



**J.J. BOWLEN**

Catholic Junior High School

2026-2027

**REGISTRATION  
HANDBOOK**



## **J.J. BOWLEN PRAYER**

Loving God,  
Guide us to grow in our Faith,  
To serve our community,  
And treat each other with integrity and love.  
Amen.

J.J. Bowlen, Pray for Us.  
Amen.

## **J.J. BOWLEN'S CHARISM - GIFTS**

**G**GROWTH

**I**NTEGRITY

**F**AITH

**T**RUTH

**S**ERVICE

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## **WELCOME TO J.J. BOWLEN CATHOLIC JUNIOR HIGH SCHOOL AND YOUR JUNIOR HIGH EXPERIENCE!**

J.J. Bowlen offers you the opportunity to grow academically, socially, physically, and spiritually. In addition to our quality academic programs, we also have an outstanding complementary program, including fine arts courses. We offer a variety of clubs and athletic teams from which to choose. Our caring, Catholic atmosphere will help each of you develop to your full potential. The courses and desired extracurricular activities will make your junior high experience!

J.J. Bowlen staff are dedicated to providing exceptional learning opportunities, encouragement, and guidance. With the support of your parents, along with hard work and a positive attitude, your educational experience at J.J. Bowlen promises to be rewarding and fun!

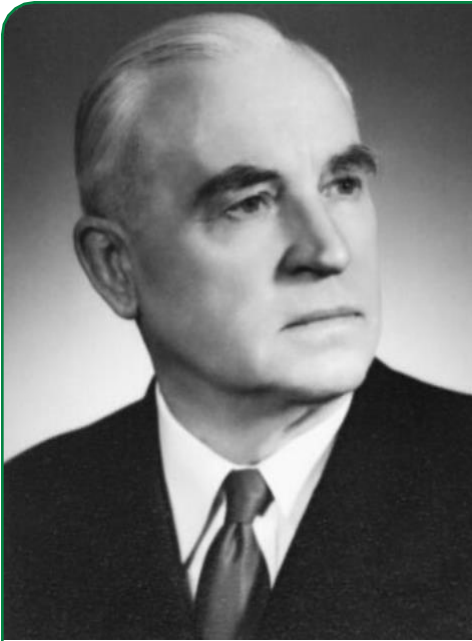
We are pleased to offer a Student Support Team which is committed to ensuring student success. With this focus in mind, we have created a team of professionals that will support any child that is academically, socially, and emotionally in need.

The Student Support Team consists of the following:

- Instructional Coach
- English as an Additional Language (EAL)
- Family Support Liaison Worker (FSLW)
- Behavior Specialist
- Administrators

We look forward to you joining the JJB family!

J.J. Bowlen Staff



## OUR NAMESAKE

Our school is named after the Honourable John James Bowlen, the first Roman Catholic to represent the Crown as Lieutenant Governor of Alberta. J.J. Bowlen was born in 1876 in Prince Edward Island. In 1906, he moved his family out west and began what was to be an extremely successful life as a rancher and politician. By 1920, Bowlen owned the largest horse ranch in Canada.

J.J. Bowlen had an active political career. Elected in 1930, as a Liberal MLA for Calgary, he was one of only six opposition members to remain elected in the Social Credit landslide of 1935. He held office until 1944, serving his constituents in the Alberta legislature for 14 years.

In 1950, J.J. Bowlen was appointed the Lieutenant Governor of Alberta. He died while in office in 1959 and is buried in St. Joachim Cemetery in Edmonton. During his life, J.J. Bowlen received many honours, held numerous executive positions, and was actively involved in service clubs such as Kiwanis, Elks, and Knights of Columbus.

At J.J. Bowlen Catholic Junior High School, we strive to live up to the example set for us by our namesake. He is a Catholic role model for the students and staff of our school. His active life embodies the qualities of hard work, determination, and service to others. He reminds us of how to celebrate our gifts.

# **OUR VISION**

**All students are warmly welcomed by learning opportunities centered on mutual respect, perseverance, and creative thought. Our academic curriculum shall promote critical thinking, collaboration, and inquiry. By working, learning, and serving together, all members of our school community will experience a true sense of belonging and acceptance.**

# **OUR MISSION**

**The mission of J.J. Bowlen Junior High School is to provide a Catholic Education that nurtures students in mind, body and spirit by engaging them to develop their GIFTS - Growth, Integrity, Faith, Truth and Service and achieve their potential.**

# **OUR MOTTO**


**“Celebrate our GIFTS!”**

# REGISTRATION FOR A NEW STUDENT TO THE EDMONTON CATHOLIC SCHOOL DIVISION

## Completing NEW Student Applications - Step by Step


1. Visit [ecsd.net](http://ecsd.net) and then click the 2026-2027 Register Now button (please make sure to select the correct year for your application).
2. Using the School Finder Tool - Locate your designated school by typing in your address, program (if applicable), and grade.
3. Once you find your designated school, click on the registration button on the right side for your school. This will take you to our School Engage site to complete your application. ([ecsd.schoolengage.ca](http://ecsd.schoolengage.ca))
4. On the SchoolEngage page, click the create new account link to get started, and once the account is verified via email, sign-in to your account in School Engage.
5. To add your student, you will find the + Add Student link on the left-hand side, start there to enter your student's first and last name, and their date of birth, and click save. This will add your student to the list of your students in School Engage.
6. On the right-hand side of the screen, you will see the 2026-2027 NEW Student Application, and you will click on the + NEW Button to get started.
7. Read the introduction and continue through the application form making sure to answer all required fields marked required.
8. After you have completed and signed the form, click submit. (It will not let you submit, if there is missing information.)
9. You will receive ON SCREEN and EMAIL confirmation messages when the form is completed.

To register additional children, start again at step 4 for each Student.




**STEP 1 - FIND YOUR SCHOOL**

Use our school finder tool to find out which school is designated for your area.



**STEP 2 - REGISTER ONLINE**

Go to the online form, create an account, and then fill out all the necessary info.



**STEP 3 - DELIVER DOCUMENTS**

Contact your designated school for information on submitting your documentation.

Please attach the following documentation to the registration that you applied for your child before submitting. These documents are required.

## **REQUIRED DOCUMENTATION:**

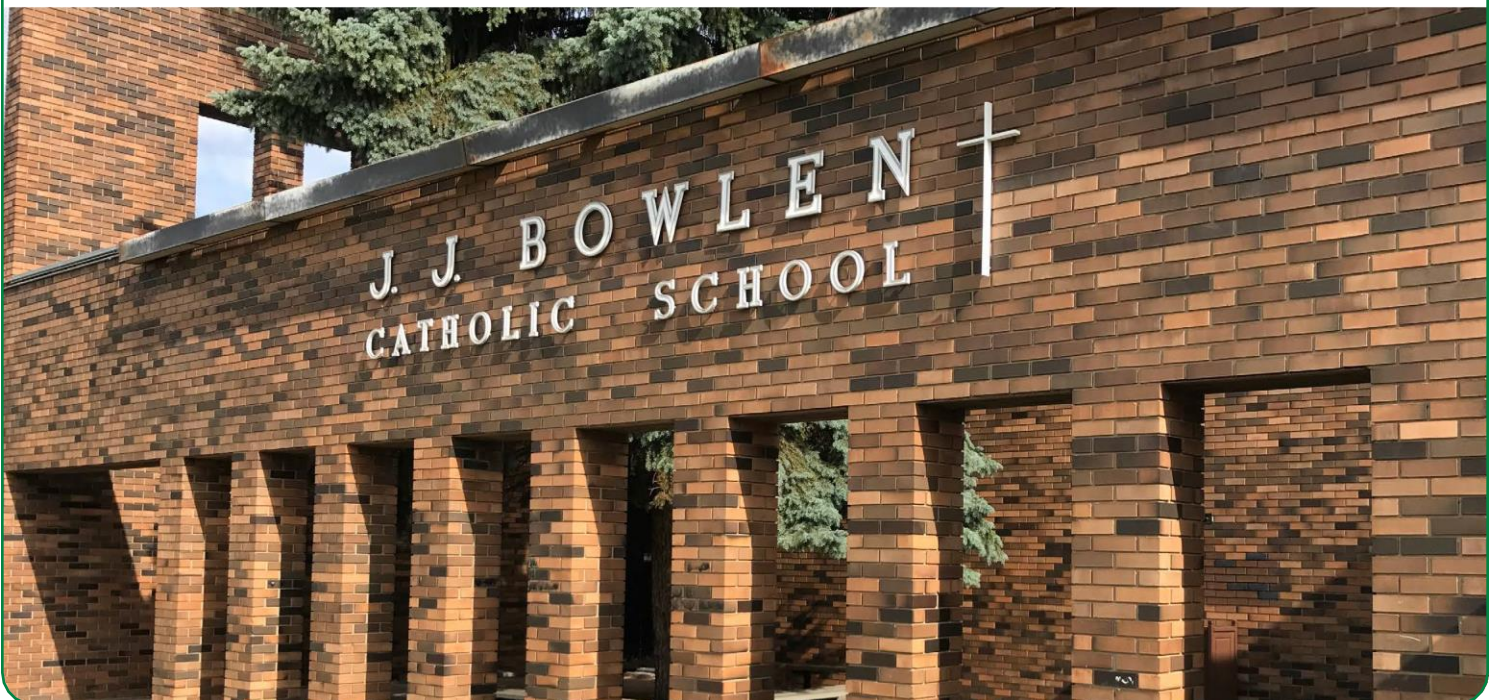
- Proof of current address
- Proof of your child's name
- Your child's birth certificate
- Proof of citizenship
- Most recent report card

Please note: A baptismal certificate may be requested for sacramental preparation and to establish division residency.

Please contact our school for more information on bringing in your required documentation.

## **REGISTRATION FOR EXISTING STUDENTS ATTENDING EDMONTON CATHOLIC SCHOOLS**

Please login to your parent PowerSchool account and complete the pre-enrolment portion. You will choose J.J. Bowlen Catholic Junior High School as your school of choice for your child to attend for the upcoming school year. Ensure you submit your request.





# **STUDENT SUPPORT TEAM**

## **INSTRUCTIONAL COACH**

Instructional Coaches work together with classroom teachers, multi-disciplinary team members, students, and parents to remove barriers and create opportunities to enhance student learning and create learning experiences that are accessible, effective, and engaging for all students. As school leaders, Instructional Coaches develop capacity and strengthen collaborative practices in supporting the diverse learning needs of students.

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## **ENGLISH AS AN ADDITIONAL LANGUAGE DESIGNATE**

There is an English as an Additional Language (EAL) designate who is a teacher that dedicates their time to work with our students whose first language is a language other than standard Canadian English. They also work with students who have newly arrived from other countries, Canadian-born, or have diverse cultural backgrounds and school experiences. They work with the classroom teacher to collaborate in the planning, instruction, and assessment of grade level curriculum. They will also support the classroom teacher in providing targeted instruction specific to the needs of the student through differentiated instruction, either individually or in small groups, as needed.

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## **FAMILY SUPPORT LIAISON WORKER**

We have Family Support Liaison Workers (FSLW) who facilitate the relationship between the home, school environment, and community organizations, supporting student achievement by acting as a communication liaison and helping all students feel welcome in the school. Our FSLW assesses the needs of the child and family, and offers support including home visits, referral to community organizations, and counselling to positively manage challenging issues and events. Our Family Support Liaison Worker plays an important role in our school and provides support to other staff members to understand a variety of topics including trauma, equity, grief and loss, and anti-racism, through consultation and presentations.

# PROCEDURAL INFORMATION

## SAMPLE/TENTATIVE HOURS OF OPERATION

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
<b>BLOCK 1</b> 8:14 AM - 9:07 AM					
<b>BLOCK 2</b> 9:09 AM - 9:57 AM					
<b>Locker Break</b> 9:57 AM - 10:01 AM				<b>Locker Break</b> 10:06 AM - 10:11 AM	
<b>BLOCK 3</b> 10:01 AM - 10:49 AM					
<b>BLOCK 4</b> 10:51 AM - 11:39 AM					
<b>LUNCH/OUTSIDE</b> 11:39 AM - 12:00 PM 12:00 PM - 12:25 PM				<b>FLEX</b>	
<b>BLOCK 5</b> 12:30 PM - 1:18 PM					
<b>BLOCK 6</b> 1:20 PM - 2:08 PM					
<b>BLOCK 7</b> 2:10 PM - 2:58 PM					

THURSDAY	
<b>HOMEROOM</b> 8:14 AM - 8:24 AM	
<b>BLOCK 1</b> 8:27 AM - 9:15 AM	
<b>BLOCK 2</b> 9:18 AM - 10:06 AM	
<b>Locker Break</b> 10:06 AM - 10:11 AM	
<b>BLOCK 3</b> 10:11 AM - 10:59 AM	
<b>BLOCK 4</b> 11:02 AM - 11:50 AM	

School doors open at 8:00 AM, and the first bell rings at 8:14 AM. Students must leave by 3:00 PM unless they are part of a school team or club.

\*School times are adjusted slightly each school year. Hours of Operation for the 2025-2026 school year will be finalized in the spring, discussed with students on the first day of school, and posted on the school website.

## **EMOTIONAL BEHAVIOUR SPECIALIST**

We have an Emotional Behavioural Specialists (EBS) who is a member of the multi-disciplinary team and provides school-based intervention services for students who display severe emotional and/or behavioural challenges that impact an individual's development. The EBS will provide coaching and consulting to the teacher to help create the best learning environment for your child. The EBS will build a strong relationship with the students which will help the EBS build a strength-based plan for ur learner and create skill building techniques.

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## **HOMEROOM**

Each student is assigned to the homeroom and will have a homeroom teacher. Each day, students begin the morning in their block 1 class, where attendance is taken and recorded in PowerSchool. The homeroom block only takes place on Thursdays where their teacher takes a special interest in his or her students and helps to build a feeling of community and rapport within the class.

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## **LATES AND ABSENCES**

Regular attendance is crucial for academic success. Parents/guardians should call the school to report student absences; messages can be left on the answering machine overnight or in the early morning. If no contact is made, the school will follow up by phone. Students leaving before the normal school day's end must sign out at the office, and parents are requested to inform the school in advance. For late arrivals, students must register in the office before heading to class.

## **POWERSCHOOL**

PowerSchool is a program that will enable parents to have relevant information about their children's progress at school. For example, parents will be able to monitor attendance, class marks, and teacher comments. Parents require a unique user ID and password that is generated by the Division. This log-in information is confidential and case sensitive.



Parents are notified daily if their children are absent and/or late for any classes. Parents can also choose the frequency of PowerSchool updates depending on specific needs.

## **SPECIAL EVENTS**

Several events enjoyed by the students are held each year. Some of these include:

- Whole-school BBQ's
  - Religious celebrations
  - Pancake breakfast
  - End of semester & Year end activity days
  - Special guest presentations
  - Sport Tournaments
  - Band concerts
  - Special events sponsored by Student Leadership Team (dances/theme days)
  - Open House
  - Gala of the Fine Arts
  - Grade 7 Retreat Day
  - In-province/Out-of-province field trips e.g. Honours Art/Band trip, Quebec trip, PEL and environmental ed camps
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## **SCHOOL ADVISORY COUNCIL**

The purpose of the School Council is to promote the exchange of ideas and involvement of parents and school staff in matters relating to programs and policy. The School Council provides parents and staff with a vehicle for communication and an opportunity for positive support of the educational vision of J.J. Bowlen. Please contact the principal or School Council chairperson for inquiries.

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## **TRANSPORTATION**

The Yellow bus service is available for those students living in our catchment areas that are not within walking distance. The Edmonton Transit ARC System is available for other students. Bus passes go on sale at the beginning of every month, and students may purchase bus passes at the school at a reduced monthly rate.

## **LUNCH TIME PROCEDURES**

J.J. Bowlen has a concession where students may purchase lunch. Available in our concession are a variety of items at very reasonable prices: tacos, pizza, stir-fry, pizza pops, popcorn, etc. Microwave ovens, situated in the lunch areas, are available for student use.

Special lunches are available sporadically throughout the school year. These are pre-purchased through the Healthy Hunger website and delivered hot and fresh to the students in the classrooms. (E.g. Subway, Edo, Boston Pizza)

Students are to eat in the lunch area and remain there for approximately 20 minutes. Once students have finished eating, a supervising teacher will dismiss them. Students go outside for the remainder of the lunch period.

In the winter months, we have intramurals during the lunch hour.

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## **CLOSED CAMPUS**

**J.J. Bowlen students are not allowed to leave school property during the lunch break.** All students must eat their lunch in the designated area and stay on school grounds when they go outside for the remainder of the lunch hour. Under no circumstances are students allowed off school property. The only exception is for students who live within walking distance of the school and have their parents' written permission to go home for lunch on file in the office.

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## **STUDENT REPORT CARDS**

We prioritize keeping parents informed about their child's academic progress. Grades are accessible in real-time on PowerSchool. The January Progress Report is available on January 31, and the final report card is live on the last day of school in June. While we operate on a semester system, grades are cumulative throughout the year.

### **Reporting Terms:**

Semester 1	September to January
Semester 2	February to June
Final Report Card	June

## **GOOGLE CLASSROOMS**

Students can access homework assignments, class calendars, and class notes posted on their teacher's online platform, for example, Google Classroom. This site is web-based, and students can use their login and usernames to access the information at any time.

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## **PARENT UPDATES - GIANT NEWS**

The parent community will receive updates from the school via text message and email. These updates are important information regarding the school and your child's learning. Please ensure you read these important emails.

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## **NO CELL PHONE POLICY - Ministerial Order**

The school has a No Cell Phone policy. Students are allowed to have their cell phones prior to the first bell in the morning and then again at the end of the school day, after school. During class they are to keep their cell phones in their lockers. If parents need to contact their child immediately, they can call the school, and we will reach them. A phone is available for students to use in the office

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## **HONOURS PROGRAM**

Honours is an average of 80% or more in all four core subjects. It is celebrated in February and then again at the award ceremony in June.

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## **FAITH DEVELOPMENT**

Throughout the year, school wide religious celebrations are held. These mark events such as School Opening, Thanksgiving, Advent, Lent, etc.

Our school community is served by:

**St. Dominic Savio Parish**

**14406 62 St. NW • 780-473-4259**

# CORE INSTRUCTION

Core instruction includes the following subjects: Religion, Language Arts, Mathematics, Social Studies, Science, Physical Education, and Health.

## RELIGION – GROWING IN FAITH, GROWING IN CHRIST

Through religious instruction students are invited to develop the knowledge, beliefs, skills, values, and attitudes needed to build a relationship with God and community through the person of Jesus Christ.

### GRADE 7

The themes of the Grade 7 Religion program are as follows:

#### Believing

- God's self-revelation in the person of Jesus Christ, sacred scripture and tradition
- The Creed as a summary of Catholic belief and a profession of faith
- In God's plan of salvation Christ founded the Church as One, Holy, Catholic, and apostolic

#### Celebrating

- The Seven sacraments of the church
- The mass is the source and summit of Christian life
- The celebrations of the Church's Liturgical Year

#### Living a Moral Life

- Christian morality as a living response of our human vocation to life in the Spirit as revealed by reason, the scriptures, and tradition

- Freedom and responsibility, reason, conscience, and conscience formation
- Grace, virtue, holiness and sin, and forgiveness

#### Living in Communion

- Living in the Church as members of the Body of Christ
- The communion of saints

#### Living in Solidarity

- We are called to live our Christian vocation within the human community (i.e. communal nature of our dignity as human beings)
- Social justice teachings of the Church
- Our mission is to evangelize (i.e. proclaim the Gospel message) and to witness Jesus Christ [CCC nos. 748-870]

#### Praying

- God's universal call to prayer and our human response
- *The Way of Prayer*: Forms and Expressions of Prayer

## GRADE 8

The Grade 8 Religion program focuses on the following concepts:

### Believing

- Demonstrates an understanding of how the Church approaches the interpretation of scripture under the guidance of the Holy Spirit
- Demonstrates an understanding of the Church's teaching on the role of the Holy Spirit, the mission of the Son, and the continued presence of the Holy Spirit in the Church
- Demonstrates an understanding of the meaning of the four marks of the church: One, Holy, Catholic, and Apostolic and how these four marks are lived out in the life of the Church
- Describes the mystery of the most Holy Trinity as the central mystery of the Christian faith life

### Celebrating

- Focus: Confirmation—Understands that the sacraments strengthen, sanctify, and sustain our life of witness to Christ in the Church and the world
- CL3 understands that the Church, in celebrating the Liturgy, and the sacraments participates in the work of the Holy Trinity

### Living a Moral Life

- Demonstrates an understanding of how living the Christian Moral Law is a witness to the truth, the dignity of the human person, and the building up of the Church and society
- Demonstrates an understanding of the important roles of scripture, the Church, and the Holy Spirit in the formation of a healthy conscience
- Demonstrates an understanding that the grace received through the Holy Spirit calls us to holiness and gives us the gifts we need to be justified in the Christian life

### Living in Communion

- Demonstrates an understanding of how the Church community supports one's life of faith and how our participation in the Church witnesses to the reign of God
- Understands how the Holy Spirit through the communion of saints' guides, teaches, and inspires the Church to a communion of holiness



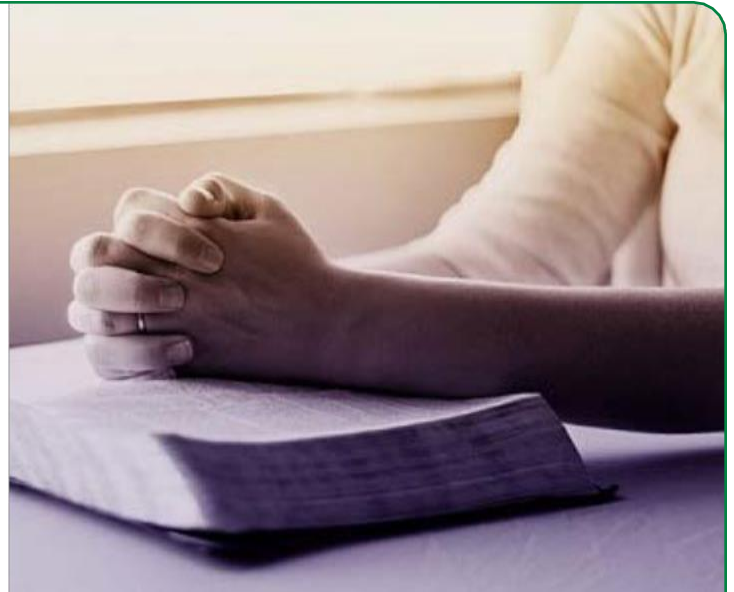


## **Living in Solidarity**

- Understands that the principle of human dignity, revealed in scripture, requires Christians to work for the common good of all people and to participate in society
- Focus: Principle of Rights and Responsibilities: Understands that the principles of responsibility and participation in society are Christian social virtues, which call us to roles of leadership, to evangelize through our witness of the Gospel and through the promotion of social justice in the world
- Demonstrates an understanding of the mission of the Church as animated by the Holy Spirit and focused on sharing the Good News of Jesus Christ with all people of the earth

## **Praying**

- Understands the seven petitions of the Our Father as the prayer for our journey of faith
- Understands how one develops the habits of prayer according to the spirit and example of Jesus Christ



## **GRADE 9**

The grade 9 program focuses on the themes of maturity, choices, and relationships. The program assists students in making a fundamental choice for Christ as they mature. They are invited to shape their lives through the choices they make considering Christ's invitation to share life. The students are further assisted in understanding how relationships are an important part of growing in a covenant relationship with Christ.

# LANGUAGE ARTS

Language Arts is an active process that begins at birth and continues throughout life. Language development is continuous. Students enhance their language abilities by using what they know in new and more complex contexts and with increasing sophistication. By learning and incorporating new language structures into their repertoire and using them in a variety of contexts, students develop language fluency and proficiency.

In the junior high grades, Language Arts is designed to help students acquire knowledge and develop skills within the language arts strands: reading, writing, listening, speaking, viewing, and representing. The emphasis is on reading and responding to a variety of literature, developing competence in writing for different audiences and purposes, gaining confidence and skills in speaking and listening activities, and learning to view critically.

The aim of Language Arts is to enable each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction, and learning.

**Grade 9 Language Arts Essay Format Summary**

**Introduction:** General to Specific

1. Start with a teaser (can use a quote from idea page)
2. Define the keyword
3. Answer the question posed (if there is one)
4. Thesis statement – mention the 3 things you will be discussing in your paragraphs in the correct order they will appear

**First Body Paragraph**  
\*2<sup>nd</sup> best argument

1. Connect the topic sentence of each paragraph to the thesis
2. Organize your ideas
3. Include transition words
4. Provide evidence to support your claims (details, examples, explanations)
5. Provide a concluding sentence that sums up each paragraph

**Second Body Paragraph**  
\*weakest argument

**Third Body Paragraph**  
\*best argument

**Conclusion:** Specific to General

1. Restate the thesis
2. Rephrase the definition of keyword
3. End with a general global statement

**Email Etiquette**

**1 Recipient:** Type the email address of the person to whom you are sending the email.

**2 Subject:** Create a short (3-5 words), specific title. *Optional: Include your name.*

**3 Opening:** On one line, type a greeting (E.g., "Dear"), the person's title and name, and a comma.

**4 Body of Message:**

- Write a well-crafted, specific note
- Maintain a polite, positive tone
- Use formal language (no slang)
- Use correct spelling and grammar
- Do not indent paragraphs

**5 Closing:** After your message, type a sign-off word or phrase (E.g., "Sincerely," "Thanks") and a comma. On the line underneath, include your name.

New Message  
Recipient: exampleemail@gmail.com  
Subject: Writing Prompt Question - John Smith  
Hi Mrs. Watto,  
I hope you're doing well today. I read over the prompt for the fictional narrative assignment, and I am excited to get started.  
Before I begin writing, I have a question: does the fictional narrative have to be fantasy, or can it be realistic fiction? It'd be helpful to receive clarification, so I can start formulating ideas.  
Thank you,  
John Smith  
Send

# MATHEMATICS

The Mathematics curriculum is organized into four sections called “strands.” These are number concepts and operations, patterns and relations, shape and space, and statistics and probability.

## **I. Number Concepts and Operations**

Students are expected to use numbers to describe quantities and represent numbers in a variety of ways. Students demonstrate an understanding of numbers including whole numbers, decimals and integers. In addition, students are expected to demonstrate an understanding of and proficiency with calculations and decide which arithmetic operations or operations can be used to solve a problem, apply arithmetic operations on decimals and integers and illustrate their use in solving problems. They are also expected to illustrate the use of rates, ratios, percentages, and decimals in solving problems.

## **II. Patterns and Relations**

Students are expected to use patterns to describe the world and solve problems, to express patterns, including those used in business and industry, in terms of variables and use expressions containing variables to make predictions. Students will represent algebraic expressions in a variety of ways, use variables, and use equations to express, summarize, and apply relationships as problem-solving tools in a restricted range of contexts.

## **III. Shape and Space**

First, students are expected to describe and compare everyday phenomena by using either direct or indirect measurement and to solve problems involving the properties of circles and their connections with angles and time zones. Second, students will describe the characteristics of 3-D objects and 2-D shapes, analyze the relationship among them to link angle measures to the properties of parallel lines. Third, students will create, analyze patterns and designs using congruency, translation, rotation, symmetry, and reflection.

## **IV. Statistics and Probability**

Students are expected to collect, display, and analyze data to make predictions about a population and to develop and implement a plan for the collection, display, and analysis of data, using measures of variability and central tendency. Students will use experimental or theoretical probability to create, represent, and solve problems involving uncertainty and probability.

# SOCIAL STUDIES

Social Studies offers students opportunities to develop the attitudes, skills, and knowledge that will enable them to become engaged, active, informed, and responsible citizens. Recognition and respect for individual and collective identity are essential in a pluralistic and democratic society.

Grade 7 provides a comprehensive examination of Canadian history preceding and following Confederation. The concept of intercultural contact is introduced through an examination of migration and immigration. Grade 7 forms the foundation for the continued dialogue on citizenship and identity in Canada.

Grade 8 expands on the concept of intercultural contact and continues to develop historical thinking skills through an examination of past societies in different parts of the world.

Grade 9 focuses on citizenship, identity, and quality of life and how they are impacted by political and legislative processes in Canada. The role of economic systems in Canada and the United States will be examined.

## GRADE LEVEL TOPICS:

### **GRADE 7 Canada: Origins, Histories, and Movement of People**

Topic 7-1 Toward Confederation

Topic 7-2 Following Confederation: Canadian Expansions

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### **GRADE 8 Historical Worldviews Examined**

Topic 8-1 From Isolation to Adaptation: Japan

Topic 8-2 Origins of Western Worldview: Renaissance Europe

Topic 8-3 Worldviews in Conflict: The Spanish and the Aztecs

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### **Grade 9 Canada: Opportunities and Challenges**

Topic 9-1 Issues for Canadians: Governance and Rights

Topic 9-2 Issues for Canadians: Economic Systems in Canada and the United States

# SCIENCE

In science, students develop scientific literacy by gaining science-related knowledge, skills, and attitudes that help them understand and interpret the world around them. At each level of the junior high program, students learn basic concepts from earth, physical and life sciences, helping them become lifelong learners— maintaining their sense of wonder about the world around them. Through experimentation, students develop the broad-based skills needed to identify and analyze problems, explore and test solutions, and seek, interpret and evaluate information. With these skills, students are preparing to critically address science-related economic, ethical, and environmental issues.



## GRADE LEVEL TOPICS:

### GRADE 7

- Interactions and Ecosystems
- Plants for Food and Fiber
- Heat and Temperature
- Structures and Forces
- Planet Earth

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### GRADE 8

- Mix and Flow of Matter
- Cells and Systems
- Light and Optical Systems
- Mechanical Systems
- Freshwater and Saltwater Systems

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### GRADE 9

- Biological Diversity
- Matter and Chemical Change
- Environmental Chemistry
- Electrical Principles and Technologies
- Space Exploration

# PHYSICAL EDUCATION

The aim of the Physical Education program is to help individuals develop the knowledge, skills, and attitudes necessary to lead an active, healthy lifestyle. Confidence, respect for oneself and others, commitment to, and an understanding of the need for lifelong physical activity for good health, positive self-esteem, and social relationships are the long-term objectives of the physical education program.

The four general outcomes upon which the students' physical education program is based on:

- **A**ctivity: Acquiring skills through a variety of developmentally appropriate movement activities.
- **B**enefits Health: Understand experience and appreciate the health benefits that result from physical activity.
- **C**ooperation: Interact positively with others
- **D**o it Daily for Life: Assume personal responsibility to lead an active way of life.

These general outcomes are interrelated and interdependent. Each one is to be achieved through a variety of physical activities. Students will have the opportunity for participation in each of the following dimensions:

- Alternative Environment Activities
- Dance
- Games
- Approved Gymnastics Activities
- Individual Activities

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# HEALTH AND LIFE SKILLS

Each person begins life with unique characteristics, capabilities, limitations, and the potential to grow as a person. A health program that encompasses the multidimensional nature of the person helps students recognize their potential and become aware of alternatives that will enhance their personal lifestyle.

The health and personal life skills curriculum is arranged around themes. While the themes are repeated throughout the junior high program, the focus and content are different in each grade. In a Catholic school, these themes are taught within the context of the teachings of the Catholic Church.

# COMPLEMENTARY COURSES

Complementary courses offered at J.J. Bowlen Junior High School are divided into three broad subject areas: Fine and Performing Arts, Career and Technology Studies, and Academic Courses. Students are encouraged to choose courses from each of these three subject areas to ensure a complete and balanced educational program. Options below that have a Y beside them are yearlong courses (2 semesters.) Options are not guaranteed, pending enrolment, but are available for the upcoming school year.

## GRADE 7

Art  
Computer Science  
Construction and Design  
Drama  
Environmental Stewardship  
Film Studies  
Foods  
French (Y)  
Music (Y)  
Tourism

## GRADE 8

Art  
Computer Science  
Construction and Design  
Drama  
Environmental Stewardship  
Film Studies  
Foods  
French (Y)  
Music (Y)  
Sport Performance  
Tourism

## GRADE 9

Art  
Computer Science  
Computer Technology (Yearbook)  
Construction and Design  
Drama  
Environmental Stewardship  
Foods  
Film Studies  
French (Y)  
Music (Y)  
Phys. Ed. Leadership (Y)

# FINE AND PERFORMING ARTS

## MUSIC (INSTRUMENTAL)

The Junior High Instrumental Music Program is a sequential and developmental approach to music instruction. Each level grows from those experiences previously presented.

Throughout all three years of music, the students will have the following objectives, with each year building on the students' previous experience:

- Learning to play their instrument
- Musical theory
- Music history

\*These objectives will be applied to the songs they learn in class and perform at both J.J. Bowlen's Christmas and Spring music concerts.

Instrumental music consists of wind instruments, percussion, and electric bass. Regular practice (1 hour/week in Grade 7 and 1.5 hours/week in Grade 8/9) at home is expected, as this will enhance proficiency. All students will be given a book and music folder to be used throughout the year. There are fees for music, which cover the replacement of damaged books.

All music students are required to attend two concerts a year. The Christmas concert usually takes place in December and the spring concert in May or June. All students will be aware of the exact date on the first day of classes.

Grade 7 or new musicians in the program are required to attend JumpStart for Band which usually occurs in September or in October.

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## DRAMA

*Lights, curtain, action!* Our students will explore acting, improvisation, movement and speech. They'll develop confidence and learn about themselves and others. The students will discover how much work it takes behind the scenes and on the stage to put on a successful production.



# ART

## OVERVIEW:

Art at J.J. Bowlen will allow each student instruction in how we see, interpret, and make sense of visual arts. Each student will have experience with the use of traditional and contemporary tools, materials and media. Our art program aims to have students think and behave as artists as they explore their own creativity and art skills.

The art program focuses on three major components of visual learning:

- **DRAWINGS:** all the ways we record, visual information and discoveries
- **COMPOSITIONS:** all the different ways images are put together to create meaning and
- **ENCOUNTERS WITH ART:** where we meet and how we respond to visual imagery

## GRADE 7

In Grade 7, the drawing component will be explored by students creating single images, line, value, and texture. In composition, they will explore colour, exaggeration, alteration, and two dimensions. The encounter portion will focus on students researching visual symbols, differences and similarities in cultural groups among other themes.

## GRADE 8

In Grade 8, the drawing component will be fulfilled by simplifying basic shapes, exploring geometric and organic shapes, and dealing with negative and positive space. Students will create two and three-dimensional compositions with natural or man-made objects. Students will encounter and explore symbolic meanings in different cultural groups. Students will also discover the different materials used to create cultural images or artifacts.

## GRADE 9

In Grade 9, the drawing component will be fulfilled by observing form and surface qualities of natural objects as well as incorporating positive and negative space when drawing people in groups. Compositions will include manipulation of colour to express mood and creating organic shapes in three-dimensional forms. Students will investigate and encounter changing images of individual people and nature through time and across cultures.

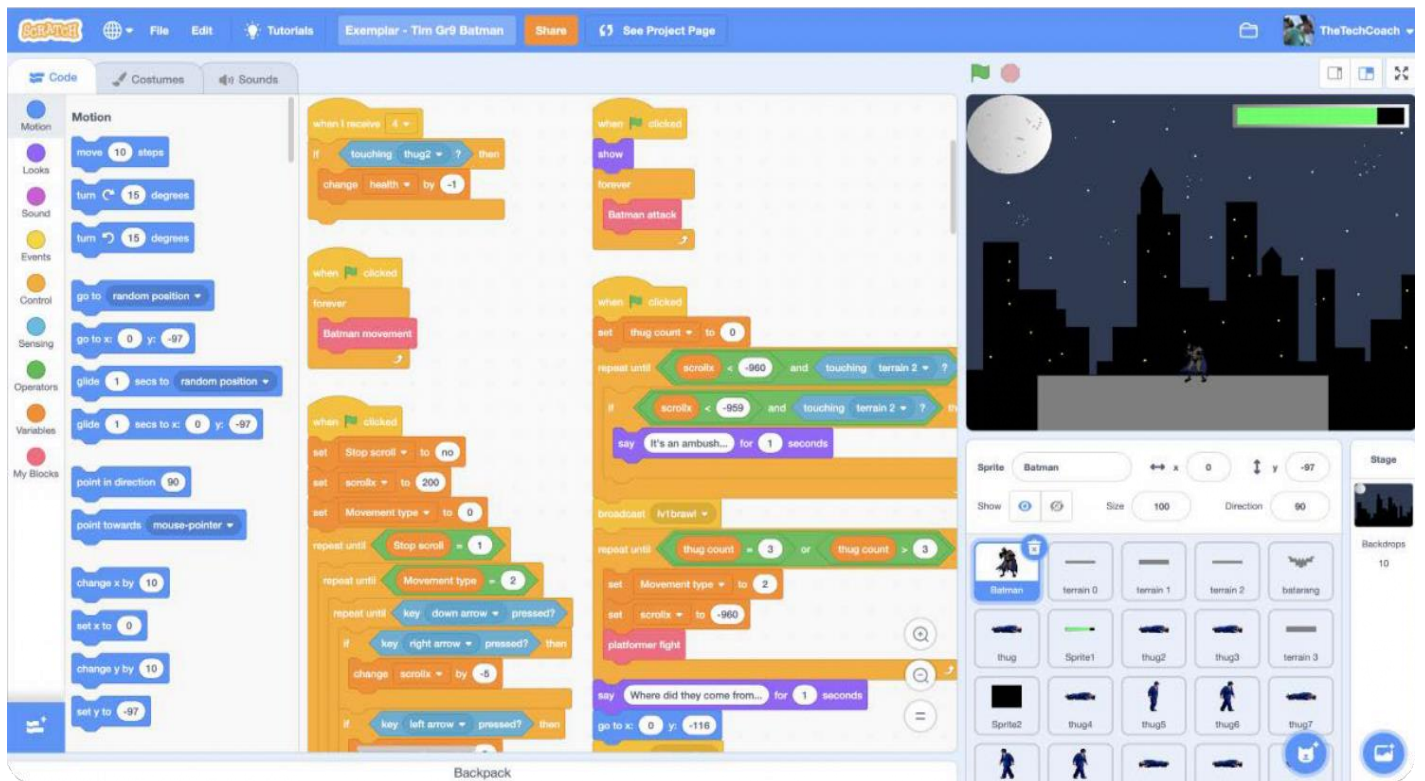


# CAREER AND TECHNOLOGY FOUNDATIONS

As part of our complementary program, Career and Technology Foundations (CTF) provides students with opportunities to acquire competencies that can be applied now and in the future as they make the transition into adult roles in the family, community, workplace, and/or further education.

Studies in CTF help students to:

- Develop skills that can be applied in their daily lives, now and in the future
- Refine career-planning skills
- Develop technology-related skills
- Enhance employability skills
- Apply and reinforce learning developed in other subject areas



# CONSTRUCTION TECHNOLOGY

## GRADE 7

Safety in the construction lab will be a major focus with introductions to a large variety of hand tools, as well as the drill press and the band saw. Students will then apply their knowledge and construction to produce a number of wood products including:

- Wooden cube
- Ring
- Peg game
- Back scratcher
- 3D Connect-4
- Spinning top
- Zen garden
- Ping-pong paddle
- Mini-stick

Lastly, they apply design and construction skills to building a wooden storage crate.

## GRADE 8

Safety in the construction lab will continue to be a major focus including the use of woodworking hand tools as well as the drill press, band saw, and mitre saw. Students will have the opportunity to apply their knowledge and construction skills to produce several products, such as:

- Spinning top
- Pencil box
- Birdhouse
- Candle holder
- Bow
- Basic table

Lastly, students will use their knowledge and skills to participate in a partner/group project that requires them to build a Beach Chair.

## GRADE 9

The class will review the safe use of the drill press, band saw and mitre saw in addition to learning other power tools as needed. Students will have the opportunity to apply their knowledge and construction skills to produce several products, such as:

- Shelf
- Bowl
- Beach chair
- Jewelry box
- Chessboard & pieces
- Rubik's cube
- Magic square
- Beyblade (top and spinner)
- Plant holder
- Basic table

Grade 9s will complete an individual project and a partner/group project.



# FOODS

## FOODS 7

This is an introductory course to Foods. Safety will be taught to students first to ensure students always act in a safe manner. Accuracy in measurements and how to properly measure specific ingredients will be covered. We will begin with the “Canadian Food Guide,” where students will focus and prepare recipes from the “Whole Grains” food group. Finally, they will progress to study “Quick and convenient foods,” where students will learn how to prepare nutritious and quick breakfast foods. By the end of the course, students will have a basic understanding of food studies skills and how to use each appliance within the kitchen.

## FOODS 8

This course will be a natural progression from the previous year’s course of study. This year, students will review kitchen tools, terms, and procedures. Students will then study the “Canadian Food Guide,” where students will focus and prepare recipes from the “Fruit and Vegetables” food group. Finally, they will progress into their baking unit in which students build and expand on measuring skills learned in grade seven while tackling more challenging recipes. They will also participate in a “Cupcake Wars Challenge,” in which students will be responsible to design and create their own cupcake.

## FOODS 9

Progressing again from the previous level, the year will begin with a review of kitchen safety, tools, terms, and procedures. Students will begin with the “Canadian Food Guide,” where students will focus and prepare recipes from the “Protein” foods group. For the final unit, students will be focusing on the “International Cuisines” unit, where students will create lunch, dinner, and desserts from countries around the world. The role of ingredients, nutrition, and various skills will be used in the preparation of each recipe.





# COMPUTER SCIENCE

As a part of our complementary program, Computer Science provides students with opportunities to acquire competencies that they will need to successfully navigate their personal journeys in learning, living, and working. Students develop and apply competencies through subject-area content and learning experiences.

Alberta's curriculum promotes development of the following competencies:

- Critical thinking
- Communication
- Problem solving
- Collaboration
- Managing information
- Cultural and global citizenship
- Creativity and innovation
- Personal growth and well-being

Computer Science at J.J. Bowlen Catholic Junior High School gives students hands-on experience with emerging technologies as they develop their skills in the world of Design Studies, Communication Technologies, and Computer Science. Students will design, create, and program a variety of hands-on, real-world scenarios to ensure a rewarding experience. Skills learned in Computer Science will help build a foundation for Career and Technologies Studies at the High School level and beyond. Much of our course is independent study and students are often required to work at pace to accomplish class goals.

In every level of Communication Science, students will have the opportunity to work with:

- Coding
- Physical Computing
- 3D Digital Design and Printing

## COMPUTER SCIENCE 7

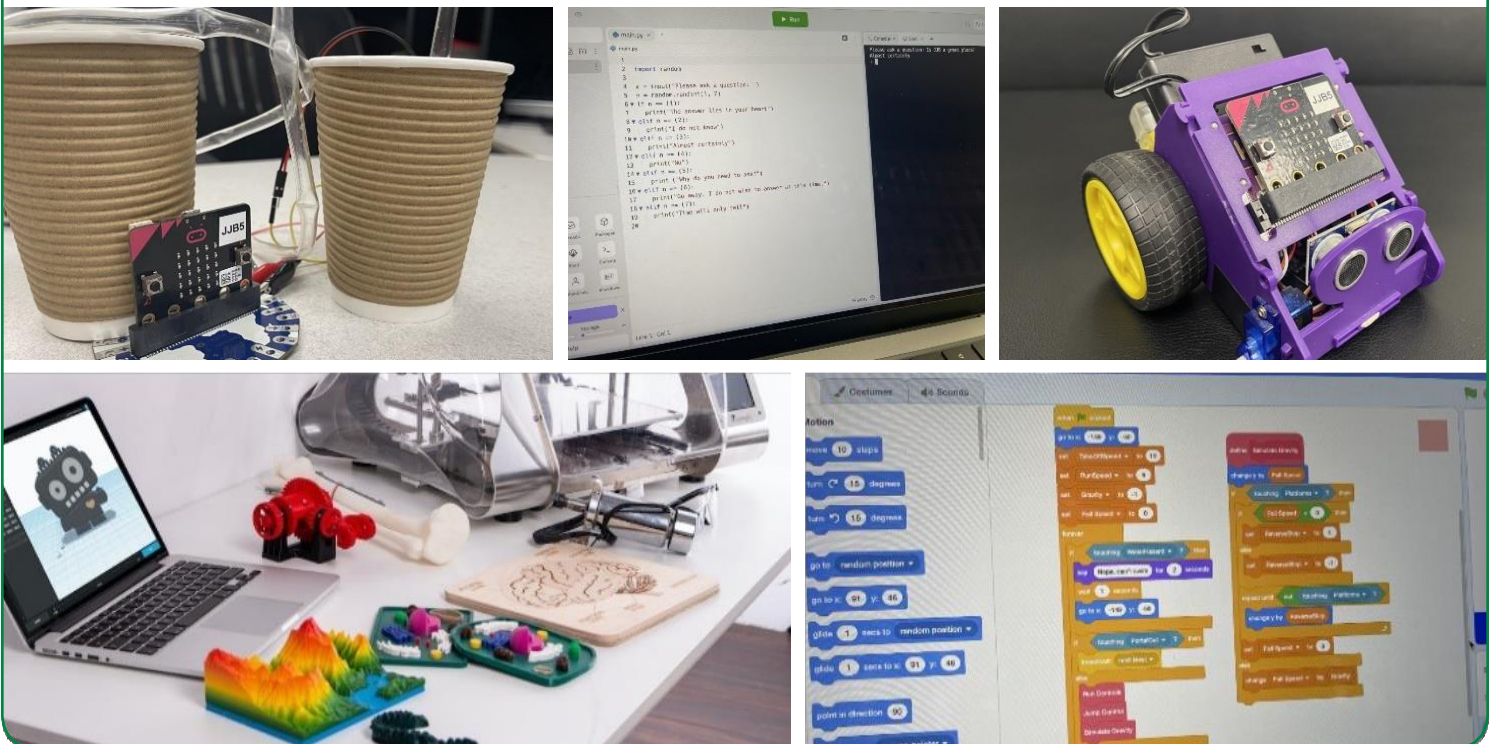
Students will work hands-on with various segments of computer science and how they relate to real-world problem-solving. Students will be introduced to the basics of programming using block-based language. Physical computing components are micro:bits that allow students to create with technology. Students are introduced to 3D digital design by printing a key chain.

## COMPUTER SCIENCE 8

Students continue to relate computer science to real-world problem-solving. Having acquired a basic understanding in Computer Science 7, students now apply the concepts to developing a multi-level video game in block-based coding. The physical computing components are micro:bits and MakeyMakey which allow students to interact with their project. Students are also introduced to 3D digital design and 3D printing.

## COMPUTER SCIENCE 9

Students complete their computer science journey by creating a multi-level, multi-difficulty platform game based on block-based coding. Students will be introduced to text-based programming to further expand their knowledge of coding. The physical computing component includes K8 robotics. K8 is a robot based on the coding of micro:bits. Students continue to learn about 3D digital design and 3D printing and the impacts it has on the environment and production.



# COMMUNICATION TECHNOLOGY

## YEARBOOK PUBLISHING

This class centres on cultivating essential skills for creating a student yearbook, including photography, journalism, and graphic design. Assignments focus on honing these skills. The first part of the semester involves planning the yearbook's structure and gaining foundational knowledge in software, hardware, and relevant skills. The second part allows students to apply these skills in producing the school's yearbook. The Communication Technology strand encourages creative thinking and problem-solving in presentations, photography, print, and audio/visual production, fostering media, and technology literacy.

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## FILM STUDIES

The Film Studies program aims to enhance students' critical thinking skills regarding content, filming techniques, and themes across diverse film genres. Additionally, students will apply various film techniques in creating their own projects, fostering an understanding of the filmmaking process and the film industry. The course cultivates an appreciation for film as a unique art form, a mode of communication, a technological medium, and a visual storytelling tool.

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## TOURISM AND CULTURE

The Junior High Tourism and Culture Course is designed to enhance students' understanding of various aspects of tourism, encompassing destination knowledge, travel techniques, and cultural themes in different tourist attractions.

Throughout this course, students will:

- Gain insights into the essentials of travel and exploration
- Explore places of interest in Alberta, Canada, and around the world
- Uncover national and international travel opportunities through the exploration of geography, landscapes, and global cultures
- Engage in both virtual and in-person experiences, as well as exciting field trips to enrich their learning journey



# PHYSICAL EDUCATION LEADERSHIP

The purpose of Physical Education Leadership (PEL) is to provide students with opportunities to learn about the administrative aspects of sport and apply them in real-life settings. Students will learn about the rules of major school sports in the class/gym setting and then apply their skills and knowledge by officiating the intramural program, tournaments, and extracurricular sports. All students must accumulate 24 leadership hours throughout the school year. These hours, along with school behaviour, effort, and academic performance, will allow students to participate in a variety of sporting activities away from the school.



# ENVIRONMENTAL STEWARDSHIP

The Environmental Stewardship provides students with the knowledge, appreciation, and experience to further their awareness of the environment. Students should have interest in the following:

- Conservation
- Upland game birds, waterfowl, big game
- Boreal forest
- Mountain pine beetle
- Sustainability
- Oil/gas industry
- Environmental issues
- Agriculture
- Mapping
- Orienteering
- Camping
- Hiking
- Outdoor survival



Students are required to participate in all field trips throughout the semester.

# SPORT PERFORMANCE

Sport Performance encompasses a blend of biomechanical function, emotional elements, and training methods. In the athletic realm, performance is often associated with the pursuit of excellence, where athletes gauge progress towards achievement. Our program emphasizes physical well-being through a comprehensive fitness routine. Additionally, it concentrates on enhancing skills and game play competencies in sports like volleyball, basketball, and track and field.

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# SECOND LANGUAGE

## FRENCH

The French as a Second Language program is divided into four categories:

- Listening comprehension
- Oral French
- Written French
- Cultural appreciation

The program introduces students to French language, customs, and perspectives. Crucially, completion of a junior high French program will accelerate their proficiency in the French language attainment in high school, whether for interest, or post-secondary requirements. Communication skills will be taught using the target vocabulary, verbs, or grammatical structures.

In French 7, students explore experiences related to school, people around them, and weather. Moving on to French 8, the focus shifts to experiences involving food, clothing, and animals. In French 9, students delve into sports and exercises, irregular verbs, questions (question forms), as well as reading and listening comprehension, with various experiential contexts.

Students continuing with French into high school will gain valuable benefits from the program because it is designed for successful achievement of French 20 or 30. The skills they attain will be useful for future language learning.

# EXTRA/CO-CURRICULAR PROGRAMS

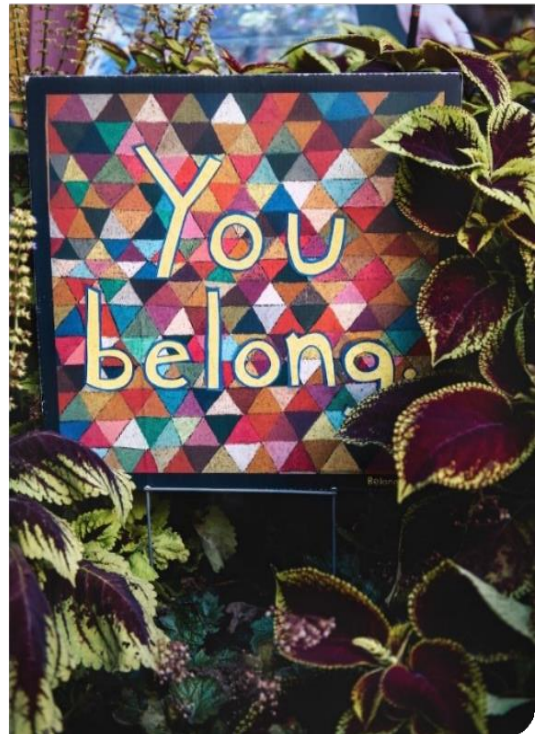
## RELIGIOUS CELEBRATIONS AND MASS

At J.J. Bowlen, we celebrate the liturgical aspect of our faith with several whole school Masses at St. Dominic Savio Parish:

- School Opening Mass
- Thanksgiving Mass
- Remembrance Day Celebration
- Advent Celebrations
- Ash Wednesday
- Easter Mass
- Year-End Mass
- Farewell Mass

In addition, various classes hold small classroom-based celebrations throughout the school year.

- Clubs
- Choir Fitness
- Honour Band
- Library
- Sewing
- Recycling
- Glee
- Chess
- Coding



## **STUDENT LEADERSHIP AND SOCIAL JUSTICE TEAM**

The J.J. Bowlen Student Leadership Team organizes many activities and fun days over the course of the school year. The Leadership Team is made up of a variety of students from the school community.

The Youth Ministry group oversees numerous service activities annually, including cooking meals for the homeless, collecting cereal for other schools' breakfast programs, gathering food for hampers and the food bank, and participating in fundraising activities such as the Dream Builders Challenge supporting the Edmonton Catholic Schools Foundation.

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## **CULTURAL STUDENT ASSOCIATION**

Our Cultural Student Association is dedicated to educating the school community about racism and different cultures.

Our focus is on the Division's EDIAR (Equity, Diversity, Inclusion, Anti-Racism) initiative where we inform others about these important topics.

The students aim to celebrate and acknowledge the various cultures within our school, enhancing the community's knowledge and awareness. Their goal is to foster understanding, creating positive change in matters of equity and diversity. Special events will showcase our cultural diversities, promoting a more inclusive and informed school environment.

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## **ATHLETICS**

J.J. Bowlen is a member of the Inter-School Athletic Program. Our school teams play several games with other junior high schools in the Edmonton Catholic School Division. Our teams include:

- Volleyball (Junior and Senior)
- Basketball (Junior and Senior)
- Soccer
- Slo-Pitch
- Track and Field
- Badminton
- Cross Country



## **BAND**

Students from band class can participate once or twice a week after school. Students will perform on field trips, competitions, and festivals. Music may include classical, pop, jazz, or traditional genres.

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## **CHOIR**

Students can sing in an after-school choir. Students will learn different genres of music, from classical to pop. There are also opportunities to sing in liturgical settings, including school masses.





**J.J. BOWLEN CATHOLIC JUNIOR HIGH SCHOOL**

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