



2024-2025

High School Student Handbook



Gordon Bell High School

3 Borrowman Place
Winnipeg, MB
R3G 1M6

204-774-5401



WINNIPEG SCHOOL DIVISION



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MESSAGE FROM THE ADMINISTRATION

Gordon Bell is very proud of its multicultural student body where people of many different backgrounds, cultures and beliefs are able to work together, in a spirit of harmony and mutual respect. We depend upon the students to contribute and enhance this proud tradition.

ADMINISTRATION TEAM

Mr. Vinh Huynh
Principal


Ms. Joanne Sabourin
Vice-Principal

Mr. Matthew Fox
Vice-Principal

CONTACT INFORMATION:

Gordon Bell High School
3 Borrowman Place
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R3G 1M6

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 gordonbell.ca
gboffice@wsdl.org

 bit.ly/gbcalendars

 [instagram.com/GordonBellHigh](https://www.instagram.com/GordonBellHigh)

 twitter.com/GordonBellHigh

 facebook.com/GordonBellHigh

POLICIES

SCHOOL HOURS

9:00 am - 12:20 pm

1:20 pm - 3:30 pm

Students are asked to leave the building at 3:30 pm unless they are involved in a school sponsored activity.

ATTENDANCE

The single most reliable indicator of a student's success in school is regular attendance. It is extremely important that students attend regularly to keep up their work. The only acceptable reason for absence is illness or an emergency of a personal nature. All students should provide a note signed by the parent/guardian to explain the reason for their absence or call the main office. Teachers or the administration will communicate with the parent/guardian, either by phone or in writing, when a student's attendance becomes problematic. Attendance is also reported on the report cards. Please phone Safe Arrival, the school absent reporting system if your child will be absent at 1-855-278-4513 or visit <https://go.schoolmessenger.ca>.

RATIONALE FOR ATTENDANCE

Success in school is directly related to students' participation in classroom activities. Students are assessed on their on-going classroom involvement, interaction with classmates, group work and completion of classroom assignments. For a student to be successful they must attend their classes each and every day. It is expected that students will attend all the classes for which they have registered. The only time that they are not to be in their class is when they are involved in a school related activity or are too ill to be in class. Any external appointments with doctors, dentists, social workers, probation officers and other professionals need to be made before or after school hours.

ATTENDANCE PROCEDURES FOR STUDENTS 16 YEARS AND OLDER

- When a student has been absent from class 20 times he/she may receive a final warning about attendance.
- After 20 unexplained absences a student may be removed from class.
- Appeals must be made to an administrator.
- When a student is removed from the class list, a letter will be sent home asking that all books and materials from that course be returned.
- When a student is removed from the class list, a mark for that course will not be recorded on the report card.

ILLNESS

Students who become ill during the school day will not be allowed to go home without the office first contacting the parent/guardian. Parents are asked to call the office if their child is ill or Safe Arrival.

SCHOOL RECORDS

If there is a change in your address or telephone number, please inform the school immediately at 204-774-5401. We would also appreciate notification regarding changes in the emergency information for each student.

REPORTING PERIODS

Students are formally evaluated and receive report cards in November, February, April and June. There are Student Led - Parent/Teacher conferences in November and April where all parents/guardians have an opportunity to discuss student progress.

ACADEMIC HONESTY

Academic Honesty is taught at all grade levels and in all subject areas at Gordon Bell. Lessons are designed to reflect the age and grade of the student, level of the student understanding and be specific to the requirements of differing subject areas. Topics include: what is deemed to be plagiarism, copying and/or cheating; how to research; how to reference; reliable sources; use of technology and the internet; citing; copyright; royalties etc.

Consequences for plagiarism, copying other student work, cheating etc., will vary according to age, grade, understanding and whether the offence has occurred before. Consequences may include: re- doing the work; loss of marks; consultations with parents/guardians; loss of computer privileges; suspension etc. Teachers will clearly outline to students, both orally and in writing, the expectations in assignments, tests and exam situations related to Academic Honesty.

EXPECTATIONS

LOCKERS

Students may be required to share a locker with another student. A combination lock will be issued. **STUDENTS CANNOT USE THEIR OWN LOCK.** The combination lock and locker are the student's responsibility. Combinations should not be shared with other students, as the school cannot assume responsibility for personal property or school supplies missing from lockers. Students are allowed to go to their locker before classes in the morning, during lunch hour, and at school closing. Lockers are school property and administration or staff may check lockers if a need arises.

BICYCLES

The school cannot assume responsibility for the security of bicycles ridden to school. Bikes should be chained and locked. **There is a Bike Cage available in the Courtyard to keep bikes secure.**

CELL PHONES/AND ALL OTHER ELECTRONIC DEVICE USE

It is important to be safe and respectful when using the Internet. Cell phones and other personal electronic devices are to be used only with staff permission. Cyber-bullying is not permitted and devices are only used for educational purposes during school hours. Consequences for cyber-bullying can include suspensions, police involvement or transfer to another setting or school.

In the event of a school or community wide emergency, such as lock down or hold and secure, cell phones are not to be used. This is to ensure the integrity/availability of the cellular networks used by emergency responders. Students should also not wear headphones as, in an emergency, they cannot hear directions.

MEDICATION

Parents are advised that school staff may not administer over the counter medication.

There is an official procedure designed by the school division for students who require medication during the course of the day. Please call the office (204 774-5401) for details and information.

DRESS CODE

- Students are expected to dress appropriately for class.
- Headgear or clothing with offensive or illegal logos or gang symbols are not allowed. This includes bandanas, caps and outerwear.
- This excludes articles worn for religious/cultural reasons.
- Footwear is required at all times. Closed toe footwear **IS MANDATORY** in: Home Economics and Industrial Arts classes and Science Labs.
- Students are further required to dress in a safe manner when participating in school activities such as physical education.

Administration will make the final determination on appropriate clothing worn during school hours.

VISITORS

For the safety of everyone in and around the school, we observe a strict policy of having all visitors report to the school office prior to transacting business in the school. Students are not to encourage friends who do not attend our school to visit them in school. This is to be viewed as a place of business. This policy is particularly important because of the central location of the school on a major street in the city. Any visitors who cause problems in the school or on school property, will be charged with trespassing.

STUDENT AWARDS

At the end of the academic year, outstanding students are recognized for:

- 1) Outstanding individual achievements in various subject areas.
- 2) Contributions to the quality of school life.
- 3) Special recognition is also given to students involved in the athletic program.

These awards are in the form of book prizes and Certificates of Merit and are awarded on the recommendation of teachers. An awards assembly is held each June.

PARENT ADVISORY COUNCIL

A group of parents who volunteer to assist the school in its efforts to support the students and community. Meetings are planned for the community as a whole. Parents are invited to take an active role in this process. Further information is available by contacting the school.

SERVICES

COUNSELLORS

Two counsellors assist students with their personal, social, educational, and career-related well-being and development. This includes helping students adjust to a new school, making plans for the future (post-secondary planning), as well as learning and developing skills in decision-making and conflict management. Counsellors provide a safe, caring, non-judgmental and confidential counselling environment for all students. They, also act as a liaison with students, teachers, parents, and agencies outside the school such as the Clinical Support Services, Child and Family Services, Probation Services, community agencies, and others.

RESOURCE

Students referred to the Resource Department receive assistance primarily in compulsory courses. Services can be accessed by self-referral, teacher referral, or parental referral. Intervention may be in the form of one-to-one or indirect classroom support through consultation and collaboration with the classroom teacher, Clinical Support Services and the Student Services team.

CAREER INTERN

The Career Intern is available to support students in exploring their career options and goals, as well as support students with job search strategies, resume and coverletter building, and scholarship opportunities. The Career Intern posts current job postings, volunteer positions, upcoming events and scholarship deadlines on the bulletin boards outside of student services.

CLINICAL SUPPORT SERVICES

Staff and students at Gordon Bell are supported by the Clinical Support Services (C.S.S.) team.

The CSS team provides the school with expert support in Psychology, Social Work, Speech and Language, Hearing, and Reading. **The involvement of these specialists takes place only with the full consent and knowledge of the student's parent/guardian.**

INDIGENOUS SUPPORT TEACHER PROGRAM

The goal of the Indigenous Support Teacher program is to increase graduation rates of Indigenous youth through improvement in attendance rates, academic performance and credit attainment from grades 9-12. In addition, the program identifies factors that lead to drop out rates and hindrance of academic performance in school. The program also focuses on student transitions into high school as well as in to post-secondary institutions and the workforce. The Indigenous Support Teacher program creates a graduation team of support for Indigenous students. The program connects students to extra-curricular programming within and outside of the school to assist students in achieving success and belonging within the community.

CAFETERIA

Gordon Bell High School offers a free Breakfast Program to its students daily from 8:00 to 8:55 am. Food is available for purchase at reasonable prices from 8:00 am to 1:00 pm. Nutritious lunch options are provided. Students who choose to bring their own lunch are welcome to use the facility. Microwaves are available for student use.

LIBRARY

Gordon Bell has a large, well-stocked library of books, magazines and other materials. Computers are also available for research and completing school assignments. Students can use the facility before classes begin in the morning, during the lunch hour, after school as well as at times assigned by the classroom teacher. The teacher and library technician provide reading, guidance and instruction in the use of resources to support school programs, assignments, individual interests, hobbies and leisure reading. Library is open from 8:00 am to 3:30 pm.

STUDENT LEADERSHIP: STUDENT COUNCIL

Students from grades 7-12 are welcome to join Student Council. We plan a variety of activities throughout the year; such as "grade wars" competitions, and Spirit Week. Weekly meetings are held in order to plan events and discuss issues that affect students.

CHILD CARE LAB

Gordon Bell High School provides child care for students with children of their own between the ages, three months and four years so the parents can attend classes and graduate from High School. Students with children in the Child Care lab, must attend classes on-campus and should be aware of the following requirements:

- The Child Care lab is open from 8:30 am to 3:30 pm. Infants' must be picked up promptly after class.
- The license of the Child Care lab requires parents to be available at all times. That means parents may not leave the school for any reason without their baby. That includes school field trips and running across the street to a store or restaurant.
- Parents must remain in the Child Care lab for lunch. A home cooked lunch is provided, and students take turns cleaning up. No outside food is allowed and parents must stay to attend to their infant. Parents will put the infant down for their nap before leaving after lunch.
- Only the parent may pick up their child. Only with permission from the mom, is another relative able to pick up the child.
- Parents must supply all diapers, wipes, and baby food. The Child Care lab staff will change diapers during class time.
- Parents must attend all classes when the infants are in the lab.

EXTRA-CURRICULAR ACTIVITIES

ACTIVITIES AT GORDON BELL INCLUDE:

Homework Club	Drama	Shops/Practical Arts
Student Council	Science Fair	GB Pride Club
Peaceful Village Program	Art Club	African & Aboriginal Drumming
Bike Lab	Chess Club	Fire Spirit
Vegetarian Club	Skating	Rink Maintenance/Skate Sharpening
Public Speakers Group	Learning Centre	Fort Whyte Farms

SPORTS ACTIVITIES AT GORDON BELL:

Badminton	Dodgeball	Softball	Basketball
Volleyball	Track and Field	Ultimate Frisbee	Intramurals
Soccer	Cross Country		

UNDERSTANDING COURSE CODES

It is important to understand the course codes when selecting courses. The course level for each grade areas follows:

GRADE 9 = 10

GRADE 10 = 20

GRADE 11 = 30

GRADE 12 = 40

EXAMPLE:

Course code **ENGR2F** = A Grade 10 foundational course because the “2” stands for grade 10

Course code **ESMR4S** = A Grade 12 specialized course because the “4” stands for grade 12

The letter at the end of the course code refers to the type of credit that will be received.

F = FOUNDATIONAL

E = EAL

M = MODIFIED

S = SPECIALIZED

G = GENERAL

GRADUATION REQUIREMENTS

PLANNING YOUR COURSES

Going into Grade 10, it is important to refer to the University requirements on pages 28-34 to ensure you are on the right track for post-secondary programming once you graduate. This is especially important for Math and Science courses.

YOU NEED A TOTAL OF 30 CREDITS TO GRADUATE!

- O 5 MANDATORY COURSES FOR GRADE 9 (10F, E, M, S)**
 - ENGLISH = _____
 - MATH = _____
 - PHYSICAL EDUCATION = _____
 - SCIENCE = _____
 - SOCIAL STUDIES = _____

- O 5 MANDATORY COURSES FOR GRADE 10 (20 F, E, M, S)**
 - ENGLISH = _____
 - MATH (ESSENTIAL, APPLIED OR PRE-CAL) = _____
 - PHYSICAL EDUCATION = _____
 - SCIENCE = _____
 - GEOGRAPHY = _____

- O 4 MANDATORY COURSES FOR GRADE 11 (30 F, E, M, S)**
 - ENGLISH (COMP, LIT OR TRANS) = _____
 - MATH (ESSENTIAL, APPLIED OR PRE-CAL) = _____
 - PHYSICAL EDUCATION = _____
 - HISTORY = _____

- O 3 MANDATORY COURSES FOR GRADE 12 (40 F, E, M, S)**
 - ENGLISH (COMP, LIT. OR TRANS) = _____
 - MATH (ESSENTIAL, APPLIED OR PRE-CAL) = _____
 - PHYSICAL EDUCATION = _____

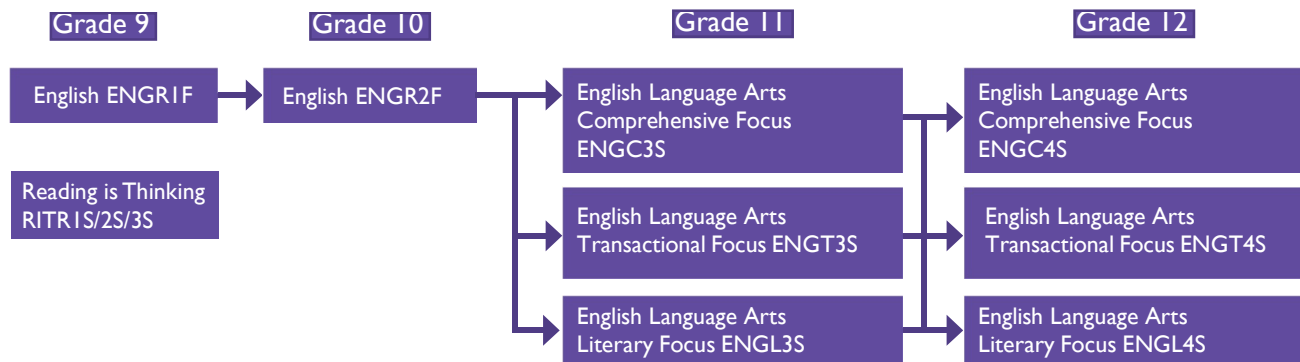
O

13 ELECTIVES

- | | |
|---|--|
| <input type="checkbox"/> 10 CAN BE FROM ANY GRADE LEVEL | <input type="checkbox"/> 1 COMPULSORY GR. 11 |
| 1. _____ | 11. _____ |
| 2. _____ | |
| 3. _____ | <input type="checkbox"/> 2 COMPULSORY GR. 12 |
| 4. _____ | 12. _____ |
| 5. _____ | 13. _____ |
| 6. _____ | |
| 7. _____ | |
| 8. _____ | |
| 9. _____ | |
| 10. _____ | |

ENGLISH LANGUAGE ARTS

English Flow Chart



The K-12 English Language Arts Curriculum is currently undergoing renewal. Schools across the province have begun a phased-in model of implementation of the new curriculum. Gordon Bell has been involved in a multi-year deeper learning cycle as we work to align our courses with the new curriculum.

Under the new curriculum, students engage in four literacy practices: language as sense-making, language as system, language as exploration and design, and language as power and agency.

Further information about new curriculum development and implementation is available on the Manitoba Education website: <https://www.edu.gov.mb.ca/k12/cur/ela/mbcur.html> Parents and students with questions about the new curriculum are encouraged to speak with their child's teacher.

READING IS THINKING (RITR1S) (RITR2S)

This course is designed to help students become strategic in their reading, writing and learning through the use of transactional materials, content area reading selections and inquiry-based learning. This is a pass/fail course, no numeric mark is given.

GRADE 10 (ENGR2F)

In this course, students engage with the six language arts (reading, writing, listening, speaking, viewing, and representing). Students will explore texts in a variety of forms and genres (poems, articles, short stories, memoirs, etc.). They will develop their reading comprehension skills and ability to analyze texts for meaning and bias. A key part of the course is a unit focused on Truth and Reconciliation. Students will express their understanding, ideas, and opinions in a number of ways, including one-pagers, poetry, text responses, reflections, and creative writing. ENGR1F is a prerequisite to this course.

GRADE 11

ALL grade 11 students should take the **English Comprehensive** course as top priority. You can also take the Literary or Transactional courses as options if you wish.

ENGR2F is a prerequisite for all Grade 11 English courses:

ENGLISH LANGUAGE ARTS COMPREHENSIVE FOCUS (ENGC3S)

In this course, students engage with the six language arts (reading, writing, listening, speaking, viewing, and representing). Students will explore texts in a variety of forms and genres (articles, short stories, essays, novels, etc). They will develop their reading comprehension skills and ability to analyze texts for meaning and bias. They will develop their ability to do research and manage information. Students will express their understanding, ideas, and opinions in a number of ways, including one-pagers, text responses, reflections, and essays.

ENGLISH LANGUAGE ARTS TRANSACTIONAL FOCUS (ENGT3S)

This course helps students learn how to work with a variety of written, audio, and video texts; to identify their main ideas and supporting evidence; and to use critical evaluations of these texts in the writing of a university-style essay. Students will also undertake a film study that encourages critical analysis of popular culture and its uses in historical teaching.

ENGLISH LANGUAGE ARTS

GRADE 12

Grade 12 students require one Grade 12 English credit to graduate. However, it is recommended that students **enroll in two English courses, taking English Comprehensive as top priority in the first semester whenever possible.** Please note, some university programs require two English courses for entry.

ENGC3S, ENGT3S, or ENGL3S is a pre-requisite for all grade 12 English courses:

ENGLISH LANGUAGE ARTS COMPREHENSIVE FOCUS (ENGC4S) *

In this course, students engage with the six language arts (reading, writing, listening, speaking, viewing, and representing). Students will explore texts in a variety of forms and genres (articles, short stories, poems, drama, novels, etc.) They will develop their reading comprehension skills and ability to analyze texts for meaning and bias. Students will express their understanding, ideas, and opinions in a number of ways, including text responses, group discussions, presentations, reflections, and essays. The course will include preparation for the provincial Grade 12 English Language Arts Standards Test. This is a multiday process exam that will comprise 30% of the course mark.

*ENGC4S should be taken as a first priority, as it prepares students for the provincial final exam.

ENGLISH LANGUAGE ARTS LITERARY ELECTIVE (ENGL4S)

In this course, students engage with the six language arts (reading, writing, listening, speaking, viewing, and representing). Students will explore texts in a variety of forms and genres (short stories, poems, drama, novels, etc.) with an emphasis on aesthetic texts and language. They will continue to analyze and assess texts for meaning, bias, and writer's craft. The course emphasizes and gives numerous opportunities for students to develop their creative writing skills. Students will express their understanding, ideas, and opinions in a number of ways, including text responses, group discussions, poetry, short stories, and artistic representation. There is no exam for this course; however, all grade 12 students must write the grade 12 English Language Arts Standards Test (normally written in conjunction with the comprehensive focus course, ENGC4S).

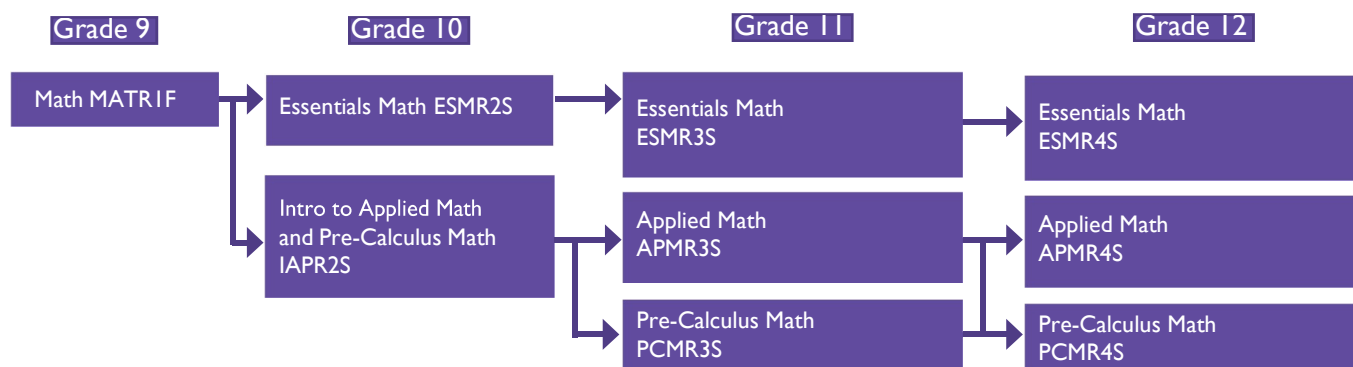
This course focuses on a study of language and literary forms. Novels, plays, poetry and short stories are studied. Both individual and group projects are used to explore these literary genres.

ENGLISH LANGUAGE ARTS TRANSACTIONAL ELECTIVE (ENGT4S)

This course helps students learn how to engage with university-style written texts; to identify their main ideas and supporting evidence; and to use critical evaluations of these texts in the writing of a university style-essay. Students will also undertake a film study that encourages critical analysis of popular culture and its uses in historical teaching.

MATHEMATICS

Math Flow Chart



MATH OPTIONS

Starting in Grade 10, there are three different Math options:

ESSENTIALS MATH

Cannot be used as a pre-requisite for math or science related fields.

“This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require further study in advanced mathematics. Topics include algebra, geometry, measurement, number, statistics and probability, and financial mathematics.” (Manitoba Education, 2014, p. 17).

APPLIED MATH

Take if your post-secondary studies do not require the study of theoretical calculus.

This course is context-driven; learning of numerical and geometrical problem-solving techniques as they relate to the world around us.

PRE-CALCULUS MATH

Take if your post-secondary planning involves studying calculus and related mathematics, or a field of study such as medicine, engineering, accounting, business, dentistry, pharmacy, architecture, or any science related field (i.e. food science, agriculture, kinesiology, physics, etc.)

The decision will be made based on your abilities, in consultation with your Math teacher, and your future career goals. Pre-Cal Math is generally considered the most difficult of the three; however, it keeps all of your post-secondary doors open.

ESSENTIAL MATHEMATICS

GRADES 10, 11, 12 (ESMR2S) (ESMR3S) (ESMR4S)

MATRIF is a prerequisite for *ESMR2S*, which in turn is a prerequisite for *ESMR3S*, which in turn is a pre-requisite for *ESMR4S*.

“This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for post-secondary studies in programs that do not require further study in advanced mathematics. Topics include algebra, geometry, measurement, number, statistics and probability, and financial mathematics.” (Manitoba Education, 2014, p. 17).

The Essential Mathematics program is intended to provide the student with mathematical fundamentals that are encountered in daily life. The central focus is the development in valuing math skills, gaining confidence in applying and communicating these abilities as well as solving problems that they may experience. Assessment may include any/all of homework checks, quizzes, tests, projects, and final exams.

GRADE 10

INTRO TO APPLIED/ PRE-CALCULUS

Mathematics (IAPR2S) *MATRIF* is a prerequisite for *IAPR2S*.

This course is intended for students considering post-secondary studies that require a math pre-requisite. It promotes and strengthens logical reasoning skills and critical thinking **using standard algorithms**. This course will address topics such as measurement, algebra and number, and relations and functions. The final grade is based on homework assignments, quizzes, tests and a final exam.

MATHEMATICS

APPLIED MATH

GRADES 11 & 12 (APMR3S) (APMR4S)

APMR3S/PCMR3S is a prerequisite for APMR4S/PCMR4S.

Applied Mathematics is designed to give students the foundations required to tackle a wide variety of challenges encountered in business and industry. Students will be using theoretical math and technology to solve theoretical and mostly real-world problems. This course will address topics such as set theory and logic, counting methods, probability, polynomial, exponential and sinusoidal functions, financial mathematics: borrowing and investing money, design and measurement and research projects. The final grade is based on homework assignments, quizzes, tests and a final exam. A graphing **calculator is required for this course**. GRADE 12 Provincial Final Exam is 30% of the final mark.

PRE-CALCULUS MATHEMATICS

GRADE 11 (PCMR3S)

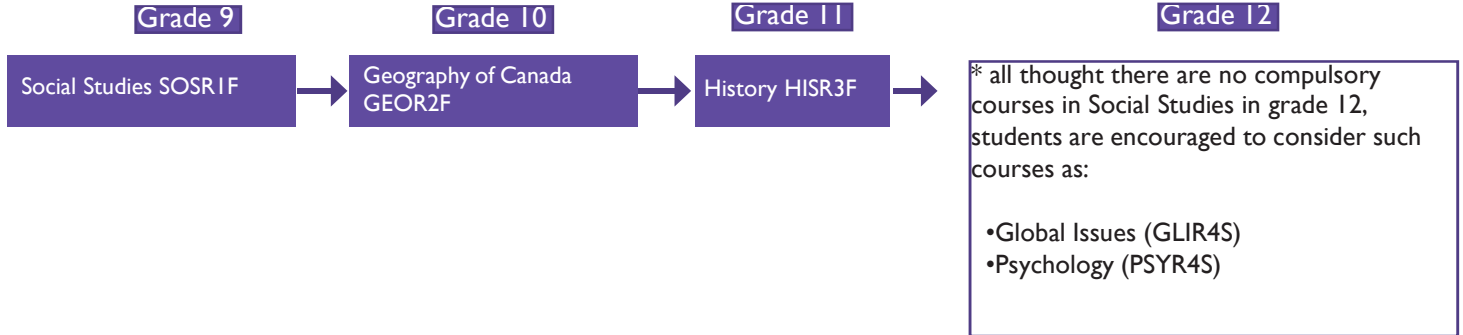
Pre-Calculus is designed for students who intend to have a strong foundation in mathematics. The course will cover topics as sequences and series, trigonometry, quadratic functions and equations, radicals, expressions and equations, absolute value, reciprocal functions, and systems of equations and inequalities. Introduction to Applied and Pre-Calculus 20S is essential in order to be successful in this course. The final grade is based on homework assignments, quizzes, tests and a final exam.

GRADE 12 (PCMR4S)

Pre-Calculus Mathematics is designed for students who plan to study Calculus, Physics, Chemistry, Engineering and related mathematics as part of their post-secondary education. This course emphasizes an advanced level of study of logical reasoning, critical thinking and theoretical mathematics using the standard algorithms. Topics in this course are transformations and functions, unit circle and trigonometric identities, exponential and logarithmic functions and equations, rational functions and equations, operations on functions, and permutation and combination. The final grade is based on homework assignments, quizzes, tests and a final exam. A Provincial Final Exam is 30% of the final grade.

SOCIAL STUDIES

Social Studies Flow Chart



GRADE 10

GEOGRAPHY (GEOR2F)

The focus of study in this course is both physical and human geography. The physical regions of the world will be examined, which include landforms, climate, soil, vegetation, and natural resources. Population patterns will be examined, economics, politics, as well as environmental issues due to human impact. SOSR1F is the prerequisite for this course.

GRADE 11

HISTORY (HISR3F)

This course deals with the social and political aspects of Canadian History, with a relation to our current situation. Topics include:

1. Relations between Indigenous people and Colonizers
2. History of Canadian immigration
3. Manitoba history, with a focus on the Red River rebellion
4. Winnipeg history, with a focus on the Winnipeg General Strike
5. Canada's place in the World

Curriculum documents and information can be found at http://www.edu.gov.mb.ca/k12/cur/socstud/history_gr11/index.html

GEOR2F is the prerequisite for this course.

SOCIAL STUDIES

GRADE 12

GLOBAL ISSUES (GLIR4S)

This course allows engagement with a number of important themes and topics. There is a significant amount of class discussion, as well as 4 major inquiry projects (students will decide whether they write academic research papers, or give informal presentations to the class). Students will choose, as a class, the units that most capture their interest:

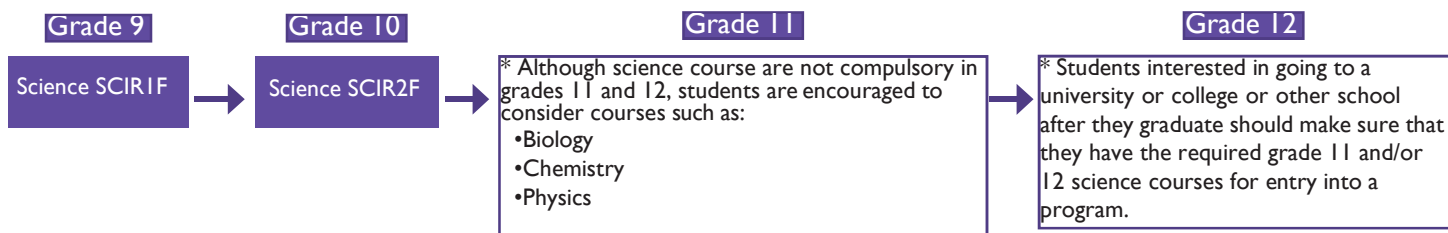
- Climate Change
- Consumerism
- Environment
- Gender Politics
- Health and Biotechnology
- Indigenous Peoples
- Media
- Modern Slavery
- Oppression and Genocide
- Peace and Conflict
- Poverty, Wealth, and Power
- Social Justice and Human Rights
- Sustainable Agriculture

PSYCHOLOGY (PSYR4S)

Psychology is the scientific study of behaviour and mental processes. Studying psychology at the high school level allows students to enhance their ability to be proactive, to problem solve, and to foster healthy and nurturing relationships. It helps students better understand themselves and their behaviours, and deal with issues in their own lives. Topics of study include Introduction and Research Methods, Biopsychology, Developmental Psychology, Cognitive Psychology, Variations in Individual and Group Behaviour.

SCIENCE

Science Flow Chart



ADVANCE SCIENCES

If you are interested in pursuing the sciences at the university level, it is advisable to have all three science courses along with Pre-Calculus mathematics. To ensure you have all of these courses in high school, follow the guide below and speak to your counsellor about your future plans.

Course	Grade 9	Grade 10	Grade 11	Grade 12
Math	MATR1F	IAPR2S Semester 1	PCMR3S	PCMR4S
Science	SCIR1F	SCIR2F Semester 1 PHYR3S Semester 2	PHYR4S Semester 1 CHER3S Semester 1 BIOR3S Semester 2	BIOR4S Semester 1 CHER4S Semester 2

GRADE 10 (SCIR2F)

This course introduces students to four areas of the GRADE 10 Science curriculum including physics, weather dynamics, ecology, and chemistry. This course gives the students an idea about what area of science they want to specialize in the grade 11. SCIR1F is the prerequisite for this course.

GRADE 11

SCIR2F is the prerequisite for the following Grade 11 Science courses:

BIOLOGY (BIOR3S)

This course introduces the student of human anatomy and physiology. It is divided into six units: Wellness and Homeostasis, Digestion and Nutrition, Transportation and Respiration, Excretion and Waste Management, Protection and Control and, finally, Homeostatic change.

CHEMISTRY (CHER3S)

This course introduces the students to qualitative as well as quantitative analysis of the chemical reactions. Students will develop their understanding of the principles behind chemical change and will conduct experimental studies to examine individual concepts outlined by the 30S Chemistry curriculum. Science 20F is a pre-requisite. This course is a pre-requisite for the chemistry 40S course.

PHYSICS (PHYR3S)

This is a rigorous course recommended for students interested in a solid science background. Topics included are Introduction to physics, Mechanics, Fields and Waves. Students will acquire an understanding of the important ideas and frameworks of the field through inquiry, discussion and experiment. Science 20F is a pre-requisite and Pre-calculus Mathematics 20S is strongly recommended. Assessment is through laboratory work, projects, assignments and tests.

GRADE 12

BIOLOGY (BIOR4S)

Biology 40S builds on many of the concepts studied in Biology 30S, but covers a much broader range of topics. The course includes molecular biology, genetics and the taxonomic relationships between the various life forms on our planet.

CHEMISTRY (CHER4S)

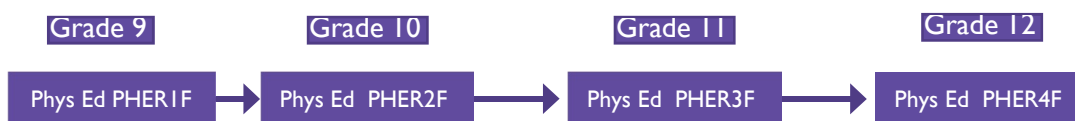
This course introduces the student to the study and practice of analytical skills found in chemistry. The course focuses on topics involving mathematical relationships and their application to chemical reactions in both the macro- and micro- scale. CHER3S is the prerequisite for this course.

PHYSICS (PHYR4S)

This course is a natural follow-up to Physics 30S. Topics included are Mechanics, Fields, Electricity and Medical Physics. The course presents the relevant knowledge and rigorous mathematical treatment of the concepts along with an emphasis on development of critical thinking skills. Assessment is through laboratory work, projects, assignments and tests. PHYR3S is the prerequisite for this course.

PHYSICAL EDUCATION

Physical Education Flow Chart



GRADE 10 (PHER2F)

This course is offered in both semesters and is scheduled every day (66 minutes) of the six-day school cycle. In this program the students have the opportunity to select activity units from a wide variety of options. Students will also complete the Health component which covers topics such as disease prevention, CPR, goal setting, psychological well-being through stress-management, nutrition, and a review of Family Life. *PHER1F* is a prerequisite for this course.

GRADE 11 & 12 (PHER3F) (PHER4F)

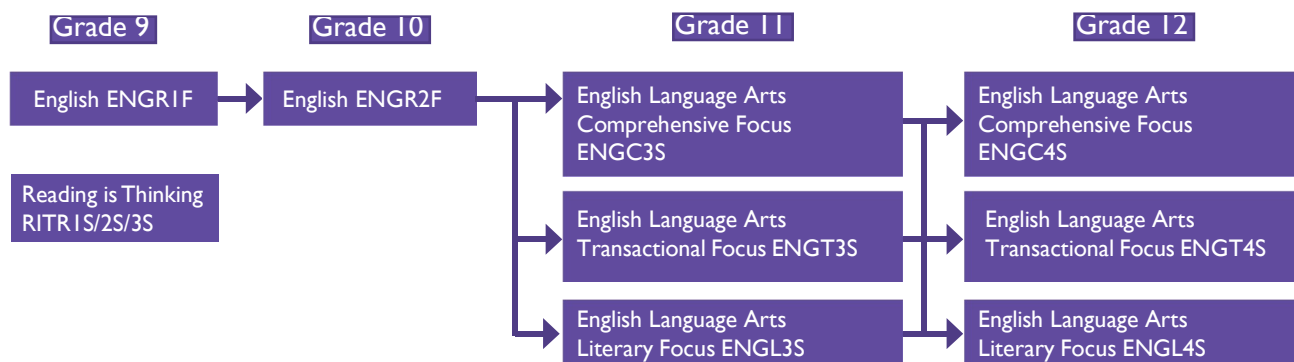
Students will engage in this course every day (66 minutes) of the six-day school cycle. These compulsory full credit courses are designed to help students take greater ownership of their own physical fitness, to encourage them to seek out activities that interest them, and to engage in active lifestyles into their futures. The focus of these courses will be on health and personal planning where students will study topics related to fitness management, mental health, substance use and abuse prevention, and the social impact of sport. These courses will have both an in-class component and out of class element that will be implemented by the student. Students will be required to develop and implement a Personal Physical Activity Plan as part of the physical activity practicum. Students will be introduced to safety and risk management planning to minimize the associated risks of the activities they have chosen.

As part of earning credits for these courses, students will be required to submit a personal fitness portfolio containing a Personal Physical Activity Plan, physical activity log, and journal entries. Students will be graded for completion of the course with a Complete or Incomplete designation.

PHER2F is a prerequisite for *PHER3F*, which in turn is a prerequisite for *PHER4F*.

ENGLISH GRADE 9

English Flow Chart



GRADE 9 ENGLISH (ENGR1F)

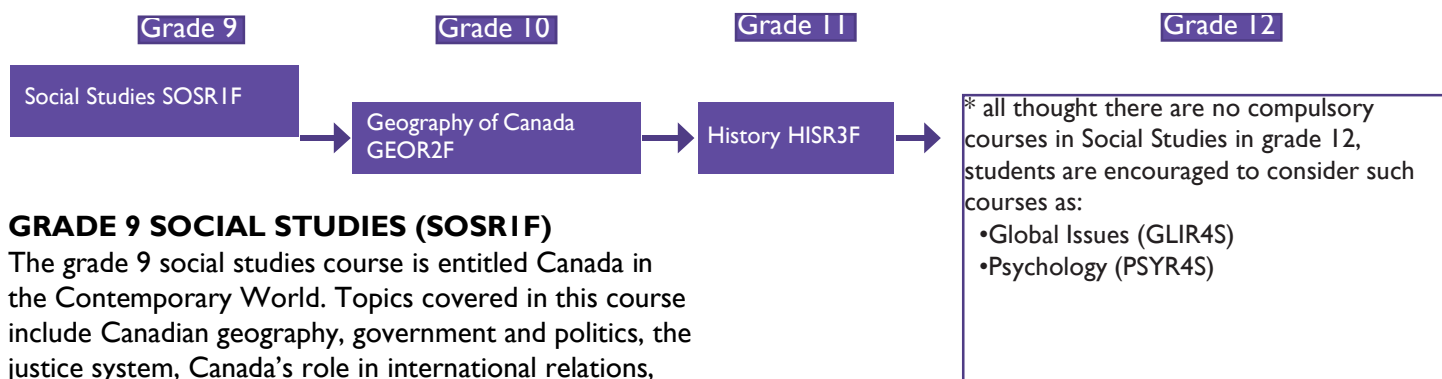
In this course, students engage with the six strands of communication (reading, writing, listening, speaking, viewing, and representing). Students will explore texts in a variety of forms and genres (poems, articles, short stories, novels, visuals etc.), how to work in a group dynamic, and the ability to analyze texts for meaning and understanding. Key components of this course are units focused on identity, life turning points, human rights, social justice, corruption, the impact of technology in our lives and culture, and storytelling. Students will express their understanding, ideas, and opinions in a variety of ways, including poetry, short stories, essays, script writing, text responses, reflections, and creative writing.

READING IS THINKING (RITR1S)

This course is designed to help students become strategic in their reading, writing and learning through the use of transactional materials, content area reading selections and inquiry-based learning. A focus will be put on building comprehension of vocabulary related to science.

SOCIAL STUDIES GRADE 9

Social Studies Flow Chart

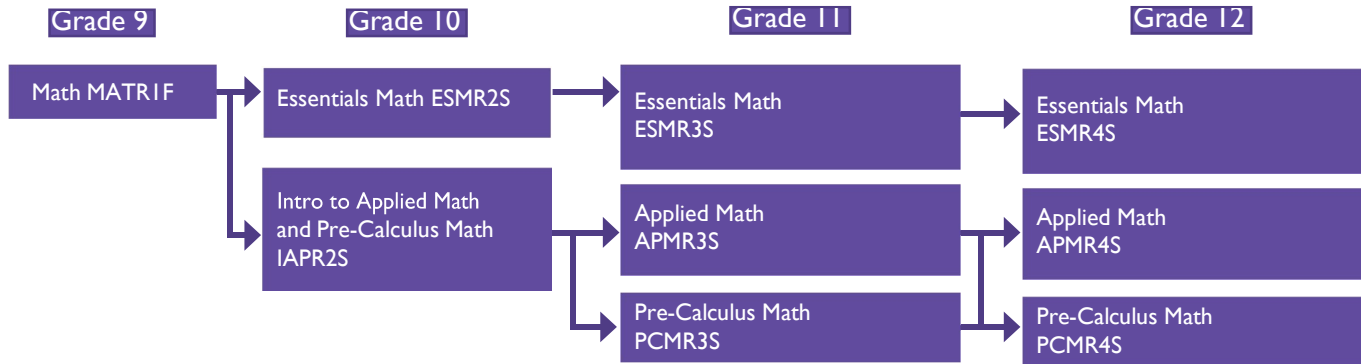


GRADE 9 SOCIAL STUDIES (SOSR1F)

The grade 9 social studies course is entitled Canada in the Contemporary World. Topics covered in this course include Canadian geography, government and politics, the justice system, Canada's role in international relations, and Canadian identity and multiculturalism. Human rights in Canada is a significant theme throughout the course. In each unit, connections are made between the topic of the unit and current events. Assessment is based on assignments, research projects, presentations, quizzes, tests, and a final exam.

MATHEMATICS GRADE 9

Math Flow Chart

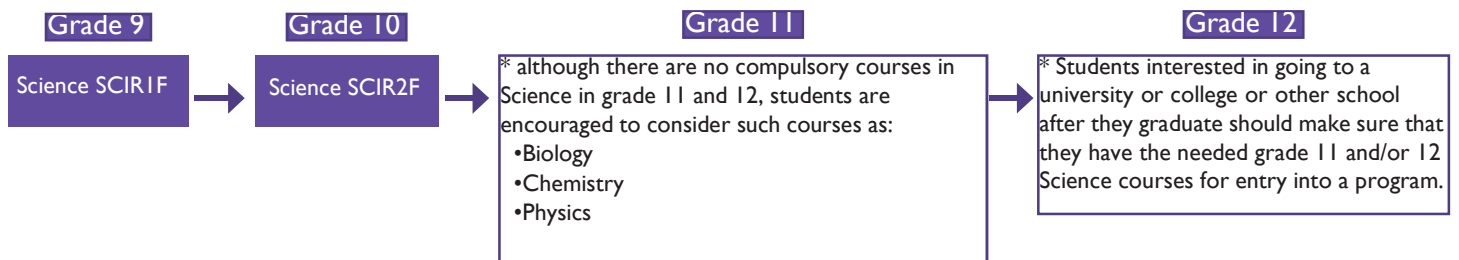


GRADE 9 (MATR1F)

This is the foundation mathematics course for all mathematics courses that follow. There are nine units to study to set the foundation for the mathematics courses in GRADE 10 – GRADE 12. Students are expected to attend regularly, complete assignments daily, and come in for extra help to get necessary explanations as needed. Assessment will include mental math, quizzes, tests, homework checks and daily activities, and a final exam.

SCIENCE GRADE 9

Science Studies Flow Chart



GRADE 9 SCIENCE (SCIR1F)

This course is a pre-requisite for all grade 10 science courses. “Scientifically literate individuals can more effectively interpret information, solve problems, make informed decisions, accommodate change, and create new knowledge” (Manitoba Education, 2000, p.1.2). Scientific literacy is promoted through the introduction of four macro units of study: Reproduction, Chemistry, Electricity, and Space. Classroom participation includes “opportunity to work cooperatively with other students, to initiate investigations, to communicate their findings, and to complete projects that demonstrate their learning” (p. 1.3). Assessments include but not limited to daily assignments, labs and their reports, debates, presentations, quizzes, tests and a final exam. Regular attendance is crucial for success.

PHYSICAL EDUCATION

Physical Education Flow Chart



GRADE 9 (PHER1F)

The physical education program is offered throughout a six-day school calendar and promotes physical activity and healthy lifestyles for all students. The program in both subject areas is integrated and organized within five general learning outcomes. The learning outcomes are **movement, fitness management, safety, personal and social management and healthy lifestyle practices**. The Physical Education Department recognizes that all students learn in different ways, at different rates and to different capacities.

CO-CURRICULAR COURSES

FRENCH

GRADE 9 (FRER1F)

Students will acquire a basic level of French communication based on all four levels of language acquisition: speaking, listening, reading and writing. Students will practice and develop these skills through oral and written projects, based on experiential themes such as Canadian Identity, Festival du Voyageur, Fashion and Media and Travel.

BUSINESS INNOVATIONS (BINR1S)

What is a business and how do they operate? Are you interested in one day starting your own business? Do you want to learn how businesses affect your everyday life?

Business Innovations offers students the opportunity to explore commerce related topics such as economics, entrepreneurship, business, marketing, technology and finance. Throughout the course, students will apply the concepts and strategies they learn to a variety of creative business projects and/or simulations.

OUTDOOR EDUCATION, GRADE 9 (LEHY1G) | CREDIT

Outdoor education is a hands-on outdoor experience with applications to land-based learning with an opportunity to explore season long activities with habits including survival strategies, land-mark identification, plant/animal/food/hunting and gathering strategies/theories, recreational sport/season specific cultural games, season-based den building/upkeep/theory exploration.

Students will learn gain a further understanding/wider repertoire of knowledge in theories/practical applications of dry land/ice- fishing, plant/animal identification, indigenous teachings linked to modern based outdoor exploration, den building, survival skills, foods/hunting and gathering habits, historical/recreational/modern outdoor sports including golf, archery, hockey, ringette, snowshoeing, skating, cross country skiing, lacrosse, cricket, and other cultural games, roller sports and safety and prevention of hazards in all aspects of the course.

Students will additionally have an opportunity to learn wood carving, fire-prevention/care/survival, environmental design/terrain map understanding/building project management strategies, tool building/handling, theory work-shop based hunting exploration, and introductions to water/downhill sports. Students will gain an insight to being a primary role model/mentor in fundraising initiatives for camping, ski, fishing trips, assist with maintenance and flooding of the green space ice rink, mentor in the learn how to skate program, and taking the role as Lead "outdoor ed" ambassadors for partnerschool workshops.

FINE ARTS GRADE 9 VISUAL ART, GRADE 9 (VAHBIS)

A series of units are explored with specific projects in a variety of areas including drawing, painting, ceramics and design, along with an integrated art history component. Evaluation is based on specific and general outcomes. Marks are derived through the attainment of these outcomes through self-evaluation, discussion, tests, sketch-book work, and project work. **0.5 credit 3 classes per rotation for the semester 1 or 2**

CHOIR, GRADES 9, 10, 11, 12 (MCCR1G, MCCR2G, MCCR3S, MCCR4S) *

The Senior Choir is open to all students from GRADE 9 to GRADE 12. In the program students will be taught the principles of choral singing and the fundamentals necessary for reading music. The course is a study of choral repertoire from a wide selection of periods and styles of music. As performance and ensemble skills are key aspects to ensemble singing, students are expected to attend at all times. Assessment is based upon vocal testing, self-evaluation, skill demonstration and student reflection on performance and audience experiences.

Senior Choir is at 12:20 pm, three lunches per cycle

VOX GRADES 9, 10, 11, 12 (MCER1S, MCER2S, MCER3S, MER4S)*

This class is open to students by audition only and students accepted must also be in Choir for Grade 9, 10, 11 or 12. Students in the chamber choir, VOX, will explore and practice the different techniques required for performing the large quantity of repertoire they will learn. The music studied will be in a variety of styles including jazz, a cappella, popular and contemporary. This group is very performance-oriented and requires much dedication from the student members. Assessment is based on vocal testing, self-evaluation and rehearsal and performance etiquette.

***VOX is at 7:45am, three days per cycle**

CONCERT BAND, GRADES 9, 10, 11, 12 (MCBR1S, MCBR2S, MCBR3S, MCBRR4S)*

Gordon Bell's Band program is designed to give the student a musical experience based on practical instrumental applications, theory and historical studies. Through direct instruction, student led musical explorations and Band performance the musicians in the Gordon Bell Instrumental Music program gain valuable experience and self-confidence that will both enhance their

time at Gordon Bell and create in the student a healthy self-discipline and work ethic. Assessment is attained through performance preparedness, (practice records) playing tests and periodic theory exams.

***Please note that concert band may be held at 7:45am or 3:30 pm**

Dance, Grade 9 (DNHBIS) 0.5 credit

Students are introduced to dance through the exploration of a variety of dance styles. Focus is on the introduction of dance styles and beginning to understand choreography. Students will learn basic technique and history through the exploration of a variety of dance genres. Students will work on skills in a variety of ways including barre work, across the floor practice and center work alongside learning choreography.

***Three classes per rotation for semester 1 or 2**

Urban Fusion, Grades 9, 10, 11, 12

(DNIR1S, DN2R2S, DN3R3S, DN4R4S)

Students work in a variety of dance genres with a primary focus on performance at a high level. Students involved

in this course must be highly motivated to develop their technique, expression and artistic identity. Participation in all recitals, performances and competitions is required of members of Urban Fusion as well as a commitment to be involved with specialty workshops.

***This course is by audition only and takes place at lunch and after school.**

Music/ Drama, Grade 9 (DAHBS) 0.5 credit

The drama program concerns itself with the personal development of the student physically, emotionally, intellectually, and culturally. This course will introduce students to basic dramatic skills but will mainly focus on students learning how to express themselves. Students will spend time working together as a group, learning to trust one another and take risks while developing basic improvisation and mime skills.

***Three classes per rotation for semester 1 or 2**

TECHNOLOGY EDUCATION & PRACTICAL ARTS GRADE 9

GRAPHICS

GRADE 9 (GRHRIG) 0.5 CREDIT

If you find logos, comics-shirt design or illustrations interesting and would like to learn how to successfully create them, then Graphic Art and Design will prove both enjoyable and useful. You will learn the technical side of the graphic process along with how to communicate your own original ideas. Images will be created by hand and/or scanned and manipulated by the use of a computer. An introduction to paper airbrushing techniques and applying them to a practical project will also be explored.

BIKE REPAIR AND MAINTENANCE (BIAYIG)

Students will have the opportunity to apply effective decision making, problem solving, and design strategies to diagnose and resolve bike repair needs. They will develop an understanding of and a fluency with specific tools required for repair and maintenance. Students will learn safe practices with tools, machines, materials, and related processes. Specific learning outcomes include: installing and adjusting the various types of brakes used on bicycles; installing tires and ensuring proper air pressure; demonstrating an understanding of how the front and rear derailleurs change the gear ratio on a bicycle; and demonstrating an understanding of how tension shifters and indexed shifters work along with the derailleurs to make up the drive system. Safe riding procedures will also be a focus of the course culminating in a field trip to a city And or a provincial park.

TEXTILE ART AND DESIGN

GRADE 9 (TDHRIS) 0.5 CREDIT

Grade 9 Textile Arts and Design explores the basic knowledge and skills required to design and create textile products. Students will explore the impact that fashion has on consumer choices and its influence on relationships. The course will introduce the student to citizenship and sustainability through knowledge, action, and projects. Students will also become aware of issues in the textile industry and their impact on the environment and people through social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design.

FOODS AND NUTRITION

GRADE 9 (FNHRIG) 0.5 CREDIT

Grade 9 Food and Nutrition focuses on the individual and the relationships and influences that affect food choices. Students will examine the fundamentals of nutrition and learn how to apply the information to their lives. The course provides opportunities for students to develop safe food handling and food preparation skills in a practical cooperative group setting.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

EAL

These courses are specifically designed to meet the needs of students whose first language is not English. Most students have been in Canada less than three years. Students are assessed upon arrival and progress through the EAL program at the pace that is most beneficial for each student.

LITERACY CENTRE (LALRIF & LAL2IF)

LALRIF and LAL2F are the credit designations given to students with little or no literacy in their first language and qualify for the Literacy Centre (One of many Winnipeg School Centres). The primary mandate of the Literacy Centre is to foster the four main strands of language learning (reading, writing, listening and speaking) through interactive themes. Students are assessed as to their level of ability and they are planned for accordingly. A visual, auditory, and tactile approach to learning is implemented. The premise is to equip the students from war affected countries that have little or no formal academic skills in their home languages with sufficient skills to progress to the EAL beginner level.

NUMERACY (NUMY1G) (NUMY2G)

Mathematics is also a focus of the EAL program. Students arrive at the centre with somewhat limited ability in math skills. Through extensive use of visual aids/hands on experiences, students' progress through the mathematics continuum at their own pace. In the Numeracy class students are taught the basic operations of addition, subtraction, multiplication and division through hands on experiences. These are necessary for the students to learn as these skills are required to do problem solving in everyday life.

BASIC BEGINNER (ENBU1G) BEGINNER (ENBU2G)

Beginners have little or no knowledge of English. Their spoken English has not developed and they have limited understanding of their new environment. Beginner courses vary with the needs of the students, but all instruction and activities focus on integrating grammar and structure into a meaningful way. Listening and speaking skills are also taught for meaning. Beginner level materials rely heavily on visuals and vocabulary. Students are tested on short units of work. At this level effort, growth in understanding weigh heavily in terms of marks.

INTERMEDIATE EAL (ENIU3G)

Intermediate level students have a basic knowledge of English vocabulary and have some experience in the recognition and use of simple English structures but still cannot manipulate these structures to the extent of mastery. The selection of Intermediate materials and activities need to be constantly reviewed to determine understanding of structures and to introduce new ones. Students are tested on units of work to assess understanding and for diagnosis. Marks are assigned on the basis of unit tests, daily work and unit assignments.

ADVANCED EAL (ENAU4G)

Students in this course have a working knowledge of basic English structures and grammar. Students are usually able to cope in regular sections in most classes that are not heavily language based. At this level students are required to read academic style articles; answer higher level thinking questions using appropriate structures; practice speaking through role playing, group work, presentations and projects. Marks are assigned on the basis of unit tests, assignments and projects completed.

ENGLISH FOR ACADEMIC SUCCESS (EALR4S)

This English course is specifically designed to enable students to advance their skills in interpreting and comprehending content area reading and writing using the following strands: listening, speaking, reading, writing, viewing, and representing. Students will interact and communicate with curriculum drawn from past and current issues. It is strongly recommended that all EAL students register for this course. This is an excellent course for students who want to pursue regular English courses or EAL students preparing to graduate.

READING IS THINKING (RITR2S) (RITR3S)

This course is designed to support EAL students become proficient in their reading, writing and speaking through the use of a variety of materials. Students will be introduced to various materials that will build on previously learned knowledge and help transition students to regular program.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

EAL SCIENCE 20E (SCIR2E)

This course is designed to provide experiences to an EAL Advanced learner. There is flexibility in the program and topics may include: motion & energy (physics), properties & interactions between matter (chemistry), the cell and body systems (biology), and weather dynamics. Other topics may also be studied in this program. Students will be given opportunities for practical experiences in the sciences. Assessment will mainly be in the form of assignments, projects, quizzes and lab work.

EAL MATH (MATRIE), (ESMR2E), (IAPR2E)

The focus is on integrating math and related language skills with emphasis on basic arithmetic skills and problem solving. Individualized instruction is emphasized and re-enforced on a regular basis with individualized computer lessons and small group work.

EAL GEOGRAPHY (GEOR2E)

The course is a study of the geography of Canada and its regions, with an emphasis on the Prairies, Manitoba and Winnipeg. Topics of study focus on geography skills and language development through reading, writing, mapping, graphing and the use visual materials, hands-on activities and field trips.

EAL HISTORY (HICR3E)

Topics include a brief overview of pre-confederation Canada, Native peoples of Canada, pre-European contact, explorers, New France, and British-French conflict and a more detailed study of Confederation to present time. The aim of the course is to prepare students for citizenship as well as to develop skills in organized paragraph writing, research and study skills.

LANGUAGE STUDIES

FRENCH, GRADE 10 (FRER2F)

The focus in this course continues to be on a basic level of French language acquisition. Students will continue to engage in all four components of language acquisition: speaking, listening, reading and writing, and more instructional time will be in the target language. Practical skill development will continue to be based on experiential themes such as Personal Identity, Music and the Arts, Travel and Food.

FRENCH, GRADE 11 (FRER3S)

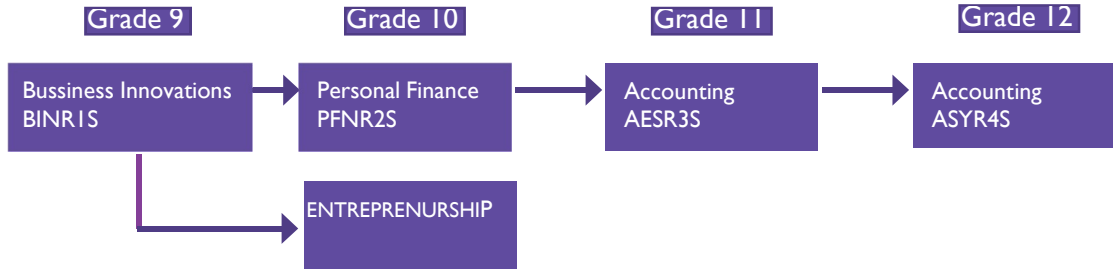
The focus of this course is an intermediate and more conversational and practical level of communication. Students will study a variety of topics including artistic expressions, international travel and French communities and work opportunities. Students will also begin to look at examples of French literature, while continuing to engage in all four components of language acquisition: speaking, listening, reading and writing.

FRENCH, GRADE 12 (FRER4S)

Students in this course will aim to reach a functional and real-life level of French language communication that will prepare them for further language acquisition outside of the classroom. Emphasis will continue to be placed on all four components of language acquisition: speaking, reading, writing and listening. Students will study careers, media, sports and leisure and continue to engage with French literature.

BUSINESS EDUCATION

Business Education Flow Chart



Business Education is a cluster of courses that has been developed to promote the acquisition of life skills. Students who register for Business Education courses will learn valuable skills that can be used in both personal and professional areas of their lives. With the advancement of technology, it is essential that all students learn proper keyboarding techniques and basic computer operation procedures. By choosing a cluster of Business Education courses students will equip themselves with skills that can be used today and tomorrow; in educational or work environments and for personal enjoyment.

PERSONAL FINANCIAL PLANNING, GRADE 10 (PFNR2S)

This course is designed to teach students about the financial world that awaits them upon graduation. With units on banking, budgeting, borrowing, investing, taxes and a focus on understanding financial contracts students will be able to successfully navigate their financial lives. When finances are not understood or dealt with properly people experience a lot of stress, this class will help reduce that future burden. Personal Financial Planning is a valuable course, no matter what career path you choose we all have to manage our finances.

DIGITAL FILMMAKING 25S, GRADE 10 (DFHR2S) 0.5 CREDIT & DIGITAL PICTURES 25S, GRADE 10 (DIHR2S) 0.5 CREDIT

These two half courses will be combined to give students one full credit. The purpose of this course is to provide students with the skills and knowledge to convey a message through an original still image and then to take these images and tell stories by combining sound, still images, moving images, text, graphics and animation ... all in a video project.

WEB DESIGN 30S, GRADE 11 (WDHR3S) & DESKTOP PUBLISHING 30S, GRADE 11 (DPHR3S)

The first half of this course will be spent providing students with the skills and knowledge to plan and create a variety of published print documents, covering both the creative and the technical process for a desired audience. The student will develop and master the elements of good design when creating printed documents, using language and tone appropriate to the communication. After showing mastery of skills and knowledge of the paper medium, the student will then transfer those principles to the virtual medium. The student will spend the 2nd half of the course covering the creative and technical process of designing a website for a defined audience and purpose, designing a navigation plan for a website, creating a website that includes various types of media, using given criteria.

2-D ANIMATION 35S, GRADE 11 (ANHR3S) 0.5 CREDIT & 3-D MODELING 35S, GRADE 11 (MOHR3S) 0.5 CREDIT

These two half courses will be combined to give students one full credit. 2-D animation will provide students with the skills and knowledge to create two-dimensional animations by creating animation storyboards, frame rate for movement, morphing and distorting of images. 3-D Modeling will provide the students with the skills and knowledge to use software to create 3D models that represent real objects or illustrate ideas.

ACCOUNTING PRINCIPLES 30S GRADE 11 (AESR3S)

This course has been developed to give students employable skills. Students will learn the basic concepts of accounting and will learn how to apply these concepts to entry level positions and everyday life. The complete accounting cycle will be introduced and studied as well as acceptable principles for further studies in accounting.

BUSINESS EDUCATION

ACCOUNTING SYSTEMS 40S, GRADE 12 (ASYR4S)

This course is a continuation of Accounting 30S with the added component of computerized accounting. Although Accounting 30S is encouraged, it is not required. Students will learn the most current accounting software package and apply previous understanding of accounting principles to real life situations. This involves setting up a company and the use of the General Journal for book keeping, as well as introduces the Receivables, Payables, Payroll, and Inventory ledgers as well.

LAW 40S, GRADE 12 (LAWR4S)

This course has been developed to introduce the principles, practices and consequences of law. This course is valuable for preparing for university or vocational education. It provides a basic understanding of the legal system and its impact on society. Units will include the study of how laws are made, rights and freedoms, criminal law, tort law, family law and contract law.

INDIGENOUS YOUTH ENTREPRENEURSHIP PROJECT GRADE 11 & 12, (VDER3S) (TTBR4S)

The grade 11 Entrepreneurship class introduces the concept of running a micro business to Gordon Bell's Indigenous and Metis students. The course begins by exploring the skills that benefit entrepreneurship and gives students an opportunity to research local and national businesses. Once students gain an understanding of the topic they then choose a business that they would like to start and work through building a business plan for their chosen business.

Students who are successful in the course can then take the grade 12 course to further their business studies. The focus of the grade 12 business is to grow a micro business, and add the aspects of ecommerce to it, seeing how social media and websites can help a microbusiness grow.

ENTREPRENEURSHIP 20S, GRADE 10

Entrepreneurship focuses on developing the foundational skills and ideas needed to plan and develop a business. Many students are involved in their communities and beginning to recognize the various needs and wants. The course will begin by evaluating innovation, invention, and innovative ideas. Students will learn the process of planning, marketing, and implementing a venture. Entrepreneurship is a course designed to appeal to any student who has an interest in business and wants to explore entrepreneurship!

FINE ARTS

ART, GRADES 10, 11, 12 (VIAR2S), (VIAR3S), (VIAR4S & VAIR4S - SPECIAL TOPICS 1 AND 2 FOR GRADE 12)

All units are taught in a sequential manner and begin with exercises introducing the student to the techniques and concepts behind the assignment. Units may include: idea development, thematic work using drawing, painting (acrylic and water colour), ceramics (pottery and sculpture), sculpture (various media) and design. Exploration, play and student voice are strongly ingrained in each unit to encourage creativity and innovation. Contemporary and traditional art history is brought in with regard to its relationship to each unit to enrich student learning. The Visual Arts Program extends beyond credit attainment to include other opportunities such as Art Club, Mural Making and other Workshop based learning

CHOIR, GRADES 9, 10, 11, 12 (MCCR1G), (MCCR2G), (MCCR3S), (MCCR4S) *

The Senior Choir is open to all students from GRADE 9 to GRADE 12. In the programme students will be taught the principles of choral singing and the fundamentals necessary for reading music. The course is a study of choral repertoire from a wide selection of periods and styles of music. As performance plays a very important part in the programme, students are expected to attend at all times. Assessment is based upon vocal testing, self-evaluation, skill demonstration and student reflection on audience experiences.

****Rehearsals take place 3 lunch hours per week****

VOX GRADES 9, 10, 11, 12 (MCER1S), (MCER2S), (MCERR3S), (MER4S)*

This class is open to students by audition only and students accepted must also be in Choir for Grade 9, 10, 11 or 12. Students in the chamber choir, VOX, will explore and practice the different techniques required for performing the large quantity of repertoire they will learn. The music studied will be in a variety of styles including jazz, a cappella, popular and contemporary. This group is very performance-oriented and requires much dedication from the student members. Assessment is based on vocal testing, self-evaluation and rehearsal and performance etiquette.

***VOX is at 7:45am, three days per cycle**

CONCERT BAND, GRADES 9, 10, 11, 12 (MCBR1S), (MCBR2S), (MCBR3S), (MCBRR4S)*

Gordon Bell's Band program is designed to give the student a musical experience based on practical instrumental applications, theory and historical studies. Through direct instruction, student led musical explorations and Band performance the musicians in the Gordon Bell Instrumental Music program gain valuable experience and self-confidence that will both enhance their time at Gordon Bell and create in the student a healthy self-discipline and work ethic. Assessment is attained through performance preparedness, (practice records) playing tests and periodic theory exams.

***Please note that concert band may be held at 7:45am or 3:30 pm**

PERCUSSION (Drumming) GRADES 10, 11, 12 (MUIR2S, MUIR3S, MUIR4S)

Through this course students will be exposed to a variety of aspects of music, mainly music history, the study of music genres, world music and music theory through the medium of drumming and percussion. Through percussion techniques and drumming skills, students will learn to express themselves through music making and develop their identity as a musician. Opportunities for collaboration and performance will be incorporated into the course.

PIANO, GRADES 10, 11, 12 (MPIR2S), (MPIR3S), (MPIR4S)

This course is an introductory course to piano, for any level of piano player. Although areas of the course will be teacher directed, students will work at their own pace to develop their knowledge and technical ability to play the piano. Students will work to develop their musical language and music making skills, to generate, develop and communicate ideas for making music, to develop their understanding of the significance of music in different times, social groups and cultures and to use critical reflection to inform their own music learning and musical identity. Students will be assessed through regular playing exercises and tests, theory lessons and test, ear training, sight-reading, musical composition and written responses and reflections.

FINE ARTS

GUITAR, GRADES 10 & 11 (MGUR2S), (MGUR3S)

Grade 10 and 11 guitar is comprised of both a practical component, and a theory-based component. With emphasis on a play-based approach, students will learn to form basic chords, read chord charts and guitar tabs, understand the differences and how to play in the roles of rhythm guitar and lead guitar. Students will demonstrate their skills through performance-based testing, both individually and in collaboration with peers. Through focused theory lessons, students will enhance their musical language skills and understanding of the music they play.

DANCE, GRADES 10, 11, 12 (DANR2S), (DANR3S), (DANR4S)

Students continue the exploration of dance through a deeper study of the various dance styles. Focus is on technique and performance quality. Performance is an important part of dance and students are expected to take part in concerts through the year.

URBAN FUSION, GRADES 9, 10, 11, 12 (DNIRIS, DN2R2S, DN3R3S, DN4R4S)

The Urban Fusion Dance Crew is the performance and competition team for Gordon Bell. Students in this course are expected to commit themselves to high levels of training, competition level performances and leadership within the school. Students in Urban Fusion take part in spring competitions as well as other performances and special events. Please note that Urban Fusion rehearses at lunch and after school and that there are frequent expectations of evening or weekend performances. Urban Fusion is by audition only.

DRAMA, GRADES 10, 11, 12 (DAMR2F), (DAMR3S), (DAMR4S)

Through the use of mime, improvisation, playscripts, and the academic study of the history of the theatre, we prepare the students for the knowledge and experience in Dramatic Arts. The course has an emphasis on script work using both acting and directing.

DRAMA PERFORMANCE

Students from grades 9-12 who are involved in the drama production are eligible for a .5 credit in recognition of their hard work. The production cast is selected by audition in early November and requires a heavy commitment with after school and some weekend rehearsals. Students work to create a polished and professional production. Students in the drama production are expected to attend all their scheduled rehearsals, create strong and dynamic performances, demonstrate excellent team work and support each other through all elements of creating a final show. For students who are interested in the technical elements of drama production, the credit is also available to students who serve as stage management, and may be accessible to students who serve as sound and lighting design and operation, costume design and set and props design and coordination.

TECHNOLOGY EDUCATION

PRACTICAL ARTS

GRAPHIC ARTS, GRADE 10 (GRAR2G)

This course covers several graphics arts through the use of projects. Areas of in-depth study include graphic design, airbrushing, screen-printing, photography, computer graphics, architectural drawing, and mechanical drawing.

GRAPHIC ARTS, GRADE 11 (GRAR3G)

Graphics at the Grade 11 level is designed to challenge students by studying five areas of graphics: screen printing, photography (digital and black and white), computer graphics, airbrushing, and architectural drawing.

GRAPHIC ARTS, GRADE 12 (GRAR4S)

This course allows students to pursue areas of interest in graphics. Studies in screen-printing and airbrushing are emphasized. Specifically, photography (digital and black and white) and computer graphics will be employed to create photo realistic screen-prints. The airbrush will also be discussed at an in-depth level.

TEXTILE ART AND DESIGN GRADE 10 (TADR2S)

Grade 10 Textile Arts and Design examines the broader knowledge and skills required to design and create textile products. Students will examine the basics of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals within their community. The impact of fashion on consumer choices and its influence on relationships are explored in more depth. The course will focus on student citizenship and product sustainability through knowledge, action, and projects. Students will be challenged to address issues within the textile industry and their impact on the environment, in addition to social justice and clothing security challenges. This course also provides a brief introduction to the study of environmental design.

TEXTILE ART AND DESIGN GRADE 11 (TADR3S) GRADE 12 (TADR4S) COMBINED

Grade 11 and Grade 12 Textile Arts and Design focuses on enhanced knowledge and skill development in textile design and construction. Students will examine the area of creative costuming, cultural fashion design, and consumer practices that have an impact on individuals and communities. This course will follow the fashion industry through design and illustration, marketing, and merchandising while acknowledging the environmental and social justice influences on local communities.

FOODS AND NUTRITION, GRADE 10 (FNUR2S)

Grade 10 Food and Nutrition focuses on the individual within the family unit and the influence that marketing and media have on family food choices. Students will gain a strong understanding of the categories of nutrients, why our bodies need them, and what foods are consumed for health and well-being. The course provides opportunities for students to further develop food preparation skills in a practical cooperative group setting.

FOODS AND NUTRITION GRADE 11 & 12 (FNUR3S, FNUR4S)

Grade 11 and Grade 12 Food and Nutrition focuses on the Individual within the community and Canada, including the influence regions have on our food choices and personal practices. Students will be exposed to food and production in Manitoba and examine food availability within Manitoba. Students will analyze the nutritional composition of food and reflect on their nutritional choices. This course provides opportunities for students to apply food preparation skills in a practical cooperative group setting.

TECHNOLOGY EDUCATION

PRACTICAL ARTS

FAMILY STUDIES, GRADE 10 (FSTR2S), GRADE 11 (FSTR3S), GRADE 12 (FSTR4S)

The Family Studies courses at Gordon Bell High School offer a proactive and practical approach to support families.

Students have the opportunity to explore issues and experience hands-on learning related to daily living.

The practical activities include taking home a Real Care baby in grade 10 and volunteering within the community through grades 10-12. Students will receive one credit for successful completion for the course-level enrolled for (FASR2S, FASR3S, or FASR4S).

The goals of the program, as outlined by the Manitoba curriculum are as follows:

- understand oneself and one's family
- appreciate the variety and diversity of families today
- acquire knowledge and skills through practice and experiential learning that are integrated into authentic work and home life situations
- gain the ability to make wise decisions throughout life and recognize the societal influences that affect those decisions
- appreciate various ethnic and cultural lifestyles

CAREER EDUCATION

THE LIFE WORKS/CAREER EDUCATION

These courses have been designed to join school learning workplace and labor market realities. They are intended to help with a smooth transition between high school graduation and post-secondary educational programming or direct entry into the working world following graduation.

The first section of this course will deal with classroom learning and exploration of career areas, interests and skills, resume building, and job search strategies and techniques. The second portion of the course will be spent at student chosen job sites where they can gain valuable work experience. The main goal of this work practicum is for the students to gain experience and explore a possibility of a future career in that area.

Students will focus on the following areas of study:

- Unit 1: Self Awareness and Talents
- Unit 2: The Job Market and Job Searching Techniques
- Unit 3: Writing Resumes, Cover Letters, and Thank you letters
- Unit 4: Completing Job Applications
- Unit 5: Job Behaviour and Employee Expectations
- Unit 6: Work/Volunteer Experience Component

It is crucial to note that Unit 6 is a required element of the class; the student cannot achieve a passing mark and a credit without achieving success in Unit 6: Work/Volunteer Experience Component.

The time allotted for work-site based activities varies with the course level, with more time assigned for the higher grades:

- Grade 10 Career Development: Life/Work Planning (LWPR2S)
- Grade 11 Career Development: Life/Work Building (LWBR3S)
- Grade 12 Career Development: Life/Work Transitioning (LWTR4S)

CREDIT FOR EMPLOYMENT 35G/30G 45G/40G (CFEH3G / CFER4G)

Prerequisite: LWPR2S or higher and be a minimum of 16 years old

Earn up to 2 high school credits for paid employment (.5 credit for 55 hours and 1.0 credit for 110 hours). The Credit for Employment (CFE) encourages and recognizes the skills development and experience students gain through work experience. Students also have the ability to develop employability skills while demonstrating a responsible attitude towards health and safety for themselves and others in the workplace. Furthermore, the CFE option will provide students with valuable workplace experience and employer feedback on their performance that will contribute to their career / life planning.

There is paperwork to be filled out before, during and after. Work hours are documented and signed off by a workplace supervisor.

HIGH SCHOOL APPRENTICESHIP PROGRAM

The High School Apprenticeship Program (HSAP) is a provincial program that allows students to gain Grade 12 credits and apprenticeship hours while working for a trade-related company (for example, a construction company, auto mechanic, etc.). This is done outside of school time, so students are able to take part in the program while working during holidays, evenings and weekends. The program does not replace academic studies, but allows students to integrate apprenticeship employment into their high school programming. Participating students earn one academic credit for each 110 hours of apprenticeship employment.

For a list of trades eligible for HSAP participation, please visit Apprenticeship Manitoba's website at: <http://www.gov.mb.ca/wdis/apprenticeship.org>

OTHER CREDIT OPTIONS

SPECIAL LANGUAGE CREDITS

This credit option provides for the recognition of Manitoba's linguistic diversity. Students proficient in languages other than English or French are **eligible to obtain up to 4 credits**. (Only one special language credit may be earned at each of the Senior Years.) Student marks can be reported as a percentage mark, however, "S" for "Standing" may be used for granting additional / prior credit(s).

Students have two opportunities per year to write a Special Language Exam, once in the fall and once in the spring. For further information refer to:

<http://www.edu.gov.mb.ca/k12/docs/policy/lancredits/>.

COMMUNITY SERVICE STUDENT INITIATED PROJECT

(VOLUNTEER CREDIT) 40G (CSVZ4G)

Students may earn only **one credit** for unpaid volunteer work to be applied towards the 30 credits for graduation. There is paperwork to fill out before, during and after. You must complete a minimum of 110 hours for a full credit or 55 hours for a half credit, and you cannot be paid for your volunteer hours. The pace is self-directed, as you can begin in Grade 9 or 10 and continue right until Grade 12. You can finish the credit as quickly as you want.

*Note that students cannot receive credit for both this course as well as the Leadership course offered through the Phys. Ed. Department. Guidelines are available at: http://www.edu.gov.mb.ca/k12/policy/gradreq/docs/choice_attachb.pdf.

CULTURAL EXPLORATION STUDENT-INITIATED PROJECT - CUEZ4G

Students can gain valuable educational experience by enhancing their knowledge of their own cultural origins or a cultural group that interests them through interaction with community members such as Elders and members of cultural organizations. The skills, knowledge and attitudes obtained from such activities can increase a student's self-esteem and maturity, strengthen cultural identity and/or provide greater intercultural understanding and an appreciation of cultural diversity. **One credit** may be available to a student who participates in such activity in the senior years for graduation purposes and does not require departmental registration. You must complete a minimum of 110 hours for a full credit or 55 hours for a half credit, and you cannot be paid for these hours.

Additional information is available at: http://www.edu.gov.mb.ca/k12/policy/gradreq/docs/culture_guidelines.pdf.

CADETS 11G / 21G (CADR 1G/2G)

Two credits will be recognized only as additional credits beyond the minimum 30 credits required for provincial graduation. One credit can be

recognized on the basis of successful completion of the cadet basic training program. Basic training program is defined as successful

completion of the Level Two program; an additional credit can be recognized on the basis of successful completion of the cadet advanced training program. Advanced training program is defined as successful completion of the Level Four program. The granting of credits is controlled by each individual school. See your commanding officer for a letter and form.

PRIVATE MUSIC OPTION

The Private Music Option code is used to record credits obtained from Conservatory Canada or the Royal Conservatory of Music. Upon successful completion of practical examinations and theory corequisites, marks can be reported only as an "S" for "Standing" for Grade 9 (12G), Grade 10 (22G), Grade 11 (32S) and Grade 12 (42S). **The credits are recognized only as additional credits beyond the minimum 30 credits required for provincial graduation.** Additional information is available at:

<http://www.edu.gov.mb.ca/k12/cur/arts/music/pmo.html>.

INCLUSION SUPPORT PROGRAMS

The Inclusion Support Program (formerly known as Special Education) offers a variety of low-enrolment Winnipeg School Division based programs. Students must meet the WSD criteria, Provincial funding requirements and reside within the Winnipeg School Division. Students are referred to programs through the division's Inclusion Support Services. All students have individualized Education Plans (IEP's) developed by a team of teachers, clinicians, therapists, social agencies and parents.

SKILLS FOR INDEPENDENT LIVING (SIL) SENIOR HIGH

The senior CAP program, is designed for students between 16 and 21 years of age who have moderate to severe challenges. These challenges may be cognitive, academic, physical and or emotional in nature. Programming is individualized to address the specific needs of each student. The philosophy of the Senior High CAP program is to provide an enabling learning environment that helps students acquire the skills and knowledge they will need to live meaningful self-fulfilling lives with maximum independence. The program is centered on developing skills in functional academic domains (such as money and time concepts), social and emotional development, community orientation, independent living skills and vocational readiness. Concepts are introduced in the classroom and reinforced in the community which makes the learning more impactful. Students also have the opportunity to participate in inclusion programming such as physical education, art, movement, foods, sewing, graphics and music.

As students become older, the programming emphasis is on vocational training or transition planning. Some students spend significant blocks of time matched with employers to acquire vocational skills. For other students, programming during the final years is directed towards identifying their future needs and transitioning to an appropriate day program or supported employment opportunity. School staff work in conjunction with clinicians, therapists, support staff and Community Living workers to make these transitions as seamless as possible.

ADAPTIVE SKILLS PROGRAM (ASP)

The ASP program(s) offers educational opportunities for students aged 12-21 with physical and intellectual challenges. School facilities and programming are adapted to meet the specific and unique needs of each student. All programming is individualized and a team of teachers, clinicians and therapists work collaboratively to provide meaningful educational experiences and to maximize the potential of every student.

Areas of programming include cognitive and sensory development augmentative communication, personal care (grooming and toileting), fine and gross motor development, physio and occupational therapy regimes, housekeeping, independent living and community experience. Classes include: weekly swimming and music therapy programming, physical education, music, movement, food prep and functional academics. As students become older, the programming emphasis shifts to transition planning. By the time students reach the age of twenty, appropriate community-based day programs have been identified and the students spend their last few months prior to graduation transitioning to the designated day program.

SPECIAL EDUCATION CENTRES (SEC)

SENIOR HIGH, GRADES 10-12

The Senior High SEC (ages 16-21) is intended for students who require individualized programming. Core subjects such as math, language arts, science and social studies are adapted and modified based on individual student needs. Students work on individualized modules with assistance from support staff and whenever possible instruction is geared to the students dominant learning style. Students also participate in option classes such as clothing, foods, graphics, art, physical education, music, dance and bike shop supported by educational assistants. Technology in the form of smart boards, I pads, computer labs and laptops are also utilized to support learning. When possible, students are integrated into regular classes to realize academic and social goals and outcomes identified in their IEP's. Vocational readiness and skills are emphasized through participation in work experience placements, resume writing, and community field trips. The intent is to provide students with the skills needed to help seek and secure employment upon graduation. Students in the Senior SEC can receive up to 30 modified credits towards graduation.

SENIOR OFF-CAMPUS

The Senior Off-Campus Program at Gordon Bell High School is an alternative-setting program where students in Grades 10-12 can work at their own pace towards a regular or mature student diploma. Staffed with two full time teachers and two full time Educational Assistants, students are assisted to develop a success plan and supported to meet their goals towards graduation. At Gordon Bell Off-Campus, students can demonstrate their understanding of academic and elective subjects in a way that makes sense to each individual. Other areas of support include an in-house lunch program, access to local educational and recreational opportunities, and connections to community resources. Gordon Bell Off-Campus classroom hours are Monday to Thursday, 9:15-2:30. The Physical Education course is offered every Friday from 9:15-12.

OFF-CAMPUS APPRENTICESHIP PROGRAM

Our Off-Campus Apprenticeship programs offer students the opportunity to acquire the training and experience necessary to start a career in the skilled trades. They are available to any student attending a Winnipeg School Division High School.

Beginning in Grade 11, WSD currently has one off-site Apprenticeship Programs:
Electrical Technology in partnership with the IBEW 2085.

This program allows students to gain a Level I Accreditation in the trade as well as link directly to employment during summer holidays or after high school. Students also earn 8 high school credits to replace their other elective course credits and ensure they graduate on time.

For more information on these programs please visit www.winipegd.ca/careereducation or see the Career Intern in Student Services.

Career Education Support Teacher:
Shanker Singh (ssingh@wsd1.org)

