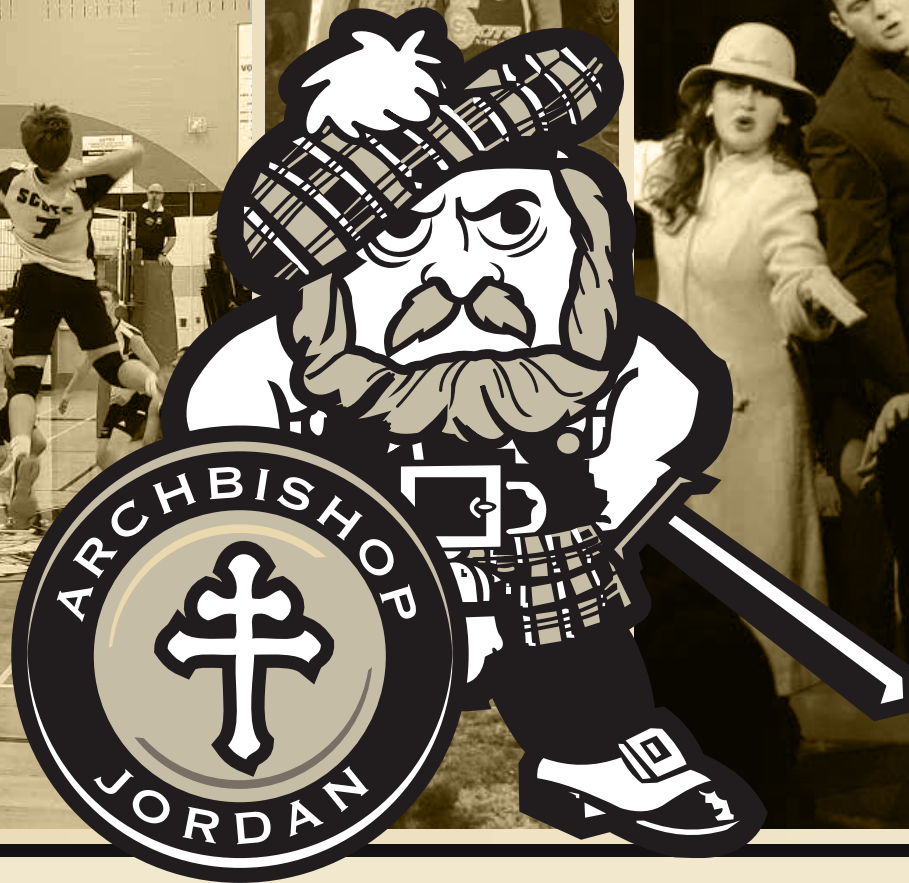


I know in whom I place my trust 2 Timothy 1:12



STUDENT HANDBOOK 2020 - 2021





Honouring
the past,
Looking to
the future.

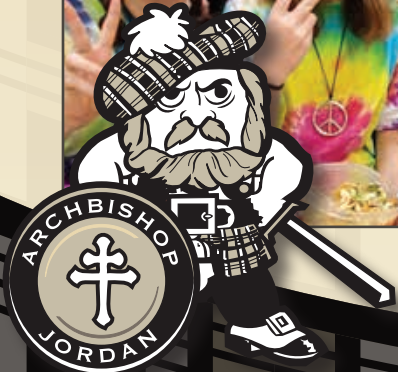


Table of Contents

Administrator's Message	4	Social Studies Program	36
Catholic Community of Caring	5	Mathematics Program	39
Student Services	6	Science Program	42
Grade 12 Diploma Exam Schedule	7/8	Advanced Placement (AP) Program	45
Registration Procedures	8	Physical Education Program	46
General Student Information	12	Second Languages Program	47
Parent Information	16	French Immersion Program	48
Interviews and Report Cards	16	Ukrainian Bilingual Program	48
Attendance	17	Career and Technology Studies (CTS) Program	49
Alberta Diploma Requirements	18	Fine Arts Program	60
High School Courses at Archbishop Jordan	19	Off Campus Programs and Work Experience Program	64
Grade 9's Entering High School	30	Registered Apprenticeship Program (RAP)	64
Junior High / Grade 9 Courses	31	Scholarships	65
Changing Program Routes	32	Archbishop Jordan Catholic High School Awards	66
Appeal of Marks	32	Awards	67
Religious Studies	32	Religious Awards	68
English Program	34		

"The Catholic school pursues cultural goals and the natural development of youth to the same degree as any other school. What makes the Catholic school so distinctive is its attempt to generate a community climate in the school that is permeated by the Gospel spirit of freedom and love."

(Second Vatican Council)

General Information

Phone | 780-467-2121

Fax | 780-467-1390

www.abj.eics.ab.ca



School Motto

Our school motto “Scio cui credidi” translated is: ***I KNOW IN WHOM I PLACE MY CONFIDENCE (TRUST)*** 2Tim 1:12. Inspired by Archbishop Anthony Jordan, the school that bears his name, Archbishop Jordan Catholic High School in Sherwood Park, Alberta, takes great solace in this, his motto and ours. For as Paul, in his letter to Timothy reminds us, Christ is present and with us always and thus we have nothing to fear and great love is guiding us. It is our trust in Him who leads, saves and protects us as we continue our journey of faith and wisdom at Archbishop Jordan Catholic High School. Let He who died for us and we who are saved by Him be our focus and center of faith.

Mission Statement

We, the constituents of the Archbishop Jordan Catholic High School community, strive to create an environment that will support the intellectual, cultural, physical, social, emotional and spiritual growth of the individual. In so doing, we believe that our efforts will enable our students, as Catholic citizens, to live rich and fulfilling lives in Christ and consequently contribute throughout their lifetime to the betterment of themselves, their community and society at large.

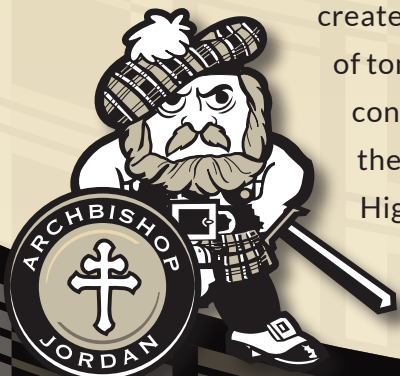
Goals

- To provide a Catholic learning environment which inspires all individuals to maximize their potential.
- To promote and enrich our Catholic School system.
- To recognize and promote the shared responsibility of the home school, parish and community in the educational process.



Administrator's Message

Welcome to the Archbishop Jordan Catholic High School. You will soon be entering a 21st Century learning environment that is second to none in the province. The ABJ facility is state of the art and a leader in both programs and design. Through a highly technological focus you will be embarking on a personal learning plan that will be engaging and prepare you through your high school years for a world of great possibilities. We are confident that you will thrive as a member of the Jordan community, and experience the strong traditions and family environment that reflects pride in being a Scot. Students at Jordan have the opportunity to learn in a vibrant school community with an enthusiastic and dedicated staff. Students are encouraged to participate fully in the academic, athletic, spiritual, leadership and social life of the school. This student leadership creates a school community that reflects great energy and develops outstanding members of our society and faith communities of tomorrow. At Jordan, each individual will become known personally and where their skills and talents will contribute to the continued success of this great school. Whether you are transitioning into your Grade 9, 10 or 11th year or are a member of the graduating class, it will be an outstanding experience. To all our new students: Welcome to Archbishop Jordan Catholic High School! To all our returning students: It's great to have you back!



Catholic Community of Caring

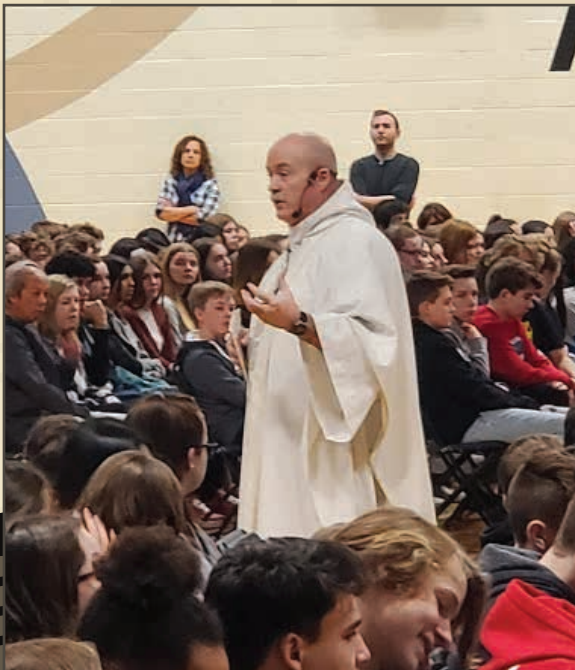
Archbishop Jordan is a Catholic learning community. The school exists because of our dedication to our faith. The Catholic values we profess permeate all programs, activities and events at our school.

School Chaplain

Archbishop High School is very fortunate to have a school Chaplain. Services for our learning community are provided in the areas of spiritual leadership, counselling, retreats, daily prayer, justice and peace, and linking to the local parishes. For more information contact our Chaplain, Mrs. Tricia Murphy at 780-467-2121 ext. 1360 or triciam@eics.ab.ca.

Chapel

Located in the main hall of the school is the Chapel. It provides seating for 50 students and is heavily utilized for religious studies classes, masses and retreats and daily prayer. The school is very well supported by our local priests and parishes, Our Lady of Perpetual Help and St. Sophia's.



General Information

Principal

Mr. Joseph Dumont - josephd@eics.ab.ca

Assistant Principals

Mrs. Heather Thomson - heathert@eics.ab.ca

Mrs. Ruth Bernadas-Tymko - ruthb@eics.ab.ca

Mr. Greg Lakeman - gregl@eics.ab.ca

Counsellors

Mrs. Sara Glass - sarag@eics.ab.ca

Ms. Courtney St. Amand - courtney.stamand@eics.ab.ca

Collaborative Response Coordinators

Mrs. Michelle Gau - michelleg@eics.ab.ca

Mrs. Michelle Pope - mishellep@eics.ab.ca

Mrs. Yasmin Akhtar - yasmina@eics.ab.ca

Family Wellness Workers

Mrs. Michelle Horon - michelle.horon@eics.ab.ca

Chaplain

Mrs. Tricia Murphy - triciam@eics.ab.ca

Business Manager

Mrs. Wendy Prud'homme - wendyp@eics.ab.ca



Student Services

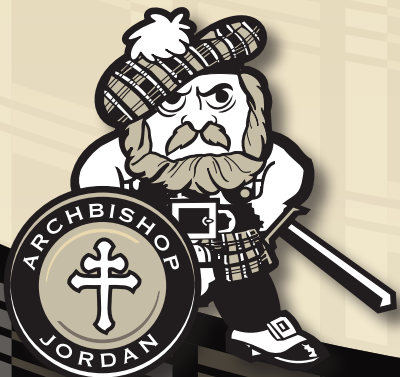
My Personalized Learning Plan: How to Plan - What To Keep In Mind...

Step 1 - What am I going to do after I leave high school?

- Will I go to the University of Alberta? NAIT? MacEwan? Concordia? King's?
- Am I considering apprenticeship?
- Do I want to start a job immediately after I graduate?
- What high school courses do I need based on my choice?
(Visit www.alis.alberta.ca to find out information about career choices!)
- If I should change my mind during the next year or two, what courses will provide the most career paths?

Step 2 - Am I closing doors on myself?

- Most jobs will require education beyond a high school diploma.
- I can expect to change jobs at least 4 to 6 times in my lifetime.
- I should be as prepared and educated as I can be.
- Am I taking (choosing) all the required courses?
- In choosing my options, am I considering skills needed, interests and/or jobs available?
- Will I have at least 100 credits at the end of Grade 12 and meet the other diploma requirements?



Step 3 - What should I keep in mind as I plan my program?

- Make a 3 year plan. Use the list of courses offered to select core courses and options. Refer to the Alberta High School Diploma requirements.
- Double-check to ensure that everything fits into my schedule.
Note: Each semester has four regular class periods. Each block can be filled in with one 5 credit course or two 3 credit courses. Opting for too many courses may require enrolling in summer school to complete.

Step 4 - Complete my registration.

- Choose courses from the information in this booklet according to the list.
- Make sure all my personal information is correct, i.e., phone number, addresses, email contact information, emergency contact information.



Diploma Examination Schedule January 2021

Diploma exams must be administered according to the scheduled dates and times. †

All diploma exams, **except** those that are **asterisked**, remain secured after administration.

Monday, January 11	9:00 A.M. - 12:00 P.M.	English Language Arts 30-1 Part A* English Language Arts 30-2 Part A*
Tuesday, January 12	9:00 A.M. - 12:00 P.M. 9:00 A.M. - 11:30 A.M.	Social Studies 30-1 Part(ie) A* Social Studies 30-2 Part(ie) A*
Wednesday, January 13	9:00 A.M. - 12:00 P.M.	Français 30-1 Partie A French Language Arts 30-1 Part A*
Tuesday, January 19	9:00 A.M. - 12:00 P.M.	Français 30-1 Partie B French Language Arts 30-1 Part B
Wednesday, January 20	9:00 A.M. - 12:00 P.M.	Mathematics 30-1 Mathematics 30-2
Thursday, January 21	9:00 A.M. - 12:00 P.M.	English Language Arts 30-1 Part B English Language Arts 30-2 Part B
Friday, January 22	9:00 A.M. - 11:30 A.M.	Social Studies 30-1 Part(ie) B Social Studies 30-2 Part(ie) B
Monday, January 25	9:00 A.M. - 12:00 P.M.	Biology 30
Tuesday, January 26	9:00 A.M. - 12:00 P.M.	Chemistry 30
Wednesday, January 27	9:00 A.M. - 12:00 P.M.	Physics 30
Thursday, January 28	9:00 A.M. - 12:00 P.M.	Science 30**

** Starting in the 2020–2021 school year, Science 30 will be administered in English and in French during the in January writing session.

† All students are provided with up to double the official time noted above, if they require it..

Note: The Diploma Exam schedules for 2020 - 2021 are to be considered draft until confirmed in the November 2020 update. They may, however, be used as a planning tool when preparing the 2019 - 2020 school year calendar.

Provincial Achievement Test Administration Schedule: January 2021

Written-response provincial achievement tests should be administered in accordance with the dates and times indicated in this schedule, unless an alternate schedule has been approved by the Director, Exam Administration. All students are permitted up to double the official time as noted below, if needed.

Monday, January 11	9:00 A.M.–11:00 A.M	Grade 9 English Language Arts Part A
Monday, January 11	9:00 A.M.–10:20 A.M	Grade 9 K&E English Language Arts Part A

Wednesday, January 13 9:00 A.M.–11:00 A.M Grade 9 Français/French Language Arts Partie A

Part(ie) B and Machine Scored Tests are to be administered any time between **January 21 and 29** according to schedules set by school authority superintendents. All students are permitted up to double the official time as noted below, if needed.

Test Time	Test Name
1 hour, 15 minutes	Grade 9 English Language Arts Part B
1 hour, 15 minutes	Grade 9 Français/French Language Arts Partie B
1 hour, 15 minutes	Grade 9 K&E English Language Arts Part B
1 hour, 15 minutes	Grade 9 K&E Mathematics
1 hour, 15 minutes	Grade 9 K&E Science
1 hour, 15 minutes	Grade 9 K&E Social Studies
30 minutes	Grade 9 Mathematics Part(ie) A
1 hour, 20 minutes	Grade 9 Mathematics Part(ie) B
1 hour, 15 minutes	Grade 9 Science
1 hour, 20 minutes	Grade 9 Social Studies

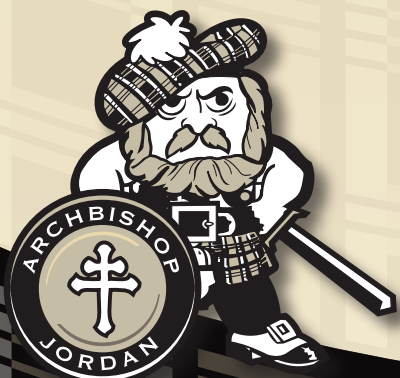


Registration Procedures

Advanced Registration

Beginning March, the Administration and Counsellors at Archbishop Jordan will meet all students, including grade 8's to commence the pre-registration process for the next year. All students will have had the opportunity to discuss course selections with staff and counsellors at both their home school and Archbishop Jordan. By May, the advance registration should be complete and staff at ABJ will begin to develop a comprehensive program that meets the needs of all students. Every effort will be made to give the students their preferred choice of courses.

Students may request changes in their course selections at any time prior to the timetabling process, which takes place in June. During the timetabling process every effort is made to provide students with their requests in a balanced timetable, while at the same time ensuring that class enrolments stay within predetermined reasonable limits. Consequently, after June, adjustments to individual timetables will be made only if there is a serious problem with the student's timetable, in August, upon returning to school.



Diploma Examination Schedule June 2021 - Draft

Diploma exams must be administered according to the scheduled dates and times. †

All diploma exams, **except** those that are **asterisked**, remain **secured** after administration.

Thursday, June 10	9:00 A.M. - 12:00 P.M.	English Language Arts 30-1 Part A*
		English Language Arts 30-2 Part A*
Friday, June 11	9:00 A.M. - 12:00 P.M.	Social Studies 30-1 Part(ie) A*
	9:00 A.M. - 11:30 A.M.	Social Studies 30-2 Part(ie) A*
Monday, June 14	9:00 A.M. - 12:00 P.M.	Français 30-1 Partie A
		French Language Arts 30-1 Part A*
Wednesday, June 16	9:00 A.M. - 12:00 P.M.	Français 30-1 Partie B
		French Language Arts 30-1 Part B
Thursday, June 17	9:00 A.M. - 12:00 P.M.	Mathematics 30-1
		Mathematics 30-2
Friday, June 18	9:00 A.M. - 12:00 P.M.	English Language Arts 30-1 Part B
		English Language Arts 30-2 Part B
Tuesday, June 22	9:00 A.M. - 11:30 A.M.	Social Studies 30-1 Part(ie) B
		Social Studies 30-2 Part(ie) B
Wednesday, June 23	9:00 A.M. - 12:00 P.M.	Biology 30
Thursday, June 24	9:00 A.M. - 12:00 P.M.	Chemistry 30
Friday, June 25	9:00 A.M. - 12:00 P.M.	Physics 30
Monday, June 28	9:00 A.M. - 12:00 P.M.	Science 30**

** Starting in the 2020-2021 school year, Science 30 will be administered in English and in French during the in June writing session.

Monday, June 21, 2021 is National Indigenous Peoples Day—no diploma exams are scheduled. All students are provided with up to double the official time as noted above, if they require it.



Provincial Achievement Test Administration Schedule: May & June 2021

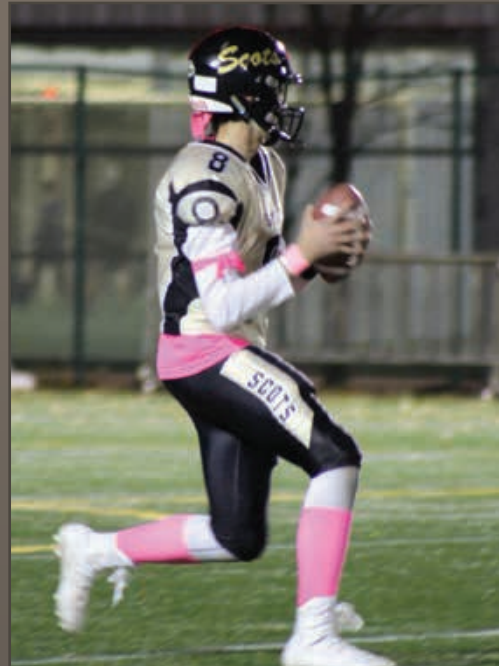
Part(ie) A written-response provincial achievement tests should be administered in accordance with the dates and times indicated in this schedule, unless an alternate schedule has been approved **by the Director, Exam Administration**. All students are provided with up to double the official time as noted below, if they require it.

Monday, May 3	9:00 A.M. – 11:00 A.M. 9:00 A.M. – 10:20 A.M.	Grade 9 English Language Arts Part A Grade 9 K&E English Language Arts Part A
Wednesday, May 5	9:00 A.M. – 11:00 A.M. 9:00 A.M. – 11:00 A.M.	Grade 9 English Language Arts Part A Grade 9 Français/French Language Arts Partie A

Part(ie) B and Machine Scored Tests are to be administered any time between **June 14 and 25** according to schedules set by school authority superintendents. All mathematics, science and social studies Provincial Achievement Tests are available in French and English. All students are provided with up to double the official time as noted below, if they require it.

Test Time	Test Name
1 hour, 15 minutes	Grade 9 English Language Arts Part B
1 hour, 15 minutes	Grade 9 Français/French Language Arts Partie B
1 hour, 15 minutes	Grade 9 K&E English Language Arts Part B
1 hour, 15 minutes	Grade 9 K&E Mathematics
1 hour, 15 minutes	Grade 9 K&E Science
1 hour, 15 minutes	Grade 9 K&E Social Studies
30 minutes	Grade 9 Mathematics Part(ie) A
1 hour, 20 minutes	Grade 9 Mathematics Part(ie) B
1 hour, 15 minutes	Grade 9 Science
1 hour, 20 minutes	Grade 9 Social Studies

At the teacher's discretion, students can take a break/recess between Part(ie) A and B and teachers have flexibility regarding the length of the break. Refer to the *Introduction and Revisions* section for specific test administration details.



1. In June, students will receive a copy of their 2020 - 2021 timetable. If serious problems exist with this timetable then the student must arrange a meeting with Mrs. Glass, Ms. St. Amand or a school administrator to discuss possible revisions prior to the end of June.
2. Prior to the start of classes in late August, time has been made available for students to work through the final registration procedures. For each grade level, students will pay their fees, receive their picture ID and identify their locker (only locks purchased from the school may be used on lockers).
4. For grade level registration dates and commencement of classes, please view our website.

Note: 1) Timetables with serious problems will be the only ones considered for change at this time. There will be no general review of timetables at this time, as they were considered complete in June.

2) If timetable adjustments need to be made due to unforeseen circumstances, these adjustments will only be considered at registration or during the first two weeks of the term.



Student Services

As a Catholic School, we recognize the spiritual domain of all persons. As each student is a gift from God, this value and dignity of the person is central to dealing with each individual and individual situation.

Continuum of Supports at ABJ

Archbishop Jordan Catholic High School has a comprehensive Guidance, Counselling and Wellness Program dedicated to helping support students and families in many different capacities. We are all committed to increasing students' academic, social and emotional effectiveness and work to promote and permeate positive mental health throughout building.

Academic Counselling

Our Academic Counsellor offers one-on-one and larger group opportunities for students to engage in conversations about not only their academics throughout high school, but also beyond that. Our Academic Counsellor is in play to ensure that throughout your time at ABJ, you are aware of what opportunities are available to you with respect to your academic pathways and will help you get through high school with the knowledge of what you need to pursue the Post-Secondary endeavours of your choice. At ABJ, we bring several Post-Secondary opportunities directly into the school so you are able to plan for the future while you are still in high school. The goal of our Academic Counsellor is to help you stay on

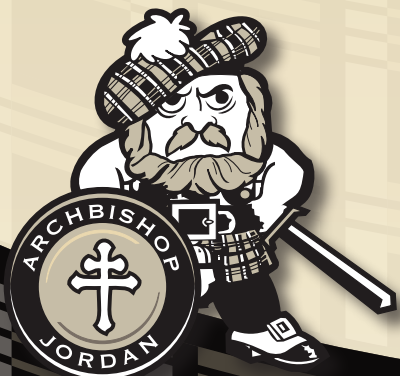
track with respect to your individual goals and provide aid in planning for entrance to Post-Secondary Institutions or the workforce.

School Counselling

Our School Counsellor provides both academic supports in conjunction with the Academic Counsellor while also delivering *student-focused* social and emotional support for mental distress and some mental health problems. The goal of our School Counsellor is to address any of the barriers that students might have with respect to learning. We aim to support the whole student and are here to assist with the many challenges and situations that arise when dealing with academic, personal, interpersonal and spiritual matters.

Family Wellness Worker

Our Family Wellness Worker provides *family-focused* social and emotional assistance for students experiencing mental distress while acting as a liaison between school and home. The Family Wellness Worker is able to provide supports and strategies to aid both students and parents. The Family



Wellness Worker is well versed in coordinating and connecting families to community supports and is able to further engage families in gaining access to additional supports from outside agencies.

Broad Scope Supports

We are so fortunate to have a Student Services Model at ABJ that is wholistic in its approach and looks to support students both academically and emotionally in a variety of ways to promote and permeate positive mental health. As the two are so interconnected, we strive to support the whole student as they navigate through their years at ABJ.

Student Success Centre - SSC

SSC is located in the E-Campus in the ABJ library. If a student has missed an assessment, they may be scheduled in the SSC. This quiet work space gives the student an opportunity to catch up missing items.

E Campus ABJ

E Campus ABJ gives Archbishop Jordan Scots the opportunity to work on 21st Century distance learning in a fully staffed Catholic classroom. The student centered location gives students an opportunity for flexibility and self-paced learning. Distance learning is delivered through traditional correspondence courses, or online courses. Students are prepared to be 21st Century learners with a focus on digital learning. Some students are scheduled into the E Campus for attendance while others drop in during their spares, lunch hours or before or after school. It is a place where students can come in and work independently or in small groups.



General Student Information

School Logo

The late Archbishop Jordan of the Edmonton Archdiocese Diocese, after whom the school was named, was of Scottish ancestry. This inspired a former student of ABJ, Michael Dangelmeier, to draw the squat little Scotsman emblematic of the fighting nature of the Scots to depict the spirit of our interscholastic teams. Today the little man encircled with **"HOME OF THE SCOTS"** enriches our school and is proudly displayed on our Gym walls.

Learning Commons

"To be information literate an individual must recognize when information is needed and have the ability to locate, evaluate and use the information as needed." (Langford 1998)

The Archbishop Jordan Catholic High School library offers a wide range of print (English, Latin, French, Spanish and Ukrainian) and non-print (DVD's, audiotapes, CD's, electronic databases and internet) resources to meet both curricular and personal needs of students and staff.

ID Cards

Student photographs for plasticized school ID Cards will be taken at the time of registration in late August or upon the first day of school. Students missing these days must book directly with our photographer. All students must carry an ID card. ID cards are required to scan out textbooks at the beginning of each semester and must be presented prior to computer use in the library or to take out library resources. Student ID is also required for all exams being written at ABJ. Students also need school ID to pick up a transit pass. Lost cards will be replaced for a fee.

Photographs

Student photographs will be taken at registration and the first day back at school.

Grade 12 Graduation pictures will be taken in late October to early November. The \$30 sitting fee for these pictures is included in the student's grad fee and all grads will be

expected to have their picture taken for the yearbook. A choice of picture packages, at the student's expense, is also available when proofs arrive.

Services Provided

A caution fee deposit is charged at the beginning of a student's first school year. This fee will be maintained throughout all years in attendance at Jordan. Providing all resources are returned, the remaining portion of the caution fee will be returned to the family of the student via the mail, after graduation or upon leaving the school. It may also be transferred to a sibling as applicable.

Transportation

Urban Sherwood Park

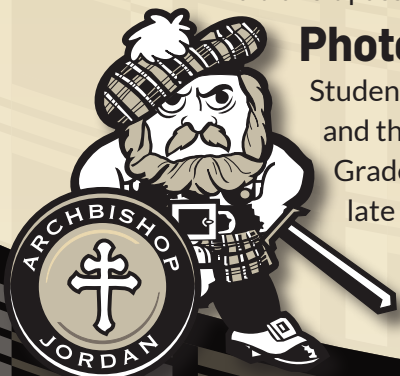
- Students use Public Transit
- Eligible students (2.4+ km from AJH) are provided a free transit pass, once per month.
- Other students purchase passes at transit centers .

Rural

- Students transported by yellow bus services.
- Subject to change
- Register at the Education Centre (310 Broadview Road) prior to school start
- Staff at the Education Centre will contact students with route details prior to school start

Textbooks

Textbooks will be issued at the beginning of each semester. Students are expected to take normal care of their textbooks and when textbooks are misused or lost, students will be required to pay for a replacement. A new textbook will not be issued until the lost one is paid for. Textbooks will not be issued to students in the second semester until lost or damaged first semester textbooks are replaced or paid for. The value of textbooks not returned will be posted to student accounts and deducted from the student's caution fee, as appropriate.



Lockers

At the beginning of the year, Grade 9 students will have a locker assigned. Grades 10-12 students will have the opportunity to choose a locker during registration. Students will be responsible for reasonable care of their locker. Charges to clean or repair lockers will be assessed to the student's account at the Principal's discretion.

A locker used by any student remains the sole property of Elk Island Catholic Schools. At any time, school officials/administration may deem it necessary to open a student's locker and conduct a search of its contents. Student permission to do so is not required. Please be aware that if items are found in student lockers, which are of illegal nature or possession, or which contravene school board or school policy, the issue of possession will be severely dealt with. In the more severe scenarios, expulsion by the school board may occur.

Students' Association / Leadership

The Students' Association is a group of dynamic students organized to represent the interests of the entire student body. This group's main objectives are to demonstrate and promote student leadership, and foster good relations between students, staff, and the community. Meetings are held on a weekly basis to help facilitate these objectives. Through a large number of student activities and projects (clothing/food drives), students build school spirit and raise awareness.

Our Students' Association Council consists of an Executive and a growing number of Members at Large. Committees are struck from within the group to carry out the objectives and goals of the Association.

Our Council consists of active members of a number of Student Leadership Associations. Most prominent of these are the Alberta Association of

Student Councils and Advisors, the Canadian Association of Student Activity Advisors, and the Division of Student Activities of the National Association of Secondary School Principals (USA). Members of our group attend annual conferences at the provincial and national level, as well as leadership workshops offered in the greater Edmonton area.

Acceptable Use of School Computers

For the EICS one to one initiative for the 2020-2021 year, the expectation is that each student will provide their own technology for classroom use. Further information can be obtained through the EICS website or the Archbishop Jordan website.

School supplied computer stations for students are located in E-Campus, Library and two computer labs located on the upper floor.

Students using these computers are expected to use their own logins and passwords and treat the equipment in a proper manner. Furthermore, computers are to be used for school-related work and may require students to access the internet for school-related research purposes. Students who abuse their privileges at a computer station by logging onto pornography, hate, racist or other sites not deemed appropriate for school-related searches will have their computer privileges revoked indefinitely. Students who physically abuse computer hardware will be held responsible for payment of damages.



General Student Information

Clubs And Activities

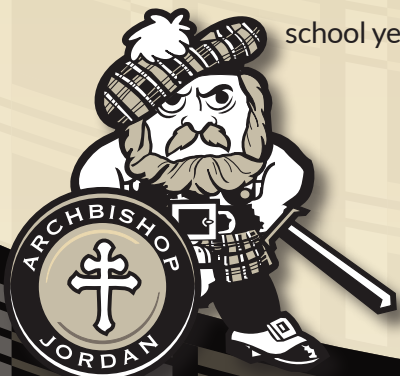
Environment Club	February	Gaming Club	September	Basketball	November 1st
Science Fiction/ Fantasy Fan Club	September	Improv Club	September	Curling	Early September
ABJ Scotsman Newspaper	September	Linking Generations	September	Track & Field	late March
Yearbook	September	Football	Late August	Soccer	1st week of April
Graduation Committee	September	Volleyball	Early September	Rugby	1st week of April
Cheer Team	Early September	Golf	Early September	Cross Country Running	Early September
Students' Association/ Leadership	September	Flag Football	Early September	Badminton	Early March
		Swimming	October 1st	Handball	Early March

Awards Night

Is an evening, planned for mid - October 2020, to honour the students of Archbishop Jordan who have excelled in Academics during the previous school year.

Colour Awards

Is an event, planned for the beginning of June 2021, to honour the students of Archbishop Jordan who have excelled in extra-curricular activities during the current school year.



Yearbook

Each year a group of Archbishop Jordan students devote an extraordinary amount of time and energy to produce a treasury of recollections of the students' involvement in a year in the life of Jordan High. The yearbooks usually arrive in the fall of the following year.



Tournaments

Each year our sports teams enter a number of Tournaments in Edmonton and around the Province as well as hosting some in our own school.

ABJ Scotsman Newspaper

Whether you are passionate about journalism or new to writing, the Archbishop Jordan Scotsman is the path you need to explore. The Scotsman is a student driven school newspaper with issues coming out monthly. It is a great place to practice skills and meet new friends, and be part of a widely anticipated quality publication. Check out past issues on the Archbishop Jordan website!

Graduation Ceremonies

The Graduation Ceremonies are the most anticipated function of the year for our Grade 12's. The Grade 12 Grad Committee begins organizing early in the fall for the Commencement Ceremonies, Graduation Mass and Graduation Banquet and Dance, all of which occur at the end of the year in May and/or early June. Student must meet Alberta Diploma requirements to participate in the Commencement Ceremonies. Students must have **9 credits in Religious Education** to participate in the Graduation Banquet. A fee is required from all graduates at the beginning of the year to defer costs for:

- sitting fee for graduation pictures
- rental of gown, stole
- purchase of cap and tassel
- purchase of class diploma and mug
- 2 ceremony tickets.

Retreats

Students at each grade level are given the opportunity to participate in a faith based retreat. Retreats may be overnight depending on student interest.

Scots Clothing

A very longstanding and proud tradition at Archbishop Jordan High School is its logo – The Jordan Scot. To display your pride in our great school, you need to have some Scots Wear. Clothing as well as accessories are available year round from our small stock of items. Several times a year there is a major order for Scots clothing. Hoodies, sweatpants, T-shirts and hats can show your pride in our school. When you come to Archbishop Jordan, you are a SCOT. Parents, check the Archbishop Jordan website periodically to find out when the next order is so you can order some great Scots clothing for Christmas or an upcoming birthday for your Jordan Scot.



Parent Information

School Council

Archbishop Jordan Catholic High School has a School Council composed of students, parents, teachers and school administrators. The purpose of this council is to advise the Principal and the Board with respect to matters relating to the school. We encourage parents to become involved in helping set directions for their high school through active participation in this council. Current School Council information is readily available on the Parent/School Council link of the school website.

Parent Communication - <https://abj.eics.ab.ca/>

Every effort is made to communicate regularly with our parent community. School information is circulated via email and school blog.

Also, parents may call the school to enquire about activities or access our website at <https://abj.eics.ab.ca/>

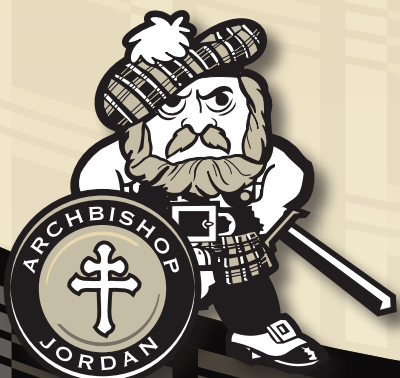
Go to <https://abjnews.wordpress.com> to follow our school blog where you will receive information on past, present and future school events.

Interviews And Report Cards

Marks are available on PowerSchool throughout the school year by

logging into the Parent Portal to access. Parent - teacher interviews will be held twice per year as per the following schedule:

- (1) **Parent-Teacher Interviews Semester 1:**
Early November for two evenings: First: 4:00-6:00 PM & 7:00-9:00 PM
Second: 4:00-6:00 PM
- (2) **Report Card - Semester 1:** Early February
- (3) **Parent-Teacher Interviews Semester 2:**
Mid April for two evenings: First: 4:00-6:00 PM & 7:00-9:00 PM
Second: 4:00-6:00 PM
- (4) **Year End Report Card Semester 2:** Late June



Attendance

(Please Refer to Our Website abj.eics.ab.ca for access to our attendance policy.)

Students are expected to attend school regularly and punctually.

If a student is going to be legitimately absent from school for a day or more, we ask that a parent use safe arrival.

Archbishop Jordan utilizes a computer program called "PowerSchool". Through this web-based program, parents and students can access daily attendance and mark updates by way of personalized logins. **Powerschool can be accessed at powerschool.eics.ab.ca**

Where a teacher has identified a concern regarding attendance, a telephone call may be made to the home in an attempt to begin the cooperative home-school process.

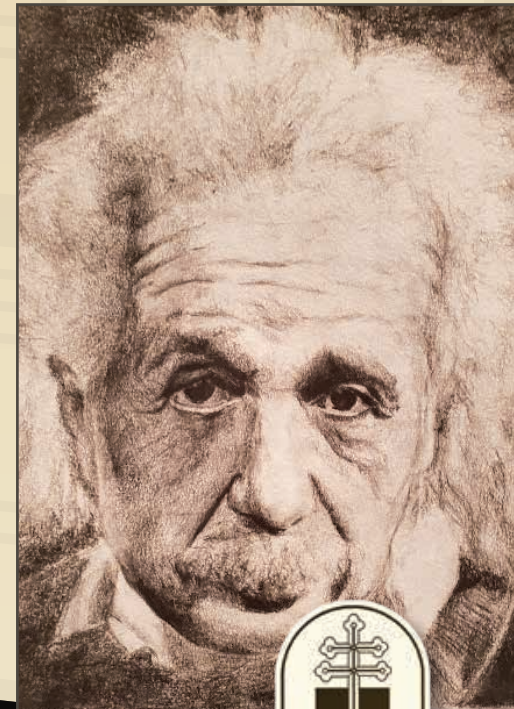
If, in the opinion of the teacher, a student's attendance in a particular course is such that it is affecting academic achievement the teacher may recommend withdrawal from the course.

Where the parent and teacher have identified a concern regarding attendance, the school will endeavor to work cooperatively with the

student and home in an attempt to improve the situation.

First contact with the student will be in the form of an interview between the student and administrator. This may also include teacher(s) and parents or guardians. If poor attendance continues, the student may be issued an in-school suspension.

Where parents are concerned about attendance, we recommend a call to the school office, at (780) 467-2121, for a profile of the student's attendance. Since attendance is monitored through our computer system, up-to-date profiles are available on a regular basis.



Alberta Diploma Requirements

To earn an Alberta High School Diploma, a student must:

1. earn a minimum of 100 credits

2. complete and meet the standards of the following courses:

- English 30-1 or 30-2
- Social Studies 30-1 or 30-2
- Math 20-1 or 20-2 or 20-3
- Science 20 or 24 or Biology 20 or Chemistry 20 or Physics 20

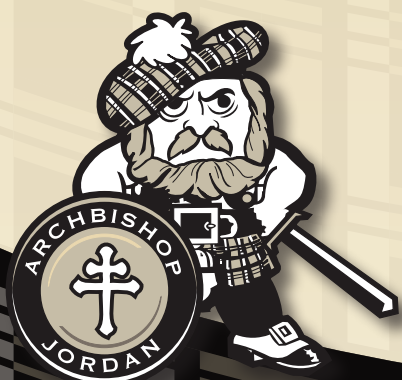
3. complete and meet the standards of the following:

- Physical Education 10 (3 credits)
- Career and Life Management (CALM) 20 (3 credits)
- 10 credits from Career and Technology Studies (CTS) or fine arts or second languages or Physical Education 20 and/or 30
- 10 credits in any 30-level courses (including locally developed) in addition to English 30-1 or 30-2 and Social Studies 30-1 or 30-2

NOTE: Each post-secondary institution has its own entrance requirements and in many cases these vary from department to department within the institution. Students are advised to carefully check with the post-secondary institutions to verify entrance requirements. As well, our counsellors have additional resources to assist with advice.

We encourage all students to actively research the links to post-secondary institutions, to familiarize themselves with the current entrance requirements. All students will be required to sign up for a MyPass account at "<https://public.education.alberta.ca/PASI/myPass>".

My Pass is a secure, self-service website for Alberta students that enables them to track their progress towards their high school credentials, validate their credit count, view and print diploma exam results, register to write a diploma exam, and order official high school transcripts.



High School Courses At Archbishop Jordan

Courses will be offered if there is sufficient enrollment

Religious Education 15	(3)	Technical Broadcasting 10	(3)	Leadership 25	(3)	Mathematics 30-1	(5)
English 10 AP	(5)	Design Studies 10	(3)	French 20-9Y	(5)	Mathématiques 30-1 (French)	(5)
English 10-1	(5)	Art 10	(3)	French L.A. 20	(5)	Mathematics 30-2	(5)
English 10-2	(5)	Tech Theatre 15	(3)(5)	Ukrainian L.A. 20	(5)	Mathématiques 30-2 (French)	(5)
English 10-4	(5)	Drama 10	(3)	Dance 25/35	(3)	Mathematics 30-3	(5)
Level 2,3,4 ESL		Music 10 (Choral)	(5)	Digital Photography 20	(3)	Mathematics 31	(5)
Social Studies 10 AP	(5)	Outdoor Education 10	(6)	Performance Broadcasting 20	(5)	Mathematics 30/31 AP	(10)
AP Social - European History	(5)	Work Experience 15	(3)(5)	Band 20	(5)	Science 30	(5)
Social Studies 10-1	(5)	Band 10	(5)	Culinary Arts 20	(5)	Biology 30	(5)
Social Studies 10-2	(5)			Robotic Engineering 20	(3)	Biology 30 AP	(5)
Études Sociales 10-1	(5)	Religious Education 25	(3)	Video Game Design 20	(3)	Chemistry 30	(5)
Social Studies 10-4	(5)	English 20 AP	(5)	Fashion Studies 20	(3)	Physics 30	(5)
Mathematics 10 C	(5)	English 20-1	(5)	Foods 20	(3)	Forensic 35	(3)
Mathematics 10 AP	(5)	English 20-2	(5)	Construction & Fabrication 20	(3)	Physical Education 30	(3)(5)
Mathematics 10-3	(5)	English 20-4	(5)	Design Studies 20	(3)	Personal Fitness 30	(5)
Mathematics 10-4	(5)	ESL Expository English 15/25	(5)	Art 20	(3)(5)	Recreation Leadership 30	(3-5)
Mathématiques 10 C (French)	(5)			Tech Theatre 25	(3)(5)		
Science 10 AP	(5)	Social Studies 20-1	(5)	Drama 20	(3)	French 30-9Y	(5)
Science 10	(5)	Social Studies 20-2	(5)	Music 20 (Choral)	(5)	French L.A. 30	(5)
Science 14	(5)	Études Sociales 20-1	(5)	Certified Fitness Leader 20	(5)	Ukrainian L.A. 30	(5)
Science 10-4	(5)	Social Studies 20-4	(5)	Outdoor Education 20	(6)	Robotics Engineering 30	(5)
Career & Life Management	(3)			Work Experience 25	(3)(5)	Culinary Arts 30	(5)
Fitness Theory 10	(5)	Mathematics 20-1	(5)	Registered Apprenticeship Program		Comm Tech 30	(3)
Physical Education 10	(3)	Mathématiques 20-1 (French)	(5)			Cosmetology 30	(5)(10)
Personal Fitness 10	(5)	Mathematics 20 AP	(5)	Technical Broadcasting 20	(5)	Fashion Studies 30	(3)(5)
Recreation Leadership 10	(3-5)	Mathematics 20-2	(5)			Foods 30	(3)(5)
Culinary Arts 10	(5)	Mathématiques 20-2 (French)	(5)	Religious Education 35	(3)	Construction & Fabrication 30	(5)
Leadership 15	(3)	Mathematics 20-3	(5)	Religious Education 35	(5)	Design Studies 30	(3)
French 10-9Y	(5)	Mathematics 20-4	(5)			Digital Photography 30	(3)
French L.A. 10	(5)			English 30 AP	(5)	Performance Broadcasting 30	(5)
Ukrainian L.A. 10	(5)	Science 20	(5)	English 30-1	(5)	Art 30	(5)
Dance 15	(3)	Science 24	(5)	English 30-2	(5)	Tech Theatre 35	(3)(5)
Digital Photography 10	(3)	Biology 20	(5)	English 30-4	(5)	Drama 30	(5)
Robotic Engineering 10	(3)	Biology 20 AP	(5)			Music 30 (Choral)	(5)
Video Game Design 10	(3)	Chemistry 20	(5)	Social Studies 30-1	(5)	Outdoor Education 30	(5)
Performance Broadcasting 10	(3)	Physics 20	(5)	Social Studies 30-2	(5)	Work Experience 35	(3)(5)
Cosmetology 10	(5)	Science 20-4	(5)	Études Sociales 30-1	(5)	Technical Broadcasting 30	(5)
Musical Theatre 15	(5)	Physical Education 20	(3)	ESL Intro to Canadian Studies 15/25	(5)		
Fashion Studies 10	(3)	Personal Fitness 20	(5)				
Foods 10	(3)	Recreation Leadership 20	(3-5)				
Construction & Fabrication 10	(3)						



New Course Descriptions for 2020-21

Environmental Stewardship 15

Students examine the management and conservation of the environment and local, provincial, national and international stewardship organizations and propose individual and shared actions that foster environmental stewardship.

Garage Band 15

Garage Band 15 will be a new 3 credit course offered for students in grades 10-12. Students will be taught basic guitar skills and form ensembles to arrange and perform pop and rock covers and write their own music.

Lifesaving - Grade 9 or 10

Bronze Medal Courses & Aquatic Emergency Care

Bronzes

- Bronze Medallion – min 13 years old or holds bronze star; approx. 15-20 hrs
- Bronze Cross – must have completed medallion; approx. 15-20 hrs

Lifeguard

- Aquatic Emergency Care – no prerequisite ; 20 hrs
- National Lifeguard – must have completed bronze cross, AEC, be 16 yrs; 40 hrs

There is a certification fee, plus the cost of instruction with each certification.

Astronomy 15

In Astronomy 15 students will learn about both daytime and night astronomy. There will be opportunities to observe various celestial bodies in the day and night time skies. There are no prerequisites for Astronomy 15 and it is open to students in grades 10, 11 and 12

Astronomy 25

Astronomy 25 students will learn about astrophotography and apply the skills they learned in Astronomy 15 to photographing and analyzing both the daytime and nighttime skies. Prerequisites for Astronomy 25 are 50% in either Astronomy 15 or Science 10 and is open to students in grades 10, 11 and 12 who meet the criteria.

Classical Mythology 15

Students delve into classical mythology with an emphasis on the classical sources. They will examine the origins of classical mythology and the cultural influence of the myths on the art of the western world..Delve into the world of Ancient Classics--looking at the world through the lense of myth and comparing them. In this class students will study and explore the various types of myths focused on Greek and Roman and then explore the world of myth including..Norse, Indigenous, Egyptian, and Celtic myths.

Personal Fitness 30

This advanced co-ed course gives students the opportunity to gain an appreciation for developing strategies to achieve and maintain health and wellness through physical fitness, emotional, social, intellectual and moral development. Students will also learn basic skills and developmental principles for teaching recreation activities and foundational movement concepts. Specifically students will explore various aspects of mind body designations such as restorative yoga and myofascial stretching to improve their adolescent development in the context of life-span development.

New Course Descriptions for 2020-21

Career Internship 10 or Job Shadow 10

Credits: 3, 4, or 5

Prerequisite: HCS 3000

Students will have the opportunity to earn credits while exploring career possibilities through a job shadow.

Leadership, Character, and Social Responsibility

The emphasis of this 3 credit course is leadership, character development and social responsibility. The students will demonstrate their understanding of the critical values and attitudes needed to become a leader of oneself, therefore, being able to lead others by example. Students will actively engage in the delivery and scope of this class by leading various in-class and out of class endeavours. This engagement will encourage students to take a leadership role and exemplify what they have learned throughout their exploration of leadership. Through this involvement students will also refine their leadership style, personal vision and their life's direction, and an understanding of their social responsibilities.

Math 9 Prep (Half Block)

This course is available to students in the 1st semester of grade 9 who would like support in preparing for their Math 9 course in the second semester.

Sociology Women's Studies 20

This 3 credit course is available to students who have completed Social 10-1 or 10-2. Sociology is designed to develop within the student a better understanding of group behaviour. This understanding is based on fact rather than opinion. Students should be able to analyze objectively. They should feel themselves to be a part of society, understand its influence on their lives, and visualize their roles in societal change. The main focus of this course will be women and their societal advancement through History. Discussion of the status of women in various societies, examine the experiences and contributions of women in society.

Art 35

Prerequisite: 80% in Art 30

Art 35 is a specialized course designed for art students who are interested in a serious pursuit of art. This course requires the student to be

intrinsically motivated and interested in his/her achievement. The AP Art program is designed to provide the student with additional time and studio space to develop quality art pieces for post-secondary requirements. It is also intended to encourage individual growth and development on an independent level. Students engage in research and work with the teacher on an individual basis to determine the direction their own portfolios might take them. Critical thinking and decision-making skills are emphasized as students analyze their own work and others and making selections for their own portfolios. The works presented for evaluation will be mainly produced in the classroom, and on the student's own time during the year.

Advanced Athletic Performance 10 & 20

This unique and exciting co-ed course is intended to provide advanced learning opportunities for students to enhance their individual skill set across a variety of sports. This is a multi-sport (basketball, volleyball, football, soccer, and track focus) training course where students will learn to develop their own individual skills by receiving personalized resistance training programs, by training the correct energy systems, by developing specific muscle groups distinct in each sport, and

New Course Descriptions for 2020-21

Advanced Athletic Performance 10 & 20 - Cont'd

by practicing the precise movements found in the athlete's respective activity. Additionally, athletes will train under the guidance of strength coaches from Cross Conditioning and will be mainly training in an alternative gym facility off school property. This course will provide each student with 6 credits if they successfully complete all the nutrition, exercise trends, sports psychology, foundational training, and sport and society modules. Overall this course will give students an advantage to help them find their next level as a Scots Athlete.

Math 10C T Full Year (10 credits)

This math course is for grade 10 students who would like Math 10C in a learning environment that offers students extra support in math by reviewing skills in organization, studying, and time management. This course will be a full block, both semesters - same teacher, same block.

Marketing and Management 15

Students identify basic management and marketing concepts and describe retail merchandising strategies of value to the retail employee, manager or owner. Students will also improve oral and written business communication skills necessary for efficient and effective management of information.

CALM 20 (6 credits) (Career and Life Management)

This is a CALM course that will be offered every day for one semester (full block). Students will complete 3 credits in CALM and 3 credits in Social Literacy. This course will allow students to learn about managing emotions and social conflict theory, plus take more time exploring key concepts from the CALM curriculum.





Archbishop Jordan: An Academy of Learning

Archbishop Jordan High is committed to the highest standards in education according to the rich tradition of Catholic schools, a tradition, respected around the world, which emphasizes the formation of the whole person: mind, body, soul. As such, programming at Archbishop Jordan reflects the variety of talents and dreams that our students have, from the academic or athletic to the religious and artistic.

At Archbishop Jordan we offer a number of career and education pathways, giving students rich opportunities for adapting their learning according to their aspirations and passions. Each program is tailored to student needs as well as disciplinary and industry expectations. It is our belief that the best education takes place when students are oriented towards a clearly defined goal. The following templates, which can be added to or tailored to meet the individual needs and interest of the students, are presented to provide pathways to success. Uncertain of your future? No worries. Life experiences help shape our interests and passions. A well rounded education, which a more general approach, is a great way to find out what you love.

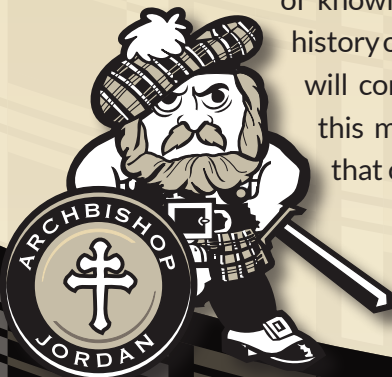
Please note, for French Immersion students, that any of these pathways can be explored while enjoying a continued bilingual experience in French Immersion.



Archbishop Jordan: Math And Sciences Program

Students following the Math and Sciences pathway to education are generally considering a range of careers and studies including Engineering, Medicine and Nursing, Dentistry, Pharmacy, Physiotherapy and many others. Students can expect a program including a full range of the sciences, with an emphasis on empirical study and experimentation, and an introduction to the universal language of mathematics, including calculus. Educational experiences typical of this program include experiments, field trips to post-secondary institutions and other off campus curricular events.

Those following the Maths and Sciences pathway learn a host of valuable skills and mental habits by studying the full range of Biology, Physics, Chemistry, and Mathematics. The success of the Western world is based in large part upon its mastery of these disciplines as well as the collaborative accumulation of knowledge through the emergence in history of a scientific community. Students will come to appreciate the efficacy of this mode of study by participating in that culture.



The Sciences Pathway:

Grade 10	Grade 11	Grade 12
English 10-1	English 20-1	English 30-1
Social Studies 10-1	Social Studies 20-1	Social Studies 30-1
Math 10 C	Math 20-1	Math 30-1
Science 10	Biology 20	Biology 30
CALM 20	Physics 20	Physics 30
Phys Ed 10	Chemistry 20	Chemistry 30
Religion 15	World Religions	Math 31
* Additional Option	Fitness Leadership	Religion 25
* Additional Option	* Additional Option	* Additional Option

The Mathematics Pathway:

Grade 10	Grade 11	Grade 12
English 10-1	English 20-1	English 30-1
Social Studies 10-1	Social Studies 20-1	Social Studies 30-1
Math 10 C	Math 20-1	Biology 30
Science 10	Biology 20	Physics 30
CALM 20	Physics 20	Chemistry 30
Phys Ed 10	Chemistry 20	Math 30-1
Religion 15	World Religions	Math 31
* Additional Option	* Additional Option	Religion 25
* Additional Option		* Additional Option

* Options from outside the pathway are part of a well-rounded education and include a wide range of alternatives. Please see our Student Handbook.



Humanities Program Pathway

Grade 10	Grade 11	Grade 12
English 10-1 or 10-1 AP	English 20-1 or 20-1 AP	English 30-1 or 30-1 AP
Social Studies 10-1 or 10-1 AP	Social Studies 20-1 or 20-1 AP	Social Studies 30-1 or 30-1 AP
Math 10 C	Math 20-1 or 20-2	Math 30-1 or 30-2
Science 10	A 20-Level Science	A 30-Level Science
* Minimum One Language	* Minimum One Language	* Minimum One Language
CALM 20	Fine Arts or CTS Option	Fine Arts or CTS Option
Phys Ed 10	Religious Ed 25	Religious Ed 35
Religion 9	*** Additional Option	*** Additional Option
Religious Ed 15		
*** Fine Arts or CTS Option		

* Languages offered at Archbishop Jordan include French Language Arts (Immersion), French as a Second Language, Spanish Language and Culture and Ukrainian.

*** Options from outside the pathway are part of a well-rounded education and include a wide range of alternatives. Please see our Student Handbook.

Theatre Performance (Drama and/or Musical Theatre) Pathway:

primarily focuses on stage performance. Students receive a general introduction to the performing field in Drama 10 and/or Musical Theatre 15, expand their experiences in Drama 20 and/or Musical Theatre 25, and hone their skills for a main stage performance in Drama 30 and/or Musical Theatre 35. The courses are Drama 10-20-30 and Musical Theatre 15-25-35.

Technical Theatre Pathway:

set and costume design and construction, lighting, sound, graphic design, props, make-up and publicity/marketing. The courses are Technical Theatre 15-25-35

Visual Arts Pathway:

painting, sketching, in a variety of mediums. Art 10-20-30-35

Choral Group Pathway:

Concert, Ensemble, and Jazz Choir contexts. Choral Music 10-20-30, General Music 10-20-30

Grade 9	Grade 10	Grade 11	Grade 12
	English 10-1	English 20-1	English 30-1
	Social Studies 10-1	Social Studies 20-1	Social Studies 30-1
	Math 10 C	Math 20-1 or 20-2	Math 30-1 or 30-2
	Science 10	A 20-Level Science	A 30-Level Science
	CALM 20	Religion 25	Religion 35
	Phys Ed 10	Fine Arts Pathway Focus	Fine Arts Pathway Focus
	Religion 15		
	Fine Art Pathway Focus		
Dance 9	Dance 15	Dance 25	Dance 35
Beginner Band	Band 15	Band 25	Band 35
Jr. High Band	* Additional Option	* Additional Option	* Additional Option

* Option: Students are encouraged to enrol in an option that continues to further support, enrich and broaden their primary fine arts stream/focus. This could include another fine arts pathway, or a variety of other options.

Archbishop Jordan: Humanities Program

Students following the Liberal Arts pathway to education are generally considering a range of careers and studies including Law, Business, Education, Journalism, the Humanities, and many others. Students can expect a program following the fine tradition of the Classical Liberal Education, with a broad range of courses covering History, Literature, Philosophy, and Languages. During their time in the program students will develop critical thinking skills as well as the abilities to research and properly articulate an argument. This learning takes place in the context of classroom instruction, student-centred project work, and guest lecturers from faculty and graduate students from local post-secondary institutions, like the University of Alberta.

Added to the academic core of English Language Arts, Social Studies, Math, and Sciences, Liberal Arts students have the opportunity to study a range of languages. Fine Arts and CTS options are strongly advised to provide the student with a broad range of education and experience.

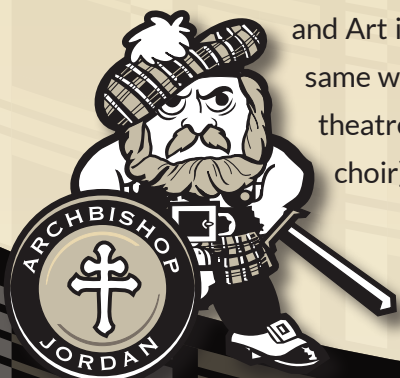


Archbishop Jordan:

Fine Arts

Archbishop Jordan represents excellence in the Arts. Our students study, participate and excel in a variety of Fine Arts expression, from painting to drama and tech theatre, to choir, band and dance. Our performing arts students have won an impressive array of awards and accolades for their work, travelled internationally to perform, and gone on to exciting and successful work at the Post-Secondary level. The Stage Management, Technical Theatre, and Theatre Design programs at the University of Alberta and Grant MacEwan are particularly over-represented by Archbishop Jordan grads, for which we are rightly proud. Our students have been recognized by post secondary institutions for possessing a range and degree of preparedness, skill, and an understanding of work ethic not common to students emerging from most high school performing arts programs.

Successful students build upon their academic core by focussing on one or more Fine Arts pathways, as outlined below. Students are encouraged to participate in more than one pathway, particularly since they so often reinforce one another (e.g. the student who studies both Technical Theatre and Art is enriched in both areas, and the same would hold true for drama/musical theatre students who are enrolled in choir).



A pathway is a selection of courses to give students the opportunity to explore and acquire the attitudes, skills and knowledge for a career that is relevant to their interests. Pathways support goals that may include university, college, apprentice training, or moving directly into the workforce.

More specific information can be found on the Alberta Education Website: <http://education.alberta.ca/media/1102807/ctsbooklet.pdf>

Caution: It is very important that students research the post-secondary program to confirm which high school requirements are necessary for admission. Some CTS Pathways require university entrance therefore English 30-1 would be required.

Grade 10	Grade 11	Grade 12
English 10-1 or English 10-2	English 20-1	English 30-1
Social Studies 10-1 or Social Studies 10-2	Social Studies 20-1	Social Studies 30-1
Math 10 C	Math 20-1 or Math 20-2	Math 30-1 or Math 30-2 or Math 30-3
Science 10	Two 20-Level Science	A 30-Level Science
CALM 20	Religion 25	Religion 35
Phys Ed 10	CTS Pathway Option 1	CTS Pathway Option 1
Religion 15	CTS Pathway Option 2	CTS Pathway Option 2
CTS Pathway Option 1	CTS Pathway Option 3	CTS Pathway Option 3
CTS Pathway Option 2	Fine Arts or CTS Option	* Additional Option
CTS Pathway Option 3	* Additional Option	* Additional Option
* Additional Option		
* Additional Option		

* Options from outside the pathway are part of a well-rounded education and include a wide range of alternatives. Please see our Student Handbook



Archbishop Jordan: CTS Program

A cluster is a group of CTS courses that represents occupations with broad industry commonalities. Clusters in CTS are aligned with the National Occupational Classification and function as an organizing tool for the CTS program:

- Business, Administration, Finance & Information Technology (BIT)
- Health, Recreation & Human Services (HRH)
- Media Design & Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing & Transportation (TMT)

Within each cluster are occupational areas that contain courses related to specific areas of work. Students can explore their interests by selecting and creating personalized pathways.



Archbishop Jordan:

Fitness Leadership Program

Sherwood Park has a strong culture of athletics and healthy living, and the same is true at Archbishop Jordan. We recognize that athletic excellence not only promotes character in our students, but also provides meaningful life experiences that can contribute to a future career. Many Archbishop Jordan students go on to careers in sport medicine, physiotherapy, education, health and wellness - a variety of fields.

The Fitness Leadership pathway emphasizes a wide range of athletic experience, from the classroom to the team, insuring that students find success.

Fitness Leadership Program Pathway

Grade 10	Grade 11	Grade 12
English 10-1 or English 10-2	English 20-1	English 30-1
Social Studies 10-1 or Social Studies 10-2	Social Studies 20-1	Social Studies 30-1
Math 10 C	Math 20-1 or Math 20-2	Math 30-1 or Math 30-2
Science 10	* Two 20-Level Science	One or Two 30-Level Science
CALM 20	Religion 25	Religion 35
Phys Ed 10	Phys Ed 20	Phys Ed 30
Rec. Leadership 10	Rec. Leadership 20	Rec. Leadership 30
Religion 15	** Additional Option	** Additional Option
Fine Art Pathway Focus	** Additional Option	** Additional Option
** Additional Option		
** Additional Option		

* For those planning post-secondary studies, Biology and Chemistry are strongly suggested.

** Option: Students are encouraged to enrol in an option that continues to further support, enrich and broaden their primary fine arts stream/focus. This could include another fine arts pathway, or a variety of other options.



Trades Program Pathway

Grade 10	Grade 11	Grade 12
English 10-1 or English 10-2	English 20-1	English 30-1
Social Studies 10-1 or Social Studies 10-2	Social Studies 20-1	Social Studies 30-1
Math 10 C	Math 20-1 or Math 20-2 or Math 20-3	Math 30-1 or Math 30-2 or Math 30-3
Science 10	A 20-Level Science	A 30-Level Science
CALM 20	Religion 25	Religion 35
Phys Ed 10	Off-Campus Education 15	Off-Campus Education 35 A
Religion 15	Off-Campus Education 25 A	Off-Campus Education 35 B
HCS 3000	Off-Campus Education B	Off-Campus Education 35 C
* Additional Option	Off-Campus Education C	Off-Campus Education 35 D
* Additional Option		
* Additional Option		

* Options from outside the pathway are part of a well-rounded education and include a wide range of alternatives.



Archbishop Jordan: Off-Campus Education

Off-Campus Education programming uses a set of planned educational experiences designed to enable students to acquire knowledge, skills, and attitudes related to work and other life roles through their participation in out-of-class study, observation, and/or performance at community-based work sites. This may involve volunteer activities or paid employment. The following off-campus education programs and courses are available at Archbishop Jordan High School:

- Career Internship
- Green Certificate Program
- Registered Apprenticeship Program
- Work Experience.



Gr. 9s Entering High School

In creating your own personalized learning plans, each student has his/her own abilities, interests and values. Being aware of these will help you decide what you should study in high school and what goals you should set for yourself. Take a realistic look at yourself.

First, consider your abilities.

Your marks in junior high may be an indication of your abilities. Your chances of success in high school will be greater if you build upon abilities you already possess.

Second, review your interests.

Certain subjects are associated with certain interests. School can be more enjoyable when you study subjects you find interesting.

Third, think about the kind of person you want to be and the kind of life you want to live.

Your values play a role here. What is important to you? Once you know your abilities, interests and values, you can set your goals and begin to plan your course of studies.

Finally, get involved!

High school life is more than just academics. For a full high school life experience as much as what the school offers. We encourage you to join sports teams, clubs, the Student Association and other organizational groups.

The following recommendations have been established for Grade 9 students entering Grade 10.

COURSE	RECOMMENDED PREREQUISITE	COURSE	RECOMMENDED PREREQUISITE
English 8 to English 9 AP English 9 to English 10 AP English 10-1 English 10-1 AP English 10-2	60% or higher in Language Arts 9 70% or higher in Language Arts 9 No Prerequisite	Math 9 to Math 10-3	a final grade lower than 60% in Math 9
Math 8 to Math 9 Math 8 to Math 9 AP	a pass in Math 8 a pass in Math 8; strongly recommended final grade of 80% or higher	Social Studies 10-1 English 10-1 AP Social Studies 10-2	60% or higher in Social Studies 9 70% or higher in Social Studies 9 No Prerequisite
Math 9 to Math 10C	a final grade of 60% or higher in Math 9	Science 10 Science 10 AP Science 14	60% or higher in Science 9 70% or higher in Science 9 No Prerequisite
		French 10	70% or higher in French 9



Junior High / Grade 9 Courses at Archbishop Jordan

Courses will be offered if there is sufficient enrollments

Core Program

English Language Arts 9

*AP English Language Arts 9

Social Studies 9

*AP Social Studies 9

Mathematics 9

*AP Mathematics 9

Physical Education 9

Health 9

Religion 9

*Please note specific entrance requirements for enrollment in Advanced Placement (AP) courses in the ABJ Handbook.

Options

Art 9

Communication Technology 9

Construction and Fabrication 9

Dance 9

Drama 9

ESL – English as a Second Language 9

Foods and Fashion 9

French as a Second Language 9

Interior Design 9

Lifeguarding 9

Math 9 Prep

Musical Theatre 9

Outdoor Education 9

Robotics 9

Recreational Leadership 9

Beginner Band 9

Choral Music 9 (after school)



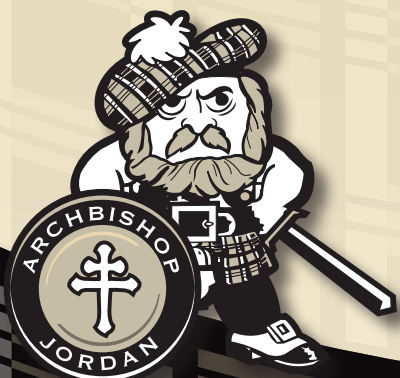
Changing Program Routes

In conjunction with Alberta Education guidelines, the following criteria have been established for programming students who wish to change program routes.

English 10-1 to English 20-2	a final grade (greater than 40%) in English 10-1
English 20-1 to English 30-2	a final grade (greater than 40%) in English 20-1
English 30-2 to English 30-1	75% teacher mark plus teacher recommendation
Math 10 C to Math 20-1	a final grade (greater than 65 %) in Math 10 C
Math 10 C to Math 20-2	a final grade in Math 10 C (50–65%)
Math 20-1 to Math 20-2	a final grade (greater than 40%) in Math 20-1
Math 20-1 to Math 30-2	a final grade (greater than 50%) in Math 20-1
Math 20-2 to Math 20-1	a final grade (greater than 75%) in Math 20-2 and a teacher's recommendation
Science 10 to Science 24	a final grade in Science 10 below 50%
Soc. St. 10-1 to Soc. St. 20-2	a final grade in Social Studies 10-1 below 50%
Soc. St. 20-1 to Soc. St. 30-2	a final grade in Social Studies 20-1 below 50%
Soc. St. 30-2 to Soc. St. 30-1	75% teacher mark plus teacher recommendation

Appeal of Marks

The student and/or their parents have the right to question or appeal a final mark. The appeal must be made to the Principal or his designate in writing within five (5) days of receiving the final mark. Should a student not be satisfied with the outcome of an appeal made to a school Principal, the student may request a hearing from an appeal committee appointed through the office of the Superintendent of Schools.



ABJ Religious Education

Note 1: All students attending Archbishop Jordan Catholic High School are required to register in, attend and successfully complete Religious Education classes. Students must complete 9 credits in Religious Education courses.

Note 2: Students who have not acquired or actively enrolled in nine credits in the Religious Education program will not be allowed to participate in the banquet portion of the Grade 12 Graduation Ceremonies.

Note 3: All students enrolled in Religious Studies courses will be expected to participate in community services projects.

Religious Education 9 - *Be With Me*

The Grade 9 program assists young people in understanding both the joy and the demands of following in the way of Christ and living out the faith that our community professes in the Creed.

Using the Beatitudes as a touchstone, young people are invited to examine the attitudes and actions that characterize the Christian life. They are encouraged to understand and nurture within themselves the virtues which will enable them to deepen their relationship with God in and through Christ in the context of a spirit-filled community.

Religious Education 15 (3 credits) - *Christ and Culture*

The principal aim of Christ and Culture is to assist students, with the help of the Gospel, to participate as Christians in the shaping of our culture. The program explores major cultural issues from a Christological perspective. Beginning with their own life experiences, students acquire a deeper and

more systematic knowledge of themselves, Christ's message and the Church. Connections between the Church and contemporary culture are explored in terms of what it means to be a responsible adolescent developing as a member of a Catholic, Christian community while living within the context of a broader culture.

Religious Education 25 (3 credits) - *Jesus Christ: God's Gift of Salvation (Christology)*

Jesus Christ: God's Gift of Salvation invites students to deepen their relationship with Jesus through a prayerful study of Scripture. Students will explore the Jewish historical, religious and cultural world into which the Messiah was born and the Old Testament covenant fulfilled. Using the Gospels as primary sources, the course explores Jesus' birth, early life and ministry, his death, Resurrection, and Ascension, and their central significance for the Church's understanding of Jesus as the Christ, the Son of God.



Religious Education 35 ***In Search of the Good (3 credits)***

In Search of the Good challenges students to understand themselves as moral persons called to discipleship by living the way of Christ. Through an examination of ethical theories, the revelation of Sacred Scripture, and the lived experience and teaching of the Catholic Church, the course invites students to mature as active participants in their faith. Students will focus on making moral and ethical decisions based on Truth through the philosophical works of people such as Augustine, Aquinas, Plato and Aristotle.

English

There are two basic aims of senior high school English Language Arts. One is to encourage in students an understanding and appreciation of the significance and artistry of literature. A second aim is to enable each student to understand and appreciate language and to use it confidently and competently for a variety of situations for communication, personal satisfaction and learning. The senior high school English Language Arts program highlights six language arts: listening, speaking, reading, writing, viewing and representing.

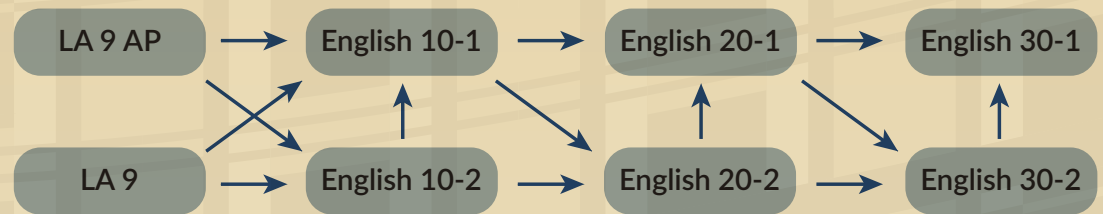
All of the language arts are interrelated and interdependent; facility in one strengthens and supports facility in the other. Two course sequences have been developed in order to accommodate a diverse range of student needs, interests and aspirations.

English 9

In English Language Arts 9 students will continue to build on the skills that they have developed over previous years of English study. They will be expected to be well prepared to enter into senior high English, beginning in 10. As such, students should expect to do more reading, to be more engaged in discussion and analysis, and to begin writing formally. In addition to the normal complement of short stories, poems and novel studies, students will begin exploring the language of Shakespeare through exposure to one of his plays.

English 10-1, English 20-1 And, English 30-1

Greater emphasis is given to the study of essays, canonical novels, dramatic



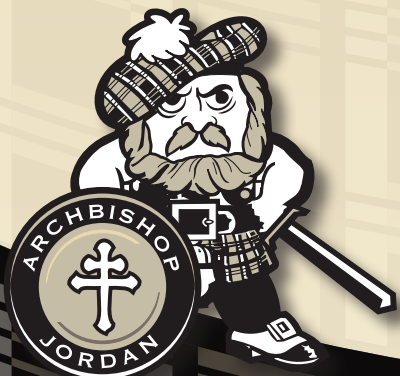
works, and Shakespearean plays. Emphasis is on critical/analytical responses to texts. The student is expected to understand symbolic language found in increasingly sophisticated texts. The students must develop close reading skills in order to understand contextual elements and subtexts. Students may need to develop or improve critical and analytical reading skills.

Students are expected to demonstrate proficiency with sentence construction and be able to review and revise texts in progress to correct common sentence faults. In English 20-1 and English 30-1, students are expected to use punctuation and rhetorical structures in a unique way to create effect.

English 10-2, English 20-2 And, English 30-2

Emphasis is given to the study of novels, feature articles, reviews and other forms of informative and persuasive text including technical writing, and feature films. Emphasis is on creation of personal responses to contexts. Students must respond critically/analytically to print and nonprint texts and other literary texts. Students study a variety of texts at a variety of levels of complexity to meet the needs and abilities of students. Students are expected to develop sentence construction skills and be able to detect and correct common sentence faults.

Students in Semester 1 who achieve 85% in English 30-2 and who are recommended by their English 30-2 teacher may register in English 30-1 during the second semester.



ENGLISH 10-1

Prerequisite: 60% in La Language Arts 9
Strongly Recommended: 65%

ENGLISH 10-2

No prerequisite

ENGLISH 20-1

Prerequisite: 60% in English 10-1
Strongly Recommended: 65% in English 10-1

ENGLISH 20-2

Prerequisite: 50% in English 10-2

ENGLISH 30-1

Prerequisite: 60% in English 20-1
Strongly Recommended: 65% in English 20-1

ENGLISH 30-2

Prerequisite: 50% in English 20-2

NOTE: Technical Colleges, such as NAIT, require a Grade 12 English mark of at least 65%. **Generally, they do not distinguish between English 30-1 and English 30-2, but all students should carefully check post-secondary requirements as these requirements change from year to year.**

AP Literature and Composition (English)

AP English Literature and Composition will give students a learning experience equivalent to a typical undergrad introduction to literature class. Through close reading of literary texts, students will come to understand how writers use language to provide meaning and to answer the big questions in life. We will “measure” literature against the history of philosophy to understand how literature fits into its own time as well as in all time. We will ask, “What is art?” and try to determine the qualities of great literature. Our literary analysis will look through the lenses of style and structure, rhetorical strategies, diction, figurative language, imagery, selection of detail, language and syntax. Vocabulary study is important. Students will also master literary terms. Writing well about literature is a key component of the class. By Grade 12, students will be prepared to write the AP Literature and Composition Exam.

English 9 AP

Students will begin the journey of AP English. This course will introduce students to methods of reading classic writing in a number of genres, from plays to poetry to Shakespeare and on. Literary terminology will help focus exploration of literature, which students will experience primarily through discussion and writing. Both rigorous and exciting, AP English 9 should be taken only by students willing to exert themselves to become better readers, better writers, and better thinkers. Enjoyment of the subject should be a major consideration. A minimum 65% in English 8 is required; 70% in ELA 8 is recommended, interest in both literature and writing techniques is essential.

English 10-1 AP

Students in AP English 10 also have an opportunity to begin the AP route this year, with the introduction of this enriched, academic course.

Students will read and explore a variety of texts through the course of the semester. Students will be introduced to the merits of close reading and annotation as a means of studying texts. Emphasis on both analysis of literature and style in the student’s writing will begin preparing students for the coming year. Both rigorous and exciting, AP English 10 should be taken only by students will to exert themselves to become better readers, better writers, better thinkers. Enjoyment of reading, writing, and/or talking about ideas is an important part. A minimum of 70% in English 9 is recommended, interest in both literature and writing techniques is essential.

AP English 20-1 AP

Students in AP English 20 are either deciding to join AP at this time or continuing in the program from 10-1 AP. Students will read and explore a variety of texts through the course of the semester, with emphasis on both analysis of literature and style in the student’s writing. Both rigorous and exciting, AP English 20 should be taken only by students willing to exert themselves to become better readers, better writers, better thinkers. Expect more novels, more Shakespeare, more poetry analysis: all that good stuff. Enjoyment of reading, writing, and/or talking about ideas is an important part. A minimum of 70% in English 10-1 is recommended, interest in both literature and writing techniques is essential.

English 30-1 AP

Students in AP English 30 are generally continuing the program they began in 10-1 AP or 20-1 AP, but those interested in literature are always welcome. Students will read and explore a variety of texts through the course of the semester, preparing for post-secondary study, the Diploma Exam, and the optional AP Exam. AP English 30 should be taken only by students willing to exert themselves to become better readers, better writers, better thinkers. Expect more of the atmosphere and learning of 10-AP and 20-AP. A minimum of 70% in English 20-1 is recommended, interest in both literature and writing techniques is essential.



ESL Expository English 15/25 (5 credits)

This course is intended to support student reading, writing, listening and speaking in -2 stream. In this course, students will examine and interact with a selection of general, academic, and content/topic-specific expository materials. They will engage in scaffolded language activities to provide opportunities for the development of learning strategies. They will understand and adopt new academic vocabulary, cultural referents, organizational patterns, and increasingly complex language structures to oral and written forms of communication.

ESL Introduction to Canadian Studies 15/25 (5 credits)

This course is intended for English Language Learners who are entering the school system at the secondary level. The intent of this course is to provide prerequisite background knowledge of Canada, address explicit and implicit cultural values, and offer instruction in the language, skills and approaches of the Alberta Social Studies Program of Studies for students to be able to enter Social Studies in the -2 stream.



Social Studies

Social 9

Welcome to the Social Studies program at Archbishop Jordan High School. Students begin their journey through our Social Studies program with an exploration of government and its interactions with the Canadian people. All levels of government are examined and the implications of policies on the populations of Canada. At the Social 9 level students will begin the process of practice and feedback on written and also multiple choice assessments.

Social Studies 10-1

Prerequisite: 60%, Strongly Recommended 65% in Social Studies 9

Students will explore multiple perspectives on the origins of globalization and the local, national and international impacts of globalization on lands, cultures, economics, human rights and quality of life. Students will examine the relationships among globalization, citizenship and identity to enhance skills for citizenship in a globalizing world. The infusion of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and throughout the world, including the impact on Aboriginal and Francophone communities.

Social Studies 10-2 (Eng & Fr)

Prerequisite: None

Students will explore historical aspects of globalization as well as the effects of globalization on lands, cultures, human rights and quality of life. Students will explore the relationships among globalization, citizenship and identity. The infusions of multiple perspectives will allow students to examine the effects of globalization on peoples in Canada and other locations, including the impact on Aboriginal and Francophone communities. Students will develop skills to respond to issues emerging in an increasingly globalized world.

Social Studies 20-1 (Eng & Fr)

Prerequisite: 60%, Strongly Recommended 65% in Social Studies 10-1

Students will explore the complexities of nationalism in Canadian and international contexts. They will study the origins of nationalism and the influence of nationalism on regional, national and global relations. The infusion of multiple perspectives will allow students to develop understandings of nationalism and how nationalism contributes to the citizenship and identities of peoples in Canada.

Social Studies 20-2 (Eng & Fr)

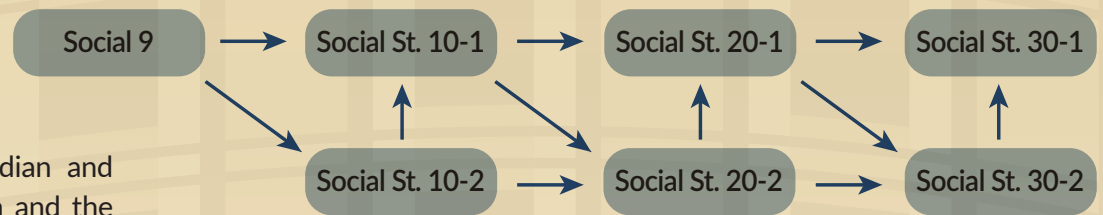
Prerequisite: 50% in Social Studies 10-2

Students will examine historical and contemporary understandings of nationalism in Canada and the world. They will explore the origins of nationalism as well as the impacts of nationalism on individuals and communities in Canada and other locations. Examples of nationalism, ultranationalism, supranationalism and internationalism will be examined from multiple perspectives. Students will develop personal and civic responses to emergent issues related to nationalism.

Social Studies 30-1 (Eng & Fr)

Prerequisite: 60%, Strongly Recommended 65% in Social Studies 20-1

Students will explore the origins and complexities of ideologies and examine multiple perspectives regarding the principles of classical and modern liberalism. An analysis of various political and economic systems will allow students to assess the viability of the principles of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emerging global issues.



Social Studies 30-2 (Eng & Fr)

Prerequisite: 50% in Social Studies 20-2

Students will examine the origins, values and components of competing ideologies. They will explore multiple perspective regarding relationships among individualism, liberalism, the common good and collectivism. An examination of various political and economic systems will allow students to determine the viability of the values of liberalism. Developing understandings of the roles and responsibilities associated with citizenship will encourage students to respond to emerging global issues.

Social Studies

AP Social 9 (Eng & Fr)

In Social Studies, the students may begin the AP program at the grade nine level. Social 9 AP reflects the Alberta program examining the levels and interactions of government in a Canadian context. The program covers the curriculum in a greater level of detail than the regular program and is meant to entice the student who enjoys a passion for the topic and is looking for a higher level of engagement. An AP course is designed to stimulate the student through creative exploration and peers who share the desire to learn. The prerequisite is a student's passion and desire to share with their peers, and an enjoyment of the subject matter however an average of 70% in Social Studies 8 is recommended.



Social 10-1 AP (Eng & Fr)

The Social Studies 10-1 AP builds upon the foundation established in Social 9. However new students are encouraged to join the program at this level and integrate themselves into the learning opportunities offered in the new academic year. The Social 10 AP program examines the globalized world and the implications for the modern world. In an AP class, the focus would be to supplement the existing curriculum, particularly focused on European history, to increase the level of understanding and competencies in the written aspect

of the social program. Although the major requirement for the program is interest and an enthusiasm for learning, an grade of 70% at the grade 9 level is recommended.

Social 20-1 AP (Eng & Fr)

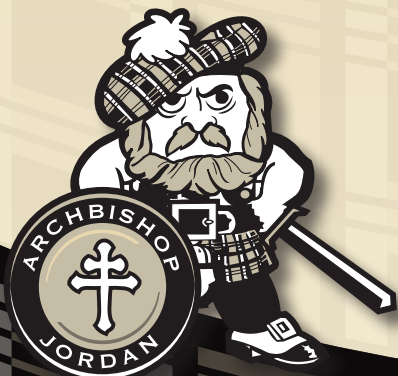
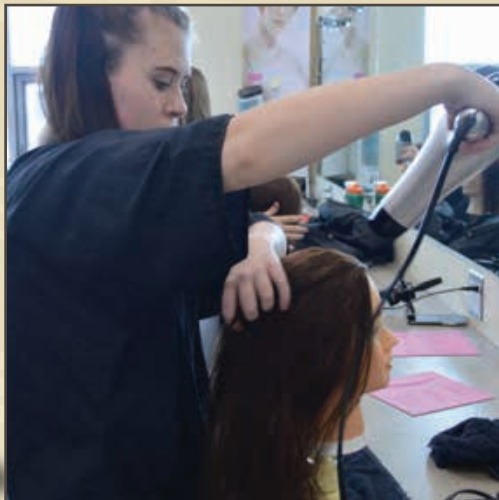
AP Social 20-1 builds upon the base established in 9 AP and 10 AP, however new students are encouraged to join the AP stream as well. This year is an important year if the student is interested in writing the AP exam in their grade 12 because a significant portion of the information from Social 20-1 AP is reflected in this assessment. Although the major requirement for the program is interest and enthusiasm, a mark of 70% in Social 10-1 AP is recommended.

Social 30-1 AP (Eng & Fr)

At the 30-level, students will write their Social 30-1 AP Alberta diploma exam in June, having completed the AP European History course in the first semester. An acceptable score on this exam transfers to 6 credits in HIST 100-level at the University of Alberta.

AP European History

In AP European History, students investigate events, individuals, developments, and processes from approximately 1450 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. AP European History meets every other day in the first semester and students should also be enrolled in Social Studies 30-1 AP in the second semester. By taking both AP European History and Social Studies 30-1 AP, students will gain the necessary knowledge, skills and attitudes required to successfully complete the AP European History Exam in May.



Mathematics

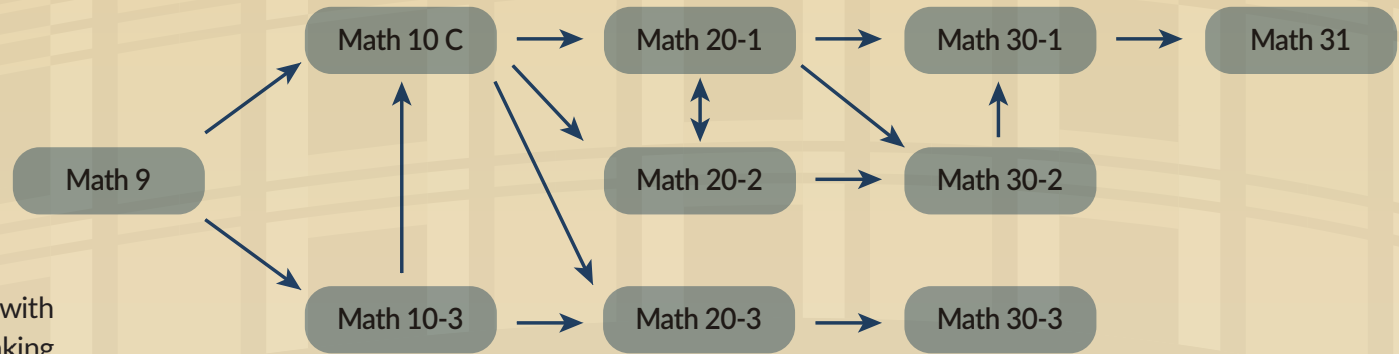
The goals of all three course sequences are to provide prerequisite attitudes, knowledge, skills and understandings for specific post-secondary programs or direct entry into the work force. All three course sequences provide students with mathematical understanding and critical-thinking skills. It is the choice of topics through which those understandings and skills are developed that varies among course sequences. When choosing a course sequence, students should consider their interest, both current and future. Students, parents and educators are encouraged to research the admission requirements for post-secondary programs of study as they vary by institution and by year.

“-1” Course sequence (Pre-Calculus)

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of calculus. Topics include algebra and number; measurement; relations and functions; trigonometry; and permutations, combinations and binomial theorem.

Students who obtain less than 70% in Grade 9

NOTE: Alberta Learning's Curriculum Standards Branch recommends high school students in mathematics and science classes use a graphing calculator. Archbishop Jordan Catholic High uses and recommends the Texas Instruments TI-84+CE. Jordan teachers are familiar with this model and can provide technical assistance.



Mathematics historically experience difficulty in the 10-C, 20-1, 30-1 stream.

“-2” Course sequence (Principles of Mathematics)

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary studies in programs that do not require the study of calculus. Topics include geometry, measurement, number and logic, logical reasoning, relations and functions, statistics, and probability.

“-3” Course sequence (Workplace and Apprenticeship Mathematics)

This course sequence is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into the majority of trades

and for direct entry into the work force. Topics include algebra, geometry, measurement, number, statistics and probability.

Mathematics 9 (Eng & Fr)

The Mathematics 9 program provides for the development of essential concepts, skills and attitudes required for effective computation and problem solving. The program addresses the need for students to be able to transfer and apply specific mathematical concepts and skills to more generalized situations in everyday life and the world of work.

This course focuses on: Number Sense – rational numbers, square roots, powers & exponent laws, Patterns and Relations – linear relations, equations & inequalities, polynomials Statistics and Probability, and Shape and Space – surface area, similarity & transformations, circle geometry.



Mathematics

Mathematics 9 AP Program

Strongly recommended 80% or higher in Math 8

This course is for students who desire to take some of the Math 10C material with their Math 9 course. These students may want to enter the Math 10C Advanced Placement program in Grade 10. Students must have a high academic ability and be able to organize their time efficiently.

Mathematics 10-C (Eng & Fr)

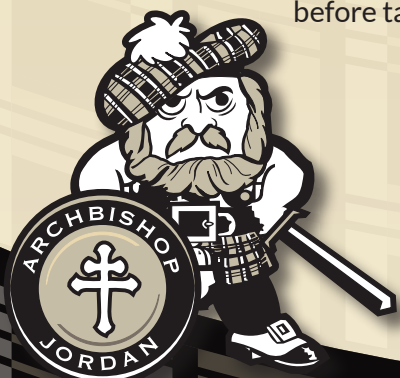
Prerequisite: 60% in Math 9

Strongly Recommended: 65% in Math 9

This course focuses on:

- measurement (imperial and metric)
- right triangle trigonometry
- laws of exponents
- radicals (squares, cubes)
- polynomials – multiplying, factoring ($a \neq 1$)
- relations and functions – linear functions, linear systems

A student who has a mark lower than 65% in Math 9 will have difficulty in this course and will want to take Math 10 Prep in summer school before taking Math 10C.



Mathematics 10-3

Prerequisite: Below 60% in Math 9

This course focuses on:

- measurement (imperial and metric)
- geometry – angles, polygons, triangles
- trigonometry (right triangles)
- finance – unit pricing, income, currency exchange

Mathematics 20-1 (Eng & Fr)

Prerequisite: 60% in Math 10-C

Strongly Recommended: 65% in Math 10-C

This course is for students whose post-secondary studies may require Calculus. This course focuses on:

- sequences and series
- relations, functions, and equations (rational, radical, quadratic, absolute value, reciprocal)
- systems of equations and inequalities (linear-quadratic, quadratic - quadratic)
- trigonometry

Mathematics 20-2 (Eng & Fr)

Prerequisite: 50% in Math 10-C

This course is for students whose post-secondary studies do not require Calculus. This course focuses on:

- trigonometry
- relations, functions, and equations (linear, quadratic, radical)
- geometry (2-D, 3-D, proofs with angles and triangles)
- logical reasoning
- statistics, normal distribution, confidence intervals

Mathematics 20-3

Prerequisite: 50% in Math 10-3

This course is for students pursuing many apprenticeship programs. This course focuses on:

- measurement (SI and imperial) and slope
- geometry transformation of 2-D and 3-D
- trigonometry - right triangles
- finance and credit options
- logical, statistical, and proportional reasoning; unit analysis

Mathematics 30-1 (Eng & Fr)

Prerequisite: 60% in Math 20-1

Strongly Recommended: 65% in Math 20-1

This course is for students whose post-secondary studies may require Calculus. This course focuses on:

- trigonometry - angles in standard position, ratios, graphing sine, cosine, and tangent, solving equations, and proving identities
- operations and compositions of functions, transformations of functions
- logarithmic functions and equations
- polynomial and radical functions and equations
- fundamental counting principle, permutations, combinations and binomial theorem



Mathematics 30-2 (Eng & Fr)

Prerequisite: 50% in Math 20-2

This course is for students whose post-secondary studies do not require Calculus. This course focuses on:

- logical reasoning
- probability
- fundamental counting principle, permutations, combinations, and probability
- rational expressions and equations
- exponential; logarithmic
- statistics - data collection

Mathematics 30-3

Prerequisite: 50% in Math 20-3

This course is for students pursuing many apprenticeship programs. This course focuses on:

- measuring instruments
- trigonometry - sine law and cosine law
- problems involving triangles, quadrilaterals, regular polygons
- problems involving acquisition of a vehicle, small business options
- linear relations
- statistical reasoning - mean, median, mode, percentiles
- probability



Mathematics 31

Recommended: 70% in Math 30-1

This course is designed for the university-oriented students, especially those interested in the Science and Engineering faculties. Math 31 has evolved into a first-year university Calculus course that enables a student greater success in the math-oriented field. It is strongly recommended that students take Math 30-1 before registering in Math 31.

Mathematics 10 AP Program

Strongly recommended 80% or higher in Math 9

This course is for students who desire to take some of the Math 20-1 material with their Math 10C course. These students may want to enter the Math 20-1 AP program in Grade 11. Students must have high academic ability and be able to organize their time efficiently.

Mathematics 20-1 AP Program

Prerequisite: 80% or higher in Math 10C:

Strongly recommended Math 10C AP course

This course is for students who desire to take some of the Math 30-1 material with their Math 20-1 course. These students will enter the Math30/31 AP Program in Grade 12. Students must have high academic ability and be able to organize their time efficiently.

Mathematics 30-1/31 AP Program

Prerequisite: 80% or higher in Math 20-1

This course is for students who desire Math 30-1 and Math 31 and want to write the Advanced Placement Calculus Exam in May. This full year course will enable the student to complete the Math 31 portion before May and finish the Math 30-1 portion before writing the Diploma Exam in June. This rigorous course is equivalent to an introductory university-level calculus course. If students write the AP exam at the end and do well, they will be given actual university credit for Math 114. At the University of Alberta, for example, this is a 3-credit course which students will not have to take, and for which they will receive full credit. If they do not write the exam or have not done well, or if they choose not to accept the university credit and instead take the course at university, they will be extremely well prepared. Students must have high academic ability and be able to organize their time efficiently.



General Science

Believe it or not but Science can be fun. We offer a variety of science courses to meet graduation requirements and your interests.

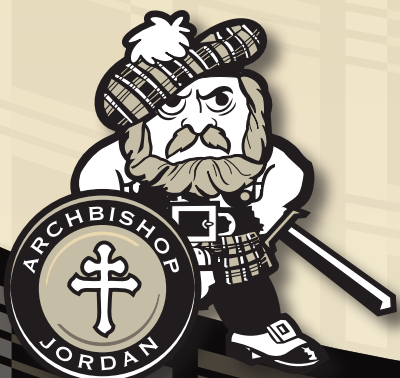
Science 9

The Science 9 program continues to develop student's understanding of the world around them and prepare them for future studies. Students will examine a variety of interesting topics including biodiversity and how small changes in ecosystems can drastically affect humans and larger organisms. The formation and interaction of chemical compounds and their safe handling is the focus in Chemistry. In addition students have the opportunity to examine acids and bases and their impact on the environment. An introductory examination of circuits provides students with a better understand of how electricity is a vital part of their lives. Finally students spend time looking at the sky and discovering how planets and stars form as they learn about space exploration.

Science 10

Recommended: 60% in Science 9

Not sure which Science is your favourite? Well fortunately Science 10 gives you a taste of each.

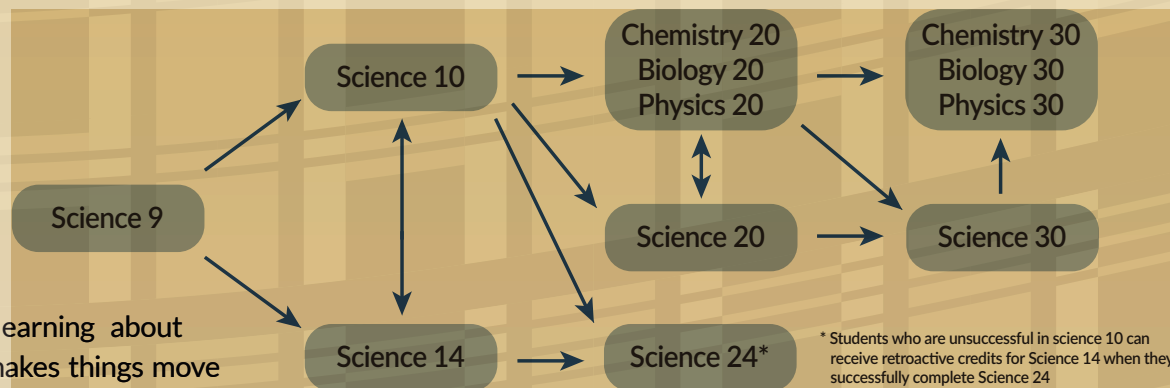


Enjoy learning about what makes things move and how objects behave in physics. Think you might be a bit of a mad scientist? Then you'll find studying reactions a blast in the chemistry unit. If, however, you prefer to study living things and how they function then biology is your thing. Finally Science 10 wraps up with a fascinating look at the biosphere and climate change.

Science 20 & 30

Prerequisites: Science 20 is 50% in Science 10; Science 30 is 50% in Science 20 or one 20 level science. However, it is recommended that students entering Science 30 without having taken Science 20 have 50% in two 20 level science courses

Science 20/30 can also be taken with Biology, Physics, Chemistry 20/30. The Science 20/30 route is for students who want a general science background without having to study all three separately. The program is designed for students who are not planning to pursue Science or Engineering in post-secondary. These programs are great for anyone going into Arts, Nursing or



many other programs at NAIT.

In Science 20 you'll take a look at organic chemistry, reduction and oxidation, motion, ecosystems and geology.

Science 30 takes you through circuits and electromagnetic radiation, the circulatory system, genetics, organic chemistry, acids and bases as well as environmental issues.

Science 14 & 24

Science 14 Prerequisite is Science 9 and Math 9

Science 24 Prerequisite is 50% in Science 14

Gain a basic understanding of Science and its role in our lives with these two courses.

Explore the world of Chemistry, Physics and Biology while you participate in fun and exciting labs and activities. Gain valuable experience with scientific process and program solving while developing scientific literacy.

Science 14 and 24 meet the minimum science required for an Alberta high school diploma.

Biology

If your interests lie with the living world then Biology 20 and 30 are sure to provide you with a thought-provoking experience.

Biology 20

Prerequisite: 60% in Science 10

Strongly Recommended: 65% in Science 10

Take an in depth look at how energy and matter are acquired and used within organisms and ecosystems. Explore energy and matter exchange in the biosphere, ecosystem and population change, photosynthesis and cellular respiration and human systems.

Biology 30

Prerequisite: 60% in Biology 20

Strongly Recommended: 65% in Biology 20

Discover how your body adapts to its environment and responds to change. Examine genetics with reproduction and inheritance. Examine what factors cause changes within populations and communities.



Chemistry

Chemistry 20 and 30 offer an explosive look at how matter behaves and interacts.

Chemistry 20

Prerequisite: 60% in Science 10

Strongly Recommended: 65% in Science 10

Spend some time looking at how atoms are rearranged and behave in chemical reactions. Learn how to predict how matter will behave and what the result of chemical reactions will be. Explore the diversity of matter and chemical change, forms of matter as gases, matter as solutions, and quantitative relationships in chemical changes.

Chemistry 30

Prerequisite: 60% in Chemistry 20

Strongly Recommended: 65% in Chemistry 20

Join our Chemistry teachers in an exploration of energy in chemical reactions. Ever wanted to know how your cell phone battery works or how fossil fuels are used? Chemistry 30 will answer that and other burning questions.



Physics

Physics 20 and 30 help to make sense of the physical world behaves.

Physics 20

Prerequisite: 60% in Science 10

Strongly Recommended: 65% in Science 10 and Math 10C

Students who are good in math and curious about the physical world will enjoy physics. Begin with a study of how objects move and then explore how their motion is affected by other external factors. Finish with a discussion of springs and waves.

Physics 30

Prerequisite: 60% in Science Physics 20

Strongly Recommended: 65% in Physics 20 and Math 20-1

If Physics 20 peaked your curiosity then Physics 30 is sure to keep you interested. Take your exploration of the physical world deeper by investigating explosions and collisions. Learn how electricity works and how our current understanding of light has evolved and change. Finally a study of the atomic and subatomic world sums everything up.



Science 9 AP

Prerequisite: strongly recommended 80% or higher in Math 8; strongly recommended 80% or higher in Science 8

The Science 9 AP program provides an enriched experience for students looking to further their understanding. The same curriculum that is covered in Science 9 is covered in the AP course but with an emphasis on critical understanding and inquiry. Students choosing to take the AP route will participate in a variety of open ended labs that are designed to provide students with a greater picture of the scientific method and how scientific understanding develops. Science 9 AP will provide students with the skills and attitudes necessary for future AP and AP courses in science.

Enrollment in any Science AP course is based on the desire to learn more about the world around them. Students, however, should be aware that due to the depth of coverage there will be greater workload associated with this course.

Science 10 AP

Prerequisite: strongly recommended 80% or higher in Math 9; strongly recommended 80% or higher in Science 9

AP takes the Science 10 program and provides an enriched experience for students looking to further their understanding. The same topics that are covered in Science 10 are covered in the AP course but with an emphasis on critical understanding and inquiry. Students choosing to take the AP route will participate in a variety of open ended labs that are designed to provide students with a greater picture of the scientific method and how scientific understanding develops. Science 10 AP will provide students with the skills and attitudes necessary for future AP and AP courses in science.

Enrollment in any Science AP course is based solely on student interest and desire to learn more about the world around them. In addition it is not requirement for students to have taken Science 9 AP in order to enroll in Science 10 AP.

Students should, however, be aware that due to the depth of coverage there will be a greater workload associated with this course.

Biology 20-30 AP

Strongly Recommended: 80% in Science 10 or Science 10AP

The AP Biology program aims to prepare students for their first year of study at the college or University level. Using critical thinking skills and a hands-on approach, students will explore the course material through a variety of laboratory activities. AP students will develop the necessary skills and attitudes to be successful in higher level science courses. If you have a desire to study Biology at the post-secondary level, you are strongly encouraged to take this course. Enrollment in any AP science course is based solely on student interest and a desire to learn more about the world around them. It is not a requirement for students to have taken Science 10 AP in order to enroll in Biology 20-30 AP. Students should however, be prepared for a fast-paced environment and greater workload.



Advanced Placement (AP) Program

Advanced Placement programs are designed to challenge students who are particularly interested in a given subject area. Generally, the classes tend to be smaller, creating a more stimulating atmosphere that we believe can foster creativity. Students enrolled in AP programs will sometimes engage in the subject at an increased level of difficulty, with the support and guidance of their teachers and the collaborative environment of the AP classroom.

One of the benefits of Advanced Placement is that it provides students with the opportunity to test the waters of University-level courses without the stress associated with an actual course at the University. Further, in May of their grade 12 year here at ABJ, AP students write the AP Exam through the College Board, the AP governing body in North America. Students will then be able to use most of their AP exams as introductory-level courses in Universities across North America, for which they will receive full University credit. In addition to this, between the required diploma exam and the AP exam in a given subject area, post-secondary institutions in Alberta will use the higher score in calculating registration requirements.

This means that as parents, some of the costs of having a child in his or her first year of university can be offset. The instructional fees for a 3-credit, 100-level course average \$530 (not including non-instructional fees) at the University of Alberta this year, which would be completely negated if your child were to successfully write the AP Exam in a given subject area.

Lastly, AP students taking two or more courses will be invited to participate in an AP Conference each spring. This event will be held at the University of Alberta, and students will choose from a range of presentations hosted by ABJ teachers as well as university staff. Whether students are in grade 9 or grade 12, they will benefit from what will become a truly enriching experience through their time at ABJ and into post-secondary study.

Reasons to take AP at Archbishop Jordan

- Improve your writing skills and develop problem-solving critical thinking.
- Develop the study habits necessary for completing rigorous course work in a collaborative environment.
- Explore the world through academics by studying in greater depth and detail.
- Enjoy the experience of reasoning, analyzing, and understanding for yourself.
- Increase in maturity by exploring multiple perspectives.
- Earn alternative credit for entrance into University. Most institutions will take the higher of your Alberta Ed and AP marks for entrance.

- Most universities and colleges in Canada, the United States and in more than 60 countries around the world give students credit, advanced placement or both on the basis of AP Exam scores. By entering university with AP credits, you'll have the time to move into upper level courses, pursue a double-major or study abroad.

Who should take AP Classes?

- Students who want to challenge themselves
- Students who are willing to work to excel
- Students who have a particular interest in one or more academic subjects.

What AP Courses are offered at Archbishop Jordan?

- AP Calculus (Mathematics)
- AP Biology (Science)
- AP Literature and Composition (English)
- AP European History (Social Studies)



Physical Education

Phys. Ed 10 and 20 can be taken for 3 credits. Phys. Ed 30 can be taken for 3 or 5 credits. Phys. Ed 30 students will earn 5 credits by participating in the Phys. Ed 30 Camping Trip.

Physical Education 9

The objectives of the Physical Education 9 Program are for students to acquire skills through a variety of movement activities, outdoor pursuits, individual activities and alternative environments. Students will understand, experience and appreciate the health benefits that result from physical activity. Students will interact positively with others in a leadership way. Student will assume personal responsibility to lead an active life. These activities are enhanced through participation in such sports and activities such as:

- | | | |
|-------------------|--------------|-------------|
| • Fitness Testing | • Takraw | • Badminton |
| • Weight training | • Reball | • Soccer |
| • Indoor Soccer | • Basketball | • Softball |
| • Handball | • Rugby | • Wombat |
| • Volleyball | • Body Ball | • Floorball |
| • Football | • Dodgeball | • Ringette |

Physical Education 10

The objectives of the Physical Education 10 Program are for students to acquire skills through a variety of movement activities, outdoor pursuits, games, individual activities, and alternative environment. Students will understand, experience and appreciate the health benefits that result from physical activity. Students will interact positively with others in a leadership way. Students will assume personal responsibility to lead an active way of life. These activities are enhanced through participation in such sports and activities such as:

- | | | | |
|-------------------------|-----------------|-------------|------------------------|
| • Fitness Testing | • Volleyball | • Soccer | • Softball |
| • Football | • Rugby | • Body Ball | • Squash + Racquetball |
| • Wrestling | • Yoga | • Badminton | • Ultimate Frisbee |
| • Cross Country Running | • Indoor Soccer | • Takraw | |
| | • Basketball | • Tennis | |

Physical Education 20

(Due to the demands of the course a minimum mark of 75% in Physical Education 10 plus the recommendation of the Physical Education 10 teacher are required for admission to Physical Education 20.)

The objectives of the Physical Education 20 Program are to improve the physical and mental condition of each student. The course will introduce them to a wide range of individual sports and fitness activities that they will be able to pursue during their leisure time. It should be noted that many of these activities will take place outside the school and outside of scheduled blocked time. There will also be some time in class to improve the skill level in some team sports. These objectives are enhanced through participation and instruction in such sports and activities as:

- | | | | |
|-----------------|------------------------|--------------|-------------|
| • Volleyball | • Golf | • Badminton | • Rugby |
| • Bowling | • Cross-Country Skiing | • Basketball | • Cycling |
| • Swimming | | • Softball | • Tennis |
| • Wall Climbing | • Squash + Racquetball | • Squash | • Floorball |
| • Football | | • Soccer | • Ringette |



Physical Education 30

(Due to the demands of the course a minimum mark of 75% in Physical Education 20 plus the recommendation of the Physical Education 20 teacher are required for admission to Physical Education 30.)

The objectives of the Physical Education 30 Program are to improve the physical and mental condition of each student. The course will introduce them to a wide range of individual sports and fitness activities that they will be able to pursue during their leisure time as adults. It should be noted that many of these activities will take place outside the school and outside of scheduled blocked time. There will be an emphasis on Fitness, First Aid and outdoor Pursuits. There will be one major camping/canoe trip. The Physical Education 30 program includes:

- Swimming
- Volleyball
- Hiking
- Cross-Country Skiing
- Canoeing
- Bowling
- Camping
- Badminton
- Rock Climbing
- Tennis
- Fitness
- Basketball
- Weight Training
- Leadership
- Golf
- Squash & Racquetball
- Wall Climbing
- Curling
- Ringette
- Floorball

Second Languages

The sequence of French programs reflects a proficiency level based curriculum. (Beginner 1, 2, 3, Intermediate 4, 5, 6, and Advance 7, 8 and 9)

French 9-9Y

Intended for students who have successfully completed FSL from Grade 4-8. The objectives are in 4 General Outcomes of Oral Comprehension, Reading Comprehension, Oral Communication and Written Comprehension. The Themes to be covered are: Sports and Exercise, Housing and Community.

French 10-9Y

Intended for students who have successfully completed a Junior High French Program (70% or more in Grade 9). The goals of this course are to bring learners to a mid-Intermediate level 5 proficiency.

French 20-9Y

In this course students will continue to develop their knowledge of French vocabulary, grammar and culture. The students will engage in grade level specific language activities in structured contexts that will allow them to further develop and perfect their oral and written abilities.

French 30- 9Y

Given fields of experience and the subfields within each field, and other areas of interest, students will engage in various language activities, based on the context, the communicative task and the different information and communication technologies available. Students will use their knowledge of French to understand and/or to express a message effectively in various situations for a variety of purposes.

AP Languages

We also offer students the opportunity to write the Advanced Placement Exam in Spanish, German, Italian, Japanese or Chinese. Students who are interested in an AP-level language will most likely be native speakers of that language and have a high level of proficiency in the language. In these cases, the school can only facilitate the ordering and writing of the exam.

For most language courses, the University of Alberta offers only Advanced Placement,



Second Languages

not credit. However, in the case of Japanese, if students write the exam and achieve a satisfactory grade, they may use this for 6 credits (JAPAN 201 & 202) at the University of Alberta. In the case of Chinese, students who write the exam and achieve a satisfactory grade may use this for 3 credits (CHINA 200-level) at the University of Alberta.

French Immersion

Archbishop Jordan offers the French Immersion Program from Grade 9 to Grade 12 for those students who have successfully completed Elementary up to and including Grade 8 French Immersion. For Grade 9 French Immersion students will have the following courses instructed in the French Language: Math, Science, Etudes Sociales, French Language Arts and Religion. Grade 10 to 12 students will have the following course available: French Language Arts, Math and Etudes Sociales. To receive a Bilingual Certificate, awarded at graduation by Elk Island Catholic School Division, a student must successfully complete 30 credits within the French Immersion Program including French Language Arts 30.

*As this suggests language competency, one of the courses acquired **MUST** be French Language Arts 30. Students are highly encouraged to enroll in all 45 credits offered in the French Immersion program.*



Math 10 C (French)

This course is taught in French for the benefit of French Immersion students and follows the same curriculum and resources as the Math 10 C course taught in English.

Math 20-1 (French)

This course is taught in French and will follow the same curriculum and resources as taught in English.

Math 20-2 (French)

This course is taught in French and will follow the same curriculum and resources as taught in English.

Math 30-2 (French)

This course is taught in French and will follow the same curriculum and resources as taught in English.

Math 30-1 (French)

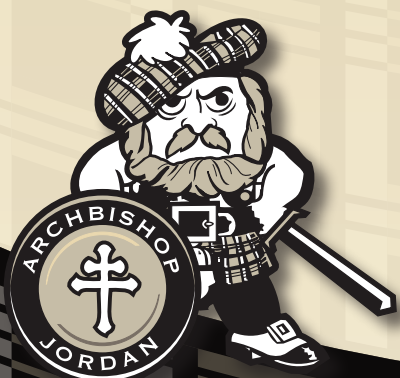
This course is taught in French and will follow the same curriculum and resources as taught in English.

Ukrainian Language Arts 9, 10, 20 & 30

Students who have been enrolled in the Ukrainian Bilingual Program have the opportunity to continue their studies of Ukrainian language in our Ukrainian Language Arts 9, 10, 20 and 30 classes. These are core subjects which meet on a daily basis and for which students may earn five credits per course. ABJ also offers Ukrainian Creative Arts 9 and Ukrainian Religion 9 classes.

Students will speak, read, write, listen, view and represent in Ukrainian to comprehend and respond personally to a variety of oral, print, visual and multimedia texts. An appreciation of cultural traditions and the contribution of Ukrainian culture to life in Canada and internationally will also be enhanced. Students successfully completing the courses are well-prepared to use their language skills in social or business encounters with Ukrainians in Canada and abroad.

In order to graduate from the Ukrainian Bilingual Program, students need to complete Ukrainian 30 at Archbishop Jordan.



Second Languages

French Language Arts 10-1, 20-1, 30-1

In these courses, we practice the four main components of the curriculum: reading, writing, listening and speaking. To achieve these outcomes, the students will study novels and films that are taken from a suggested list from the government. Each course is worth 5 credits and the students need to take FLS 30 to be able to qualify to have a bilingual diploma.

Études Sociales 10-1, 20-1, 30-1, 30-2

All these courses are offered in French and the students have exactly the same curriculum as their peers in English. As a matter of fact, the diploma exams are exactly the same.



Career & Technology Studies (CTS)

Cosmetology Studies 10, 20 & 30

Cosmetology is the art and science of beautifying and improving the skin, nails, hair and the study of cosmetics and their application. The topics covered are designed to assist both male and female students with their personal and self-improvement needs. This course provides a hands-on approach that introduces the concepts and applications in areas such as: hairstyling, personal grooming, hair and scalp care, hair coloring, hair-cutting as well as manicuring and skin care. Cosmetology can be taken for enjoyment, or to develop specific skills to work towards a specific career pathway.

Introductory Cosmetology 10

(3 - 5 credits) Prerequisite: None

Cosmetology 10 is a general interest course that encourages you to explore a foundation of related knowledge within the field of Cosmetology. Students will focus on personal and professional beauty, with a focus on their own personal image. The course will include basic techniques in: blow-drying, shampooing, braiding, curling, skin care, and manicuring. This course allows for students to develop confidence, improve self-image, build self-esteem and enhance social interactions, which will be useful for any future career plans.

Intermediate Cosmetology 20

Prerequisite Cosmetology 10

(5 or 7 credits)

This level focuses on developing competence in all aspects of Cosmetology with a focus on hairstyling, long hair design, cutting, coloring, and foiling. Each course will emphasize technical skills to provide a foundation for practical application. Students will examine career awareness and job opportunities available in the Cosmetology industry. Students will also perform service involving hair and scalp care, cutting and coloring.

Career & Technology Studies (CTS)

Advanced Cosmetology 30

(5 or 10 credits)

Advanced Credits: If students complete 1400 hours or 50 credits of Cosmetology training, students will be eligible to apply for an apprenticeship position in a salon. With the additional 1400 hours apprenticeship training, student will then be able to attempt the Provincial and Interprovincial Examinations for Apprenticeship and Journeyman Trade Certification.

The advanced level of Cosmetology exposes students to customer service in a professional salon atmosphere. Students will perform client services in both hair and esthetics for members of our community. Students will master advanced techniques involving coloring, cutting, as well as variety of esthetics services. Students within this program will become better prepared for their futures in the working world; as well as provide opportunities to explore the exiting field of Cosmetology.

Leadership 9

Leadership 9 is a course that is designed to introduce students to the building blocks of leadership. It is a course that is designed to not only include 21st Century skills, but to engage and inspire students to be the best versions of themselves that they can be. This includes learning about the following topics:

- Attitude
- Gratitude
- Resiliency
- Empathy
- Courage
- Compassion
- Perverserance

Leadership 15/25/35

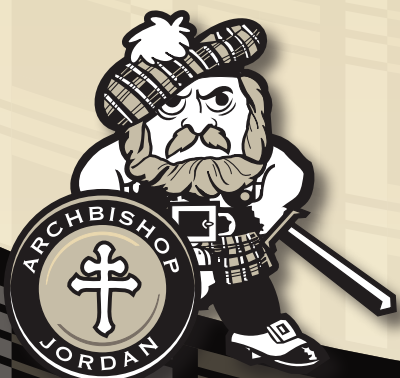
Prerequisite: None, but strongly suggest you have taken Leadership 9 to fully understand and appreciate content. Students who have not completed Leadership 15 prior to taking high levels will be dealt in case by base basis.

Leadership 15/25/35 is a series of courses that engages practical experiences in learning how to gain leadership by engaging community, school, and international experiences. This course allows students to fully develop their character and empowering each other. Leadership allows for personal developments as well as preparation for professional and career development. Collaboration and communication with the school community as well as other student groups are at this course. Topics that are covered in Leadership 15/25/35 are:

- Information Literacy
- Media Literacy
- ICT Literacy
- Flexibility & Adaptability
- Initiative & Self Direction
- Social & Cross-cultural Interaction
- Compassion
- Perserverance
- Productivity & Accountability
- Leadership & Responsibility
- Social Justice.

Foods 9

Is the introductory hands on CTF Foods 9 course - this is a shared semester course with Fashions 9, but sets the groundwork for young adults learning the basics in the kitchen. The course is focused on building technique and a greater understanding of the kitchen. It ensures that students will be able to impress in the kitchen and want to cook more!



Foods 10

Foods Studies 10 is a course made up of a variety of 1 credit courses. The primary course is Foods basics, which is the prerequisite for all other Foods related courses. Foods 10 take on the primary view of Foods Science and Food History through engaging and dynamic hands on recipes. Foods students learn the importance of safety, sanitation, but also the importance of food presentation.

Students will cover:

- Food Basics/Food Safety and Sanitation*
- Milk and Egg Products
- Contemporary Baking.
- International Cuisine 1

**Foods Basics is the main prerequisite for ALL other Foods courses*

Foods 20

Foods 20 is a course that further develops the home cooking experience. It focuses on furthering the skills in the kitchen and the palate. Foods students get to learn more about diets, the body in relation to food, as well as experiencing new and innovative recipes and skills. This class is made up of 1 credit courses, which Foods basics is the main prerequisite for. Students engage in technological advance in the home kitchen through Molecular Gastronomy as well as classical recipes dating back to 3000 BC. Students get to experience:

- Vegetarian Cuisine
- Cake and Pastry
- Meat Basics
- Food Innovation and Evolution.

**Students in Foods 20 will need to have completed Food Basics in class or via challenge.*

Foods 30

Due to the demands of this course a mark of 70% in each module covered in Foods 20 and the teacher's recommendation are required for admission. Foods 30 is a continuation of the cooking techniques established in Foods 20. Modules covered include:

- Food Processing (Fall Term only)
- Food Presentation
- Advanced Soups and Sauces.
- Creative Baking
- Advanced Meat Cookery
- Regional Cuisine



Career & Technology Studies (CTS)

Commercial Foods 10, 11 & 12

Students at ABJ taking Commercial foods will be taught the skills and body of knowledge applicable to careers in the Food and Hospitality industry. Students will acquire 5 credits each semester, one for each course completed. The students will work most intensely on hand on food preparation in a very modern, well equipped commercial kitchen and learn preparation and service skills relevant to the culinary trade. Final marks will be awarded in each course at the end of the semester with Midterm marks given as an ongoing average throughout the semester.

Grade 10

Prerequisite: None

The course selection for Grade 10 is as follows:

(Please note successful completion of Foods Basics 1010 and The Tourism Sector are prerequisites for subsequent courses at this level)

1) Food Basics 1010 (FOD1010) - Prerequisite: None

Students learn safe and sanitary food handling procedures, equipment care, comprehension of recipes and the importance of efficient work habits.

2) Contemporary Baking 1020 (FOD1020) - Prerequisite FOD1010

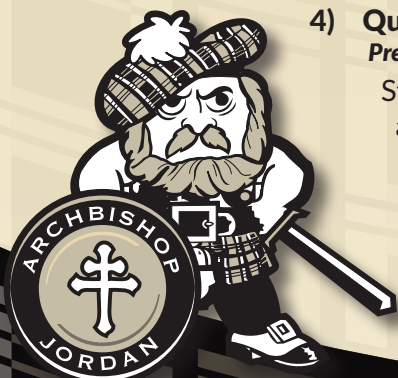
Students develop and demonstrate an understanding of traditional and contemporary baking focusing on basic measuring techniques, preparation methods, the role of ingredients and the proper use of equipment for baked goods.

3) The Tourism Sector 1010 (TOU1010) - Prerequisite: None

Students analyze the organizational structure of the tourism industry at local, provincial, national and global levels. Students will perform introductory investigations of employment opportunities in tourism.

4) Quality Guest Service (TOU1030) - Prerequisite TOU1010

Students demonstrate the knowledge, skills and attitudes of quality guest service, including hospitality, effective communication and workplace safety.



5) The Food & Beverage Industry 1040 (TOU1040) -

Prerequisite TOU1010

Students evaluate food and beverage service establishments, explain basic food and beverage handling principles, demonstrate satisfactory food and beverage service skills and adapt service standards to meet the needs of guests.

Grade 11

Prerequisite: Food Basics 1010 (FOD1010) and Tourism Sector 1010 (TOU1010)

The course selection for Grade 11 is as follows:

1) Food and Beverage Service 2040 (FOD2040) -

Prerequisite FOD1010 or TOU1010

Students demonstrate the knowledge and skills of serving food for a food function that they have planned in order to meet the needs of a client.

2) Soups and Sauces 2070 (FOD2070) - Prerequisite FOD1010

Students combine stocks with various thickening agents to produce hearty soups and sauces.

3) Creative Cold Foods 2090 (FOD2090) - Prerequisite FOD1010

Students learn to combine nutrition and creativity in the preparation of salads and sandwiches.

4) Bread Products 2050 (FOD2050) - Prerequisite FOD1010

Students describe the role of ingredients and use specialized skills in working with bread products.

5) Food Venture 2160 (FOD2160) - Prerequisite FOD1010

Students develop entrepreneurial skills through the planning and creation of a food venture.



Fashion
Studies 10



Fashion
Studies 20



Fashion
Studies 30

Fabrication &
Construction 10



Fabrication &
Construction 20



Fabrication &
Construction 30

Grade 12

Prerequisite: Food Basics 1010 (FOD1010) and Tourism Sector 1010 (TOU1010)

The course selection for Grade 11 is as follows:

1) Food and Beverage Functions 3010 (TOU3020) -

Prerequisite FOD1010 or TOU1010

Students develop an understanding of the knowledge and skills required to plan and execute a food function that meets the needs of a client.

2) Food and Beverage Manager 3020 (TOU3020) -

Prerequisite TOU1040 or TOU2040

Students develop the attitudes, skills and knowledge of leadership, such as positive attitude, “professional” or “appropriate” appearance, organization skills and effective communication.

3) Short Order Cooking 3070 (FOD3070) - Prerequisite FOD1010

Students develop knowledge and skills in the principles and preparation underlying short-order cookery.

4) Food Entrepreneur 3130 (FOD3130) - Prerequisite FOD1010

Students plan, test and market a food product or products.

5) Food Safety 3090 (FOD3090) - Prerequisite: None

Students develop knowledge, skills and attitudes in the practice of food safety and sanitation as it pertains to the *Food Regulation* (Alberta Regulation 31/2006) of the *Public Health Act*.

Foods and Fashion 9

This is a half-semester course that will switch to or from Fashion and Foods. In foods class, students will create a variety of products from food groups and put into practice the use of equipment and cooking techniques. Healthy

eating and meal planning for the family, as well as the teenager, will be studied. The focus of foods class is to provide practical and basic experience in the home kitchen and cooking environment.

Creative Textile Arts 9

Textile art as a subject offers the opportunity to explore colour and textures through the creation of artistic projects. This course is for the student who is interested in exploring these various textile techniques and applying basic skills. Students will be challenged to create a variety of projects and develop their own art portfolio.

Interior Design 9

This course is for the student who is interested in the creative elements of design and home interiors. Students will explore and evaluate house alternatives and floor plans. Areas of study will include furniture, lighting, use of colour, and design presentation. Students will learn different furniture styles and the idea of form versus function and discover the idea of designing using the rule of thirds. Projects can be based upon personal design challenges such as decorating your bedroom or planning for your future home.

Fashion 9

In Fashions class, students learn how to safely use sewing and pressing equipment and apply these skills during project assembly. Fashions is a practical program that provides knowledge with hands-on experience. Students will select from a variety of sewing projects and create their own personal accessory or garment.

Career & Technology Studies (CTS)

Fashion Studies 10

If you are someone who likes to wear your creativity, then Fashion Studies is a perfect fit for you. The goal of Fashions studies is to provide the knowledge and skills to work with fabrics in creating personal sewing projects. Students will be able to identify, understand and use the types of equipment, tools and materials required to complete a project.

Modules include:

- FAS 1030 - Sewing Fundamentals
- FAS 1000 - Fashion Illustration 1
- FAS 1050 - Redesign, Recycle & Restore
- FAS 1060 - Creating Accessories 1
- FAS 1130 - Construction Fundamentals 1

Fashion Studies 20

Prerequisite: Fashion Studies 10

Students who have not completed Fashions 10 will need to complete the prerequisite module FAS 1030

Continue developing your construction expertise by working on a variety of creative and challenging projects. Students will learn intermediate construction techniques and knowledge of fabrics and patterns to complete a garment or home accessory. Students discover the world of fashion illustration and learn to sketch a croquis, incorporate simple gestures and apply these skills to create fashion illustrations.

Modules include:

- FAS 1000 - Fashion Illustration
- FAS 2080 - Active Wear
- FAS 2090 - Specialty Fabrics 1
- FAS 2110 - Creating Home Décor
- FAS 2120 - Surface Embellishment
- FAS 2130 - Construction Fundamentals 2
- FAS 2180 - Creative Costuming

Fashion Studies 30

Prerequisite: Fashion Studies 20

Whether you consider fashion to be a personal reflection, or a reflection of the times, you'll enjoy learning advanced skills in design and textile fabrication. Students will further their understanding of fashion design and develop their own personal style.

Modules include:

- FAS 2050 - Flat Pattern 1
- FAS 3060 - Couture
- FAS 3070 - Creators of Fashions
- FAS 3080 - Cultural Fashions
- FAS 3090 - Specialty Fabrics 2
- FAS 3130 - Construction Fundamentals 3

Fabrication & Construction 9

This hands-on class is for students who have a general interest in building and making things. We hope to build a sound foundation of safety philosophies that you will carry with you for the rest of your life.

- Welding
- Wood Projects
- Metals Machining

Fabrication & Construction 10

Are you a hands-on person? You may want to consider Fabrication and Construction to learn the basics of power tools and assembly techniques. The ABJ Shop is safe place for you to become familiar with some of today's latest technologies. We explore different Trade Career Paths but also leave room for the future hobbyist.

Fabrication & Construction 20

Prerequisite: 50% in Fabrication & Construction 10 or consent from the instructor

This is an intermediate level course. Students will build upon the fundamentals learned in the previous course.

Fabrication & Construction 30

Prerequisite: 50% in *Fabrication & Construction 20* or consent from the instructor

This is an advanced level course. Students will build upon the fundamentals learned in the previous course.

Digital Photography 10

Students will learn the fundamentals of digital image composition using a digital SLR camera. They will also use different Adobe products to maneuver and manipulate photos. Students should have an interest in being creative and a desire to explore technology.

Digital Photography 20 & 30

Prerequisite *Digital Photography 10*

Students will focus on studio lighting photography as well as photojournalism. As your experience with photography fundamentals grows so does your access to bigger and better equipment. Students will have the opportunity to play a key role around the school with yearbook, student handbook, school website, digital signage and ABJ TV.

Design Studies (CTS)

DES 1020, DES 1030 and DES 2035

Students develop an understanding of design problems through research and select, generate and evaluate possible solutions. Students will develop skills and techniques for 2-D design by using tools, materials and processes common to 2-D design to complete a variety of project activities. Students will develop a working understanding of Photoshop. Students will become familiar and comfortable with the Photoshop environment while efficiently being able to modify images and graphics for both web and print.

Technical Broadcasting 10, 20 & 30

Students will work behind the scenes of a live broadcast. Topics explored will include: camera angles, lighting techniques, sound quality and live camera switching. An aptitude for troubleshooting and technology would be useful.

Performance Broadcasting 10

Students will get a chance to shine in front of the cameras during broadcasts of ABJ TV. Performance Broadcasting 10 involves working collaboratively to write, produce and deliver television broadcasts. Students who enroll in this course will be responsible for writing scripts for our daily news broadcasts, as well as planning and writing side stories. Communication, collaboration, performance and writing skills will be developed and strengthened as the course progresses. This course is recommended for students with a passion for writing, the performing arts, and TV/radio broadcasting.

Broadcasting 20 & 30

Prerequisite *either Technical or Performance Broadcasting 10*

Students will take on more of leadership role in the intermediate and advanced levels. Whether behind the camera or in front of the camera, students will be asked to explore more in-depth topics as well as mentor the introductory students. Using your expertise on side stories will also be a key component.



Career & Technology Studies (CTS)

Athletic Performance 9

Prerequisite: None

This course emphasizes regular participation in a variety of enjoyable activities that promote lifelong healthy active living. Students will learn movement skills and principles, ways to improve personal fitness and physical competence, and safety and injury prevention. They will investigate issues related to the use and abuse of alcohol, tobacco, and other drugs, and will participate in activities designed to develop goal setting, communication and social skills.

Athletic Performance 10

Prerequisite: None

This course is intended to provide student learning opportunities for the physically active students at Archbishop Jordan High School. Students will explore the importance of leading a healthy lifestyle, reaching specific goals, and fitness training principles as these skills will ultimately be the most important components of a student's experience and once that will help shape them into productive and caring individuals.

Athletic Performance 20/30

Prerequisite: Athletic Performance 10/20

This course is intended to provide learning opportunities for the physically active students at Archbishop Jordan High School. The student learning outcomes of this course complement the physical and tactical aspects of particular sports and fitness. The importance of fitness training, leadership

in sport, understanding human movement, training and conditioning, fitness leadership principles and a focus of leadership area.



Personal Fitness 10 (5 Credits)

Prerequisite: None

This introductory co-ed course is designed to safely introduce and teach students about the numerous health benefits that basic athletic exercises, breathing techniques and relaxation methods can provide. With an epidemic of injuries, imbalances and repetitive stresses due to lifestyle and overuse, this personal fitness course will provide students with opportunities to develop a holistic understanding of wellness that promotes acquiring the skills and discipline needed to be healthy and active for their entire lives. Specifically students will explore various aspects of mind and body designations such as Pilates, mindfulness, and injury management.

Personal Fitness 20 (5 Credits)

Prerequisite: Personal Fitness 10

This advanced co-ed course gives students the opportunity to progress their physical literacy by exploring a structured series of stretching, sculpting, and stability techniques that will improve flexibility/range of motion, balance, coordination, agility and build power/strength. Students will be encouraged to physically and psychologically challenge themselves as they begin to acquire an increased self-awareness that allows them to identify the precursors of stress and how stress release can assist in making responsible personal choices and decisions. Specifically students will explore various aspects of mind and body designations such as yin yoga and myofascia stretch that permit students to achieve a balanced active and mindful lifestyle.



Personal Fitness 30 (5 Credits)

Prerequisite: Personal Fitness 20

This advanced co-ed course gives students the opportunity to gain an appreciation for developing strategies to achieve and maintain health and wellness through physical, emotional, social, intellectual and moral development. Students will also learn basic skills and developmental principles for teaching recreation activities and foundational movement concepts. Specifically students will examine and explore adolescent development in the context of life-span development.

Fitness Theory 10 (5 Credits)

Prerequisite: 65% in Physical Education 9

This introductory co-ed course gives students interested in pursuing fitness and health as a career, the opportunity to learn and experience the role of a fitness leader. CTS topics covered will include exercise theory such as nutrition, anatomy, physiology and biomechanics.

AFLCA Certified Fitness Theory 20 (5 Credits)

(Recommended Prerequisite: Fitness Theory 10)

This advanced co-ed course gives students interested in pursuing fitness and health as a career, the opportunity to become a professional fitness leader. Students will have the opportunity to obtain AFLCA certification upon completion. CTS topics will include exercise theory such as anatomy, physiology, biomechanics, training and conditioning, and leadership basics, as well as specialized practical areas such as group exercise, resistance training, and personal training.

Outdoor Education

Outdoor Education 9, 10, 20 and 30 are module based courses in Career and Technology Studies, that will inspire students to create a personal connection with the wilderness, that will provide education to ensure students will have the opportunity to understand and appreciate the importance of the natural world and give students the power to take action in preserving and conserving our wild places.

Outdoor Education 9

Prerequisites: None

Students will grow as individuals and as responsible citizens in order to respect and manage our natural resources both from a rural and urban perspective. Students will demonstrate an appreciation of living things and gain an understanding of basic ecological processes through a wide range of environmentally responsible outdoor activities on day field trips.

Outdoor Education 10 (5 credits)

Prerequisites: None

Through hands on activities students will learn how their own lives are linked to wildlife and wild areas through topics such as Survival Skills, Outdoor Experiences, Wildlife, Bears, Stewardship and Tourism.

Outdoor Education 20 (5 credits)

Prerequisites: Outdoor Education 10

Through problem based learning, students will be challenged to critically evaluate current issues of sustainability, resource management, and conservation in Alberta. Students will explore different concepts of recreation, adventure, ecotourism, environmental standards, and wildlife interaction through topics such as: Wolves, Birds of Prey, Wildlife Management, and Outdoor Skills Cooking and Outdoor Excursions (Rock Climbing and Kayaking).



Career & Technology Studies (CTS)

Outdoor Education 30

(5 credits)

Prerequisite: Outdoor Education 20

Students will have fun and be inspired to want to learn more about Alberta wilderness and to “get out there” to make their own personal connections with Alberta’s wild areas through topics such as: Avalanche Awareness, Wildlife Interactions, Marine Conservation, Outdoor Leadership, Outdoor Guiding and Outdoor Excursions (Downhill Skiing/Snowboarding).

General Psychology 20

The objective is to develop within the student, the skills and understandings that make it possible for more effective living in our complex environment. The student’s attention will focus on the scientific approach to understanding human behavior so that he or she may appreciate more fully the reasons the underlie one’s own acts and those of one’s fellows.

Creative Writing 15

This course provides students with the opportunity to explore genres, interests, passions and career possibilities in writing and publishing. Students will have the opportunity to create original texts and follow editing, publishing and marketing processes using current approaches and technologies. Students will learn through liaising

with professional writing organizations, submitting to established publications and creating their own publications.

Introduction to Robotics 9

(3 credits)

Prerequisite: None

Recommended Skills: Strong mathematics and logic skills, a willingness to learn independently and to engage with challenges

Welcome to the world of robotics and coring. This course will cover the basics of robotics including usage of different sensors and fundamentals of programming. Using robotics control language, students will create programs that will accomplish a series of tasks with a focus on independent problem solving. Students will code the Vex IQ robot system and use RobotC throughout the semester to prepare them for Robotics 10.

Pre-Competitive Robotics 10

(3 credits)

Prerequisite: None

Recommended Skills: A goal to be in Math 20-1 or 20-2. Students likely to be in Math 20-3 are not recommended.

In Robotics 10, students will begin to develop a more sophisticated robot that functions in an autonomous nature. Using an array of sensors and a bunch of creativity, students will hone their programming and thinking skills to continue to solve increasingly difficult challenges. The goal in Pre-Competitive Robotics 10 is to ensure students are ready for the engineering challenges is Competitive Robotics 20, which will include programming a competition-ready robot to compete in the Vex Robotic Competition.

Competitive Robotics 20

(3 credits)

Prerequisite: Pre-Competitive Robotics 10

Recommended Skills: Math 20-1 or Math 20-2. Commonly students in math 20-3 struggle with the course requirements.

In Competitive Robotics 20, students will use the state of the art Vex V5 (<https://vexrobotics.com/vexedr>) system to learn programming in Vex C++. Students will complete a number of required tasks to demonstrate their understanding of the V5 architecture and efficient robotic assembly techniques. From here, students will assemble teams to design, build and program a robot that will compete in the current season’s Vex Robotics Competition game. Students will have the option of competing in a number of official Vex tournaments to test their design, building, and programming skills.

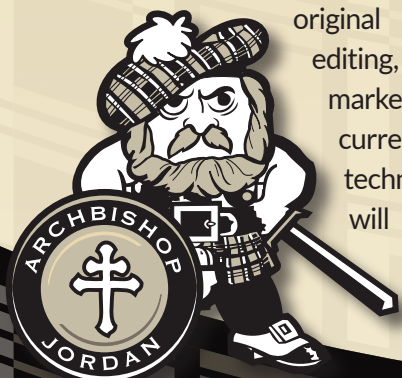
Competitive Robotics 30

(3 credits)

Prerequisite: Competitive Robotics 20

Recommended Skills: Math 30-1 or Math 30-2. Commonly students in math 30-3 struggle with the course requirements.

In Competitive Robotics 30, students will continue using the Vex V5 system and continue to design, build and program increasingly complex robots that will compete in the Vex VRC game for the current year. Students will take the knowledge and skills gained in Competitive Robotics 20 to create teams that will compete in local and regional Vex tournaments to represent ABJ Robotics. Students are responsible for all aspects of preparing competition-ready robots, including



documentation, multiple autonomous routines, and robotic systems with multiple sub-systems.

Video Game Design 10 (3 credits)

Welcome to the world of Video Game Design. Whether it's on a PC or a console, nobody can deny the popularity of gaming. At the introductory level, students will become familiar with the basics of game design, game development, and programming constructs in order to create self-directed virtual environments and games of their choice. To facilitate the student's experience, Scratch, GameMaker, and Python will be used as learning tools. This introductory course is intended for any student who had the passion for learning about gaming to create a holistic experience of awesomeness. Students who take this course should be proficient in mathematics - Math 10 C or Math AP is recommended.

Video Game Design 20 (3 credits)

Prerequisite: Video Game Design 10

The gaming industry offers a wide range of jobs and makes more money per year than even the film industry. To this end, we have created a new pathway that allows students an opportunity to learn the skills required to succeed in this particular field. Video Game Design 20 is the second installment of Archbishop Jordan's newest CTS pathway, which builds upon the knowledge gained in Video Game Design 10. The primary focus of this class will be on the creation of assets, as well as,

the creation and use of interactive environments.

Students will work with the game engines UDK and Cry 3 in order to explore environment creation and Kismet programming. Blender will also be used for 3D modelling to fill those environments with their own creative assets. While not a key components of the course, students will also have the opportunity to further their knowledge of programming with Python, if it is something they truly wish to do. With support from the University of Alberta and one of the world's most prominent gaming companies, this course will, not only be an excellent beginning to an exciting career, but also a great deal of fun.

Note: Students who took Robotics 10 and wish to try this class, will have to take 1 credit in CTS Computer Sciences.

Video Game Design 30 (3 credits)

Prerequisite: Video Game Design 10

Video Game Design 30 is the culmination of all skills acquired during VGD 10 and 20. After story boarding their initial concept, students will use a variety of game engines to create a new video game. CryEngine, UDK, Mugen, Game Maker, and Unity will help students create assets, levels, and kismet - oriented actions. So, if you have the desire to work hard and visually express your ideas - this class is for you.



Fine Arts

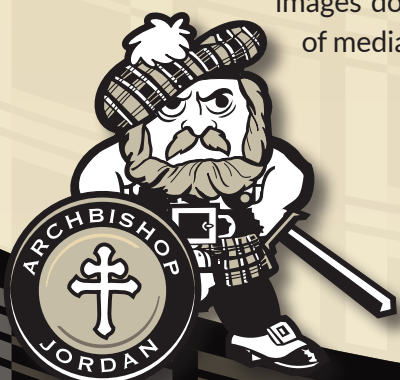
Art

Archbishop Jordan Arts is an active program that motivates students to grow to their full artistic ability. Students are able to work with a variety of materials and disciplines such as drawing, painting, sculpture, printmaking, mixed media, and photography. Additionally, students have the option to design and paint murals to be permanently hung in the school.

Students considering careers in the following fields require an Art Portfolio for admission to post-secondary institutions: Fine Arts, Graphic Design, Industrial Design, Architecture, Theatre/Set Design, Film Making and many more specialized programs. An art portfolio can be achieved by taking Art 10, 20 and 30.

Art 9

Art 9 is a beginning course in Art. Students will be introduced to foundation level skills. All students will review or be introduced to the Elements and Principals of Design, Historical and Contemporary Developments in Art, and Reasoned Criticism of Artistic Work. Personal growth will be encouraged through the development of individual portfolio images done through a variety of media.



Art 10 (3 credits)

Prerequisite: None

This is an introductory studio class intended to give students a comprehensive understanding of the Principles and Elements of Art and Design. Students are exposed to a variety of art techniques and materials. Opportunities are provided for students to gain experience drawing, painting, sculpture, printmaking and design.

Art 20 (3 or 5 credits)

Prerequisite: 50% in Art 10

Art 20 is an intermediate level studio course that builds on the techniques and knowledge learned in Art 10. Experimentation with various media and

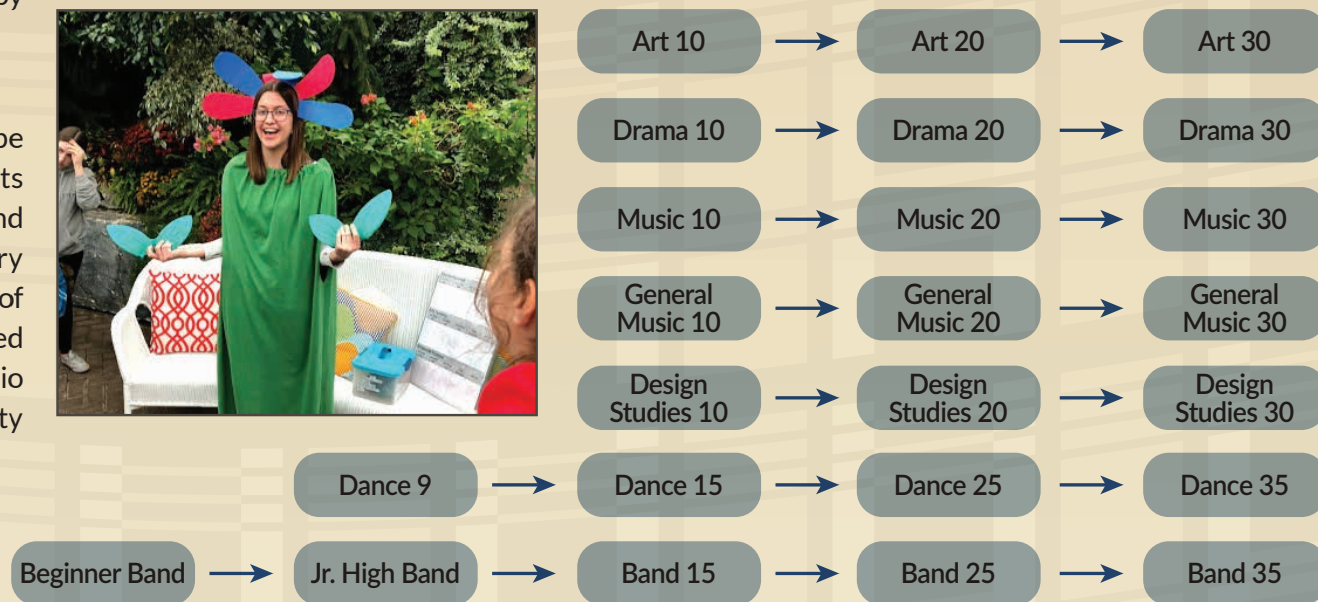


materials is emphasized. Students will need to plan for their art work, as well as research art history. Art 20 students will pursue teacher directed projects intended to encourage them to produce artwork of personal meaning and expression.

Art 30 (5 credits)

Prerequisite: 50% in Art 20

Art 30 is an advanced studio course that builds on the knowledge and techniques developed in Art 20. Students in this course are expected to work at an independent level on both student-directed and teacher-directed problems. Research is an important part of this course, as students develop a body of work that expresses a personal theme.



Dance 9, 15, 25/35

Dance will be offered to all students who aspire to build a solid foundation of many dance disciplines. The dance curriculum includes a variety of genres of ballet, jazz, modern, contemporary and world dance to develop an artist that is multidimensional in technique and study. This program will go further into the technique, history and theory than training at a dance studio and will create unique opportunities for beginner and experienced dancers. Students will explore dance through choreography both directed and self-directed, technique, workshops, guest artists, choreographers, performances and showcases. Students will be supported in an inclusive environment surrounded by artists that are passionate about dance culture and the arts. Through the increasing levels of the dance curriculum, students will broaden their technique, knowledge and performance opportunities.

Drama 9

Drama 9 introduces students to the art of acting and performance. Students are engaged in a fun, active, practical course that allows the opportunity to delve into a variety of theatre based activities including theatre games, movement projects, and group acting projects. Drama 9 focuses on building the theatre student's confidence while encouraging growth and skill development in the

new actor. The Drama 9 classroom is a supportive, collaborative environment where all are welcomed and encouraged to strive for excellence in theatre.

Drama 10

The course is intended as an entry level theatre class in which students receive an opportunity to explore interests in acting. No experience is required and emphasis is placed on developing the student's comfort level and confidence on stage. Areas of focus include movement, character development, actor discipline and control, improvisational theatre and scene study.

Drama 20

Prerequisite: 70% in Drama 10. Drama 10 instructor's recommendation is advised.

This course builds on skills and concepts learned in Drama 10 by placing emphasis on character development and commitment to role, voice control and extension of character movement. Student actors will be expected to develop advanced vocal and movement skills, to be used in the major project for this course - preparation of a theatrical piece for public performance. Due to the increased level of skill, commitment and discipline required for success in Drama 20, the recommendation of the Drama 10 teacher is advised.

Drama 30

Due to the demands of this course a minimum mark of 75% in Drama 20 plus a recommendation of the Drama 20 teacher are required for admission.

Drama 30 is the third and culminating course in the high school drama series. It provides students with the opportunity to polish acting skills and techniques, as well as explore new areas such as directing and stage management. The major focus of the Drama 30 course is the preparation and performance of one of the two full productions included in the Archbishop Jordan Theatre season. Drama 30 is a highly intensified course that places high demands on the student actor.



Fine Arts

Technical Theatre 15, 25, 35

The Technical Theatre series of courses prepare students in the backstage 'elements' of theatre design and the technical arts of drama. Students may be involved in a variety of 'behind the scenes' fields including set and costume design/construction, lighting and sound implementation, props management, stage make-up design and application, special effects, graphic design and marketing. Technical Theatre students serve as the production staff for the ABJ Theatre main stage series productions which are staged at Festival Place. Technical Theatre is scheduled outside the normal school day and regular classes are held on Tuesday and Thursday from 3:30-5:30 pm or Monday from 3:30-6:00 pm each week. Calendars are available at www.abjfnearts.com. Be advised that the hours required will increase in the 2 weeks prior to the performance as we make final preparations for the show. Work sessions are held daily after school in the 2 weeks prior to the performance and evening/weekend sessions will be extended as is required by the specific production.

Musical Theatre 9

Musical Theatre 9 is an entry level course which allows students to explore the three integrated elements of musical theatre: dancing, singing and acting. Students will work together on projects and in-class

performances to build their skills and confidence in the art of musical theatre, and to help prepare them to be a part of full-scale musical theatre productions in later grades.

Musical Theatre 15, 25, 35

Musical Theatre is a performance based course that prepares students in the integrated areas of acting, singing and dance. This course is intended for students who wish to make a serious commitment to performance. It is expected that competencies in acting, singing and dance will be developed through project work and/or performance. The course will foster an appreciation for Musical Theatre as an art form and students are expected to develop a professional attitude towards performance, preparing themselves for possible entrance into postsecondary and life-long theatre experiences. Due to the level of skill, commitment and discipline required for success in Musical Theatre 15, Drama 10 or General Music/Choral Music 10 is required as a prerequisite/co-requisite for entrance and the recommendation of the Drama or Choir teacher is advised.

Be advised that Musical Theatre will be scheduled during first semester and will be extended beyond the conclusion of the semester. As the semester concludes, Musical Theatre students are required

to begin attending after school rehearsals that will lead to a performance in later February/early March.

ABJ Concert Band (Instrumental Music 10-20-30)

The ABJ Concert Band is designed to help students to develop musical competencies and to strive for excellence in a performance-oriented environment. Students will study and perform a variety of music from different genres and composers to improve both as individual players and members of an ensemble. Band students are expected to participate in seasonal concerts and local performances. Opportunities to participate in band camps, workshops, festivals and a spring trip (ie. Vancouver, New York City, Sun Peaks, Whistler, Banff) will also be provided. Concert Band is offered as an off-schedule course for a full year for 5 credits with group rehearsals on Monday, Tuesday and Thursday mornings from 7:00-8:15 am. As the ABJ Concert Band is designed as a sequential and developmental approach to music instruction with each level growing from those experiences previously presented students wishing to enroll in Band 15 will need to be in grades 10-12 and have completed either Jr. High band courses or the ABJ Beginner Band course. Band 10 and 20 will





serve as prerequisites for 20 and 30 respectively. Instrumental Music 30 is a university accredited course and can be used when applying to university programs. This is an exciting way to gain credits in an academic course and make lasting connections with peers.

ABJ Junior Band and Beginner Band (Instrumental Music 9)

Grade 9 students with previous band experience will be placed in the ABJ Jr. Band which will be offered as a full year, on schedule course. The Jr. Band classes will focus on instrument technique and skill building so students are fully prepared to enter the ABJ Concert Band starting in grade 10. Students in the Jr. Band will perform in concerts and festivals, take part in workshops and have the opportunity to attend the annual spring music trip. (ie: Vancouver, New York City, Sun Peaks, Whistler, Banff.) Both ABJ Jr. Band and Concert Band will perform at the same concerts and there will be many opportunities for collaboration between the two programs.

The Beginner band program is designed to help students learn to play an instrument and develop the competencies required to participate fully in the ABJ Concert Band program. The program is sequential and developmental in its approach to instruction. Students will learn and develop breathing techniques, posture, embouchure, tone production, musical literacy and rhythmic ability. Students are expected to work both individually

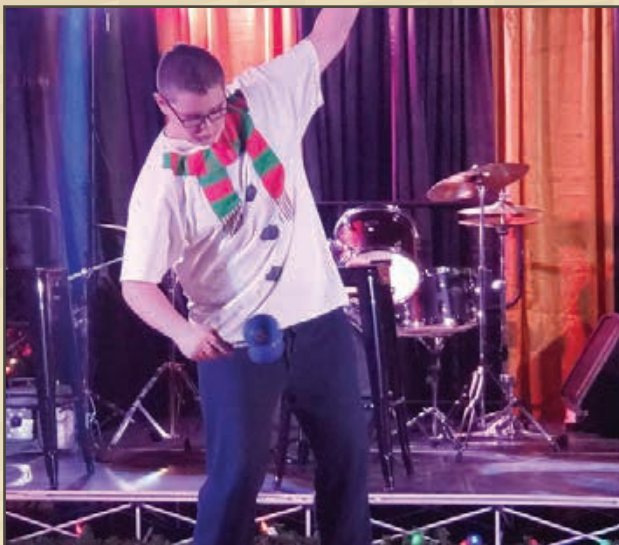
and in small groups to advance their skills to a level that is required for entrance into the Sr. High band program.

ABJ Concert Band

ABJ Mixed Choir (Choral Music 10-20-30), ABJ Ensemble (Choir 15-25-35) and ABJ Jazz Choir (vocal Jazz 15-25-35)

ABJ Choirs are made up of both non-auditioned and auditioned groups. Mixed and Girls' choirs are non-auditioned and open to singers grades 9-12 with any level of experience. If you have never sung before, this is the place to learn! Ensemble and Jazz are auditioned groups with extra rehearsal time and are taught challenging repertoire for performances.

ABJ Choir students will earn credits in Choral Music 9, 10, 20, 30. Students will be introduced to a variety of musical styles and periods. Vocal tone, music reading and ear training are developed through the performance of the repertoire. The Choral music option is offered for a full year for 5 credits. Rehearsals are every Wednesday from 3:30-6:00pm for Mixed, Girls and Ensemble and Mondays from 3:30-5:00 pm for Jazz. Each member must also attend one 30 minute lunch hour sectional each week. The choir competes at festivals, performs various concerts throughout the year and travels annually (ie: Vancouver, New York City, Sun Peaks, Whistler, Banff).



Off Campus Programs *Prerequisite: HCS 3000*

Green Certificate Program

The Green Certificate Program (www.agriculture.alberta/grencertificate) is an industry-driven training program available to both students and adults. It provides trainees with opportunities to enter a variety of agriculture-related, structured learning pathways as a part of their senior high school program and to earn a credential leading to a career in agribusiness. Students who complete the program also receive 16 credits towards their high school diploma. Its apprenticeship style of delivery ensures that participants learn through actively performing the skills required. This means going out into the barn, or field or corrals and getting dirty. It means having a trainer who is knowledgeable and vested in the trainee's success (Alberta Education, Alberta Green Certificate Program).

Work Experience

HCS 3000

The Work Experience Program provides with an opportunity students to earn up to 15 credits rewards their diploma (10 of which may be at the 30 level) while gaining valuable experience in the world of work. Students work with cooperating community employers in their desired fields of business, industry, social services and other professions. The program provides direction for career choices, makes effective use of community as a realistic learning resource and helps make students more employable through increased entry level job skills. By enabling students to explore career opportunities at their source, both the students' academic studies and their career choice become more meaningful. The Work Experience mark can be used for consideration for the Alex Rutherford Scholarship as well as entrance into Concordia University.

The Registered Apprenticeship Program (RAP) *HCS 3010*

The registered apprenticeship program is a modified apprenticeship program that permits a high school student to become an apprentice while attending high school. A RAP apprentice accumulates hours of on the job training as credit toward his or her apprenticeship and 40 credits toward a high school diploma or a certificate of achievement.

A RAP apprentice must be paid at least the minimum wage (usually more) and Alberta Education is responsible for workers' compensation coverage for RAP apprentices. Students can accumulate their first 1000 hours toward their first year apprenticeship program at NAIT or SAIT.

The employer, the student and the school determine the hours of work. Some options might be:

Working as a RAP apprentice for one semester; going to school the other.

Working as a RAP apprentice for half a day; attending school for a half day.

Working as a RAP apprentice during the summer months, holidays and weekends; attending school during the regular school term.

Working as a RAP apprentice one or two days a week; attending school on the other days.

An employer or a student must contact the RAP coordinator at the high school.



The Scholarship Program

Alexander Rutherford

Grade 10

Average of 75% to 79.9% in five subjects - \$300

Average of 80% or higher in five subjects - \$400

- One of: English 10-1, 10-2, Français 10, 13 or 10-2 and
- At least two of the following:
 - Mathematics 10C
 - Science 10
 - Social Studies 10, 10-1 or 10-2
 - a language other than the one used above at the Grade 10 level, and
- Any two courses with a minimum three credit value at the Grade 10 level (1000 or 4000 series) including those listed above and combined introductory C.T.S. courses.

(See NOTES)

Grade 11

Average of 75% to 79.9% in five subjects - \$500

Average of 80% or higher in five subjects - \$800

- One of: English 20-1, 20-2, Français 20, 23 or 20-2 and
- At least two of the following:
 - Mathematics 20-1 or Mathematics 20-2
 - Science 20
 - Biology 20
 - Chemistry 20
 - Physics 20
 - Social Studies 20
 - a language other than the one used above at the Grade 11 level, and
- Any two courses with a minimum three credit value at the Grade 11 level (2000 or 5000 series) including those listed above and combined introductory C.T.S. courses.

(See NOTES)

Grade 12

Average of 75% to 79.9% in five subjects - \$700

Average of 80% or higher in five subjects - \$1,300

- One of: English 30-1, 30-2, Français 30, 30-2 and
- At least two of the following:
 - Mathematics 30-1
 - Mathematics 30-2
 - Mathematics 31
 - Science 30
 - Biology 30
 - Chemistry 30
 - Physics 30
 - Social Studies 30
 - a language other than the one used above at the Grade 12 level, and
- Any two courses with a minimum five credit value at the Grade 12 level (3000 or 6000 series) including those listed above and combined introductory C.T.S. courses.

(See NOTES)

NOTES

- French and Français are not the same course and are not interchangeable.
- Only marks earned prior to post-secondary study can be used.
- A course cannot be repeated after a higher level course has been taken in the same series.
- Averages are not rounded up for scholarship purposes
- LDC courses are acceptable.

For Additional Information:
Visit studentaid.alberta.ca

C.T.S. Courses

Three one credit modules can be combined and used as an option at the Grade 10 and Grade 11 level. Five one credit modules can be combined and used as an option at the Grade 12 level.

To be combined:

- all courses must be from the same level; i.e. Introductory, Intermediate or Advanced,
- courses can be from different streams or subject areas, i.e. computer courses with welding courses, and
- marks will be averaged at the appropriate level.



Archbishop Jordan Catholic High School Awards

Individual Subject Awards

- highest mark in a course in grade 12

High School Students

The Honour Roll criterion for Grades 10-12 includes:

1. The grade received in the student's three best cores.
2. The best grade received in an additional 5 credit course or the average of two 3 credit courses
3. The student's grade in Religious Education*
4. No failing grades in any other concurrent courses

* Honours standing would mean attaining an average of 80% or higher given the criterion listed above. Please note that should a student be pursuing Religious Education through alternative delivery outside of the school, **the onus is placed on the student** to provide ABJ with the final marks attained in

their Religion class to be considered eligible for Honours academic standings.

Junior High Students

The Honour Roll criterion for Grade 9 includes:

1. The student's average in Language Arts, Social Studies, Math and Science
2. One other course (option course)
3. The student's grade in Religion
4. No failing grades in any other concurrent courses

Honours standing would mean attaining an overall average of 80% or higher, given the criterion listed above. Should you have any questions about our new Honour Roll calculations, please don't hesitate to contact one of our counsellors for more details. Study hard ABJ!

Grade 9, 10 Awards Ceremony

Awards ceremony takes place at ABJ in order to celebrate our students' success. Students are awarded honour roll based on criteria listed in the

handbook.

Grade 11, 12 Awards Ceremony

Awards ceremony will take place at Festival Place. Honour Roll and Academic Awards will be celebrated.

Scholarships Search

NOTE: FOR SUBJECTS WHERE DIPLOMA EXAMINATIONS ARE AVAILABLE, MARKS FOR SCHOLARSHIP PURPOSES WILL BE CALCULATED FROM THE SCHOOL AWARDED MARK AND THE DIPLOMA EXAMINATION MARKS.

Students are encouraged to spend some time researching what scholarships, be it academic or otherwise, they may be considered eligible for. The following websites are a great place to start searching. Also, look to the website of the post-secondary institution(s) you are considering and search their Scholarship portfolios for additional institution-specific student awards that are available.

www.scholarshipscanada.com

studentaid.alberta.ca/scholarships/

www.alis.alberta.ca/et/fo/funding-post-dec.html

www.alis.alberta.ca/scholarships

www.yconic.com

<https://schoartree.ca/>

www.canlearn.ca

www.studentawards.com/canlearn/

www.learningclicks.ca



Awards

UKRAINIAN AWARDS and SCHOLARSHIPS

To receive these scholarships, the students must be continuing in the Ukrainian Bilingual program.

Bilingual Ukrainian Catholic Parents Society - Ukr LA 9 Scholarship

- awarded to a student with the highest academic achievement in Ukr LA 9 course, who demonstrates enthusiasm and commitment to the program.

Marlene Malachowski Memorial Award - Ukr LA 10 Scholarship

- awarded to a student with the highest academic achievement in Ukr LA 10 course, who demonstrates enthusiasm and commitment to the program.

Ukrainian Catholic Brotherhood of Canada Award - Ukr LA 20 Scholarship

- awarded to a student with the highest academic achievement in Ukr LA 20 course, who demonstrates enthusiasm and commitment to the program.

Bilingual Ukrainian Catholic Parents Society - Ukr LA 30 Scholarship

- awarded to student who achieved academic excellence in Ukr LA 30, who demonstrates enthusiasm and commitment to the program.

- Ukrainian Academic Excellence Awards

- awarded to students achieving 92% or higher in Gr. 9-12 Ukrainian LA courses.

- Molodets Awards

- The Molodets Award is presented in each of Gr. 9-12 Ukrainian LA courses to recognize a student's continued academic improvement. The recipient also has to demonstrate a positive attitude towards learning the Ukrainian language and culture, and setting a good example for classmates. To receive this scholarship the students must be continuing in the Ukrainian Bilingual program.

ACADEMIC AWARDS

This award goes to the student at each grade level with the top academic average based on the honour criteria. An overall average based on the student's English, Math, Social and best Science marks plus one additional 5 credit course or the average of two 3 credit courses.

Awards Given

- 1) highest average in each grade
- 2) second highest average in grade twelve

Rotary Vocational Service Award

- for the grade twelve student who has shown significant improvement overall, grades 10 through 12. A strong career and vocational focus must support this improvement.

IODE Scholarship

- awarded to a student that willingly gives to the community through social justice and voluntarism.

ATA Local #21 Scholarship

- presented to a student attending a post-secondary institution and whose parent is a member of ATA Local #21. Based on academic standing.

St. Paul Award

- honours an ABJ student that has shown grace during their high school years. Must demonstrate hard work and dedication throughout their years at Jordan.

ABJ 50th Anniversary School Spirit Scholarship

- awarded to the student who demonstrates well-rounded skills as a student and who promotes school spirit and who goes above and beyond in engaging their peers in celebrating the many events at ABJ.

French Immersion Award

- for the French Immersion student who demonstrates a sincere love of the French language and culture. Sponsored by OLPH and EPKK school councils.

Governor General's Academic Medal

- the student with the highest average in Gr. 11 and Gr. 12 with all courses that you receive credits.





ACADEMIC AWARDS (continued)

Debbie Maron Arts Award

- to an arts 30 student who displays artistic talent and has demonstrated a willingness to be involved in art community at large.

Inter Pipeline Fund Discovery Award Program

- to a student entering an engineering program. Based on academic excellence and community service.

Sgt. George R. Miok Memorial Scholarship

- awarded to a student with superior academic achievement, who is entering into a post-secondary education institution. Selection will be based on the judging of a 500-word essay submitted by the candidates, which reflects to them "What it Means to be Canadian."

CTS Construction Award

- Awarded to a graduating student demonstrating an interest in construction, leadership and cooperation.

Gerry Hanson Award

- This award was created in order to honour Gerry Hanson, a former educator and administrator at Archbishop Jordan Catholic High School. Classmates from the first three classes to graduate from Archbishop Jordan High School have organized this award. The criteria is the award goes to the person who increases their year-end average by the greatest amount between Math 20-1 and Math 30-1 AND who then goes on to attend the U of A in a STEM program.

Elks Scholarship

- Applicant must complete an essay identifying their Post-Secondary field of study, their career plan along with term goals, identifying their participation in school community and note volunteer activities.

Shell Scotsford Scholarship

- The scholarship will be available to an ABJ student(s) heading into STEM-related Post-Secondary studies. The recipient(s) must have a strong attendance record and have maintained a high grade point average and/or overcome an exceptional circumstance. Financial need is also considered.

RELIGIOUS AWARDS

St. Francis of Assisi Award

- awarded to a 30-2 student whose life has not always followed the easy path, but has successfully achieved his/her goals.

Catholic Woman's League Christian Leadership Award

- awarded to a grade 12 student who exhibits Christian Leadership at school and at their parish.

Icon/Lifetouch Scholarships

- award is given to an ABJ student and selected by awards committee.

Religious Education Activities For Life

- student who leads by example, Christian presence in school and parish, a school leader, attending post-secondary.

Award of Merit For Christian Witness - Grade 10

- to an outstanding student in grade 10 who throughout their involvement both in school and the community has conducted themselves in a manner, which typifies the objectives of a Catholic school.

Award of Merit for Christian Witness - Grade 11

- to an outstanding student in grade 11 who throughout their involvement both in school and the community has conducted themselves in a manner, which typifies the objectives of a Catholic school.

Knights of Columbus Awards

- The applicant must display the 4 principles of the Knights: Charity, Unity, Fraternity and Patriotism. Students must submit an essay or point form reflection highlighting how they exemplify these 4 principles. Selection focus is on a well rounded student and not necessarily strictly academic. Applicant must be attending any accredited Post-Secondary institute of Higher Education or Trade School in the fall.

CWL Christian Leadership Award

- The recipient of this award will be a student who exhibits Christian Leadership at school and in the parish.



Honouring
the past,
Looking to
the future.





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