminescent gene into e-coli bacteria**
- **Deeper inquiry**
- **Evaluation through comparisons**
- **Enriched analysis of lab results**

Additional information available at: https://www.collegeboard.org

Calculus AP

- **Explores first-year university-level calculus, including derivatives (differentiation) and integrals**
- **Extends beyond the concepts learned in 30-1**
- **A fundamental part of all university STEM courses**

Additional information available at: https://www.collegeboard.org

Chemistry AP

- **More labs such as titrations and more advanced melting point, including student-designed lab experiments**
- **Deeper inquiry into the theory behind atoms and exploration of the concepts through the theory and energetic favourability**
- **Clear connection to university concepts, especially at the atomic level**

Additional information available at: https://www.collegeboard.org

English Literature AP

- **A second Shakespeare play to explore**
- **Higher-level debates and discussions**
- **Student-centred**
- **Questioning for comprehensive understanding**
- **Poisonwood Bible as a novel study**

Additional information available at: https://www.collegeboard.org

Physics AP

- **Extension of 30-1**
- **Focus on: fluid mechanics, thermodynamics, electricity, electrical circuits**
- **More abstract approach, exploration of the concepts through theory**
- **Hands-on with a lot of interactivity, and open-ended lab simulations**
- **Student-driven**

Additional information available at: https://www.collegeboard.org

Social Studies AP

- **European history: 1450s to present day**
- **A focus on the 'essential questions', and art and aesthetics**
- **Synthesis of history and present**
- **Higher-level debates and discussion**

Additional information available at: https://www.collegeboard.org

Questions????

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