



2026-2027

Grade 7 - 12 Student Handbook



Gordon Bell High School

3 Borrowman Place

Winnipeg, MB

R3G 1M6



WINNIPEG SCHOOL DIVISION



The students, staff, and communities of Winnipeg School Division are committed to truth and reconciliation through building relationships with Mother Earth, the original peoples of this land, and the stories that bring us together. We acknowledge the place in which we gather is on Treaty 1 territory, the homeland of the Red River Métis, and the ancestral lands of the Anishinaabe, Ininiwak, and Dakota Oyate peoples

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MESSAGE FROM THE ADMINISTRATION

At Gordon Bell, we believe our school is strongest when every student and staff member feels included, valued, and seen. Creating a true sense of belonging means intentionally building connections—across cultures, interests, backgrounds, and perspectives—so that everyone knows they matter here. We are committed to fostering an environment where differences are celebrated, voices are heard, and every individual feels safe to be their authentic self. When students feel connected to their school community, they are more confident, engaged, and empowered to learn, grow, and to ultimately live The Good Life.

Kindness and respect guide how we treat one another every day, in classrooms, hallways, and beyond. We encourage our community to approach one another with empathy, integrity, and respect, especially as we challenge ourselves to reach our fullest potential. By maintaining high expectations for both character and academics, we create a positive, inspiring school culture where students are motivated to excel, take pride in their learning, and contribute meaningfully to a community where everyone belongs.

ADMINISTRATION TEAM

Ms. Tanis Westdal
Principal

Ms. Julie Popke
Vice-Principal

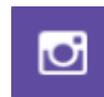
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[instagram.com/GordonBellHigh](https://www.instagram.com/GordonBellHigh)

Phone: 204-774-5401
Fax: 204-783-9469



bit.ly/gbcalendars



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

GENERAL INFORMATION

All students in the Winnipeg School Division have the right to an education at their community school. We expect all students at Gordon Bell High School to conduct themselves in a way that keeps themselves and others safe. Conflict will be dealt with on a case-by-case basis in a way that honours our students physical, emotional, and mental wellbeing.

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. If a student is absent for the reason of illness, appointment, or an emergency, please call the school office or Safe Arrival at 1-855-278-4513 or visit <https://go.schoolmessenger.ca> so that the student's absence can be verified. Teachers or the administration will communicate with the parent/guardian, either by phone or in writing, when a student's attendance becomes problematic. For unverified absences, the school absence reporting system will reach out to guardians via phone and/or email after school hours. Attendance is also reported on the report cards.

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

It is crucial that if there is a change in your if there is a change in your address or telephone number, that you inform the school immediately at 204-774-5401. We also need notification regarding changes in the emergency contact information for each student.

REPORTING PERIODS

Grades 7-8

- school reports in November, April and June
- provincial literacy/numeracy report in February
- parent/student/teacher conferences in fall and spring

Grades 9-12

- school reports in November, February, April, and June
- parent/student/teacher conferences in fall and spring

Caregivers are encouraged to reach out to teachers at any time to discuss their child's progress.

ACADEMIC HONESTY

Academic honesty means doing your own work and giving credit when you use someone else's ideas. At Gordon Bell, students learn what this looks like in every grade and subject. Lessons include topics such as plagiarism, responsible research skills, citing sources, choosing reliable information, and using technology and A.I. to support learning, but not to lead.

If a concern comes up, teachers respond in ways that match a student's age, grade level, and experience. This may include re-teaching academic honesty and redoing work, loss of marks, contacting parents or guardians, or temporary loss of computer privileges. Teachers clearly explain expectations for academic honesty throughout their courses.



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. **Lockers are school property and administration can access lockers should the need arise.**

BICYCLES

The school cannot assume responsibility for the security of bicycles ridden to school. Bikes should be properly secured if using the outside bike racks.

CELL PHONES/AND ALL OTHER ELECTRONIC DEVICE USE

As per the Province of Manitoba guidelines:

Grades 7-8

- Cell phone use is not permitted during class time

Grades 9-12

- Cell phones may only be used when a student is on a break.

It is expected that all students will use the internet safely and respectfully, whether on a personal or school device.

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 prescribed medication during the course of the day. Please call the office (204-774-5401) for details and information.

VISITORS

For the safety of everyone in and around the school, all visitors are to report to the school office and sign in upon arrival. Students are not to encourage friends who do not attend our school to visit them in school. All visitors will be asked to wear a visitor badge while they are in the building.

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.

SCHOOL ATTIRE

We encourage students to wear clothing that is reflective of a respectful learning environment.

- Headgear or clothing with offensive words, 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.
- If a student is wearing an item that is not appropriate they will be offered a change of clothes and the students parent/guardian will be notified.

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

STUDENT AWARDS

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

- Citizenship
- Athletics
- Academics
- Participation in school life

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.

STUDENT COUNCIL

Our Student Council is a dynamic leadership group open to students in Grades 7–12 who are committed to making a positive impact within our school and the broader community. Members actively volunteer at events both at Gordon Bell and throughout the community, organize school-wide initiatives such as spirit weeks and grade games, and help foster school pride and connection. Through their involvement, students develop valuable leadership, teamwork, and communication skills. Gordon Bell Stuco's initiatives have included: school volunteering at Pinkham Elementary, Gordon Bell's Pancake Breakfast and Craft Day with Mulvey School and attending Student Advisory with the Winnipeg School Division. Student Council members also have opportunities to attend leadership conferences, where they build confidence and strengthen their ability to be leaders in their community.

SERVICES

COUNSELLORS

Gordon Bell has three guidance counsellors available across the grade levels to 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.



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. This divisional program also focuses on student transitions into high school as well as into 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.

RESOURCE

Students referred to the Resource Team will receive assistance primarily in compulsory courses. Services can be accessed by self-referral, teacher referral, or parental referral. Supports 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.

CAFETERIA

Gordon Bell High School offers a universal meal program for breakfast (8:00 to 8:55) and lunch to its students daily. Universal meals are free of charge. Food is also 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. Staff can provide reading, guidance and instruction in the use of resources to support school programs, assignments, individual interests, hobbies and leisure reading. The library is open from 9:00 am to 3:30 pm.

CHILD CARE LAB

Gordon Bell High School works in partnership with New Directions to provide childcare for students with children of their own between the ages of three months and four years so the parents can attend classes and graduate from High School.

MIDDLE YEARS PROGRAM

Gordon Bell Junior High School is designed for our grade seven and eight students. Homerooms will be paired and each dyad will have the same two teachers for their core academic subjects (English, Social Studies, Math, Science). Students will attend physical education and practical arts classes with their homeroom class.

Students are taught strategies to develop themselves as independent learners and problem solvers. The majority of learning is student-centered, with a significant amount of collaboration between students, with choice involved in assignments and assessment. Dyad teachers work closely with each other to plan and integrate units and lessons across academic disciplines. Teachers foster innovative, thinking classrooms, with problem-based learning, and focus on skill development over content knowledge.

Teachers include Indigenous perspectives and Truth and Reconciliation in their classroom lesson plans and units. Beyond the classroom, middle years students have the opportunity to participate in land-based learning, plan and participate in Indigenous Day celebrations, create and host exhibitions to honour Missing and Murdered Indigenous Women, create star blankets, join boys drum groups, listen to Indigenous speakers, and enjoy the Indigenous garden on our Gordon Bell Green Space and outdoor classroom.

The structure of a typical school day consists of five 65 minute periods, with an hour lunch break scheduled between the third and fourth period. Most grade seven and eight classes happen in their designated hallway on the third floor, except when moving to courses they have chosen outside the core subject classes. Students augment their learning throughout the day with additional courses, choosing from classes including French, Cultural Studies, Outdoor Education, Foods and Nutrition, Cultural Arts Enrichment, Graphic Arts, Stem, Dance, Music, Band, and Visual Arts.

CORE SUBJECTS

ENGLISH LANGUAGE ARTS GRADE 7 & 8

The Middle Years Grade 7 and 8 English Language Arts program includes a variety of learning experiences that include listening, speaking, reading, writing, viewing and representing. Students participate individually, in pairs and groups with emphasis on interpersonal and pro-social skills development. Student initiative is encouraged in developing projects and units of study. Learning outcomes are incorporated thematically and through integration with other subjects.

GRADE 7 ENGLISH LANGUAGE ARTS

This course outline includes a human rights unit which includes a novel study. All units are thematic in nature and the teacher ensures that there is a balance of all six strands in their development and delivery. Word recognition and reading comprehension are taught using a variety of strategies. Reading and writing are performed daily, and include a variety of genres. Students are encouraged to participate in discussions and actively be involved in oral presentations. Drama and role-playing are also encouraged.

GRADE 8 ENGLISH LANGUAGE ARTS

This course outline is a continuation of Grade 7 learning outcomes with emphasis in refining skills in all of the six strands. Thematic units are developed and delivered to the students. The English Language Arts learning outcomes are integrated across the disciplines evident in Art, Performing Arts, Social Studies and Science. Multiple intelligence strategies are also planned into the units of study to ensure meeting the different learning styles of students.

Assessment practices can include quizzes, tests and an exam at the end of the school year. Student projects, daily assignments, participation and cooperative group work also play a great deal in measuring progress. Student self-assessment is a critical tool for learning.

MATHEMATICS GRADE 7 & 8

There are four strands that are taught using a variety of instructional strategies. These strands are Patterns and Relations, Statistics and Probability, Shape and Space and Number Concepts and Operations.

Assessment strategies include textbook assignments, teacher-made handouts, whole class activities, tests and quizzes, group projects, conferencing and individual assignments.

SCIENCE GRADE 7

Students study four topic areas in science throughout the year. These four clusters are: Interactions with Ecosystems, Particle Theory of Matter, Forces and Structures and Earth's Crust. As the year progresses students will continually build on their overall skills and attitudes towards scientific inquiry through a variety of activities, experiments and projects.

A number of formative and summative assessment strategies are used to help students accomplish all the desired outcomes, including lab work, research assignments, projects (science fair every second year), note taking, conferencing and tests. Technology is used extensively throughout the year as a way to engage students and aid in their learning.

SCIENCE GRADE 8

Students study four topic areas in science throughout the year. These four clusters are: Cells and Systems, Optics, Fluids and Water Systems on Earth. Students will continue to build on foundational skills acquired in grade 7. The instructional and assessment strategies are the same as outlined in Grade 7 Science.

SOCIAL STUDIES GRADE 7

Grade 7 Social Studies explores the world, its geography, its communities, and its resources that we use. Students build skills in understanding and using maps and globes. They study the physical environment; water, minerals and food resources; distribution and diversity of the human population; and an integrated study of selected countries. Students also study human rights and quality of life in our country and around the world. Assessment is continuous throughout the school year. Assignments consist of research projects, displays, presentations, and biographies. Tests and quizzes, notebook assignments and participation in discussions are part of the assessment process.

SOCIAL STUDIES GRADE 8

The Grade 8 Social Studies program looks at world communities from early humans to modern times. Various civilizations are chosen so students can learn how people lived, the technology they used, and their beliefs and customs at certain times in history. The expectations for assignments and assessment procedures are the same as outlined in Grade 7 Social Studies.

PHYSICAL EDUCATION AND HEALTH

The Physical and Health Education program in grades 7 and 8 is offered all year every other day, and promotes physical activity and healthy lifestyles for all students. The curriculum is organized into five general Learning outcomes - Movement, Fitness Management, Safety, Personal and Social Management, and Healthy Lifestyle Practices. The topics covered in Health may include: Emotional Well-Being, Healthy Relationships, Communication Skills, Gender Literacy, Body Image, Substance Use Information, Puberty and Media and Digital Literacy. Health will be scheduled one day per 6-day cycle. Students in grades 7 and 8 will be given a numeric grade based on how well they meet the Learning Outcomes.

JR HIGH LAL

The LAL Centre (Literacy, Academics, and Language Centre) is for students who are learning English as an additional language and may have been interrupted or have no prior schooling. The goal of the Jr. High LAL programming is to help students learn English, build foundational background knowledge and skills in Language Arts, Math, Science and Social Studies, and develop literacy needed for life in Canada and classroom success. LAL students engage in intensive and purposeful learning activities with more time to build skills in a variety of curricular areas. Students also take part in co-curricula courses such as Phys Ed, Fine Arts, and Practical Arts.

APPLIED TECHNOLOGY

All grade 7 & 8 students will rotate through four areas. The following courses make up the areas of rotation.

FOOD & NUTRITION GRADE 7

Students will be introduced to the basic nutritional needs of individuals, as well as plan, prepare and serve easy nutritious foods while applying basic principles of cooking. Topics to be covered:

- Introduction to kitchen safety and sanitation
- Introduction to kitchen equipment
- Introduction to Canada's Food Guide
- Breakfast nutrition and eating habits
- The Six Major Nutrients
- Basic Nutrition Label Information

FOOD & NUTRITION GRADE 8

Students will continue to learn curriculum course outcomes that include and expand upon grade 7 outcomes. Basic food preparation and food handling skills are practiced. Safety and lab procedures will be emphasized along with planning and skills involved in creating a variety of easy-to-prepare nutritious foods. Topics to be covered:

- Kitchen Equipment, measuring
- Reading a recipe
- Manners, table setting
- Food Safety
- Canada Food Guide + Nutrients
- Food Waste

METALS GRADE 7 & 8

This is a hands-on course that students attend one afternoon per school cycle to learn foundational metalworking skills in a safe and structured shop environment. Held at École Churchill School, students are transported to and from the school by bus. Before beginning project work, students receive instruction on proper machine use, personal protective equipment, and overall shop safety. Students create a personalized dog tag, a bent-metal phone holder, and a sheet metal pencil tray while developing skills in measuring, cutting, drilling, bending, and finishing metal. Emphasis is placed on safety, responsibility, craftsmanship, and respect for shared tools and workspace, building practical trade skills, problem-solving abilities, and pride in creating functional projects from raw materials.

GRAPHICS GRADE 7

Students explore fundamentals of graphic design through hands-on digital and physical projects. They develop skills in layout, colour, typography, and creative problem-solving using industry-relevant tools. Projects that may be included:

- Banner
- Pixel art
- Trading cards
- Mini license plate

GRAPHICS GRADE 8

Students build on their grade 7 experience, taking on more advanced projects while improving their digital design skills. Students focus on precision, creativity, and real-world applications while learning new creative techniques. Projects that may be included:

- Coat of arms
- Soup label
- Quiz flashcards
- Hand-drawn pins

STEM GRADE 7 & 8

(Science – Technology – Engineering – Mathematics) education is at the heart of today's high-tech, high-skill global economy. Students must develop the critical reasoning and problem-solving skills that will help make them ready for their future. Through problem-based learning and hands-on classroom experiences involving robotics, coding, building and designing with various materials students will be given the opportunity to develop these skills. Students will be required to apply their learning in challenges to solve related problems applying the steps of the design process. Students will be expected to develop an understanding of the problem, generate solutions, develop prototypes, test and then share their solutions and learning.

DIGITAL TECHNOLOGY GRADE 7 & 8

This course teaches students how to apply their artistic vision to a wide spectrum of digital platforms for web, mobile, and desktop. Through the use of programs like Sketchup and Paint.Net, students learn the process of picture drawing and editing, as well as 3D design and its practical applications.

OPTIONS

VISUAL ARTS

Visual Art explores a wide range of media such as ceramics, sculpture, basics of painting and general creative exploration! Students are encouraged to find their own voice through experimental project based learning. Art class is a place to learn about ourselves and one another in a safe, community based environment. While we learn skills and concepts, students are also heavily encouraged to make art in their own unique way, as EVERYONE has something to say and offer. Art gives us a new language that allows us to communicate what we see, feel and believe about our interior and exterior worlds. Students should be open to creating independently and with their classroom community in a flexible and fun environment.

FRENCH

The French program in middle years is designed to prepare students to be able to develop and improve oral and written communication in French, as well as listening and reading comprehension. The course is organized and taught thematically and includes topics such as food, peer pressures, sports and travel. Students will recognize that the French language is alive in Canada and not just a subject taught within 4 walls.

CULTURAL STUDIES

Cultural Studies invites students to explore how culture influences beliefs, traditions, and daily life around the world. Students look at different aspects of culture by examining various countries and cultural groups as well as Indigenous perspectives. Emphasis is placed on empathy, critical thinking, and respectful dialogue as students engage with both global and local communities. Through interactive learning experiences, reflective practice, and collaborative inquiry, students build cultural awareness, responsible citizenship skills, and appreciation for diverse perspectives.

POWER AND ENERGY

Power and energy is a hands on course where students explore how electricity is generated, transferred, and used in the real world. Through building circuits on breadboards, and solving design challenges, students develop practical skills in problem-solving, critical thinking, and engineering design. this course connects science technology, and real-world applications to help students understand the power systems that shape our modern world.

DANCE

Dance allows students the opportunity to experience a basic dance class. They will focus on finding the rhythm of movement, elements of technique, and how to express themselves using dance. They will receive instruction in various dance styles and will also learn the basic expectations and etiquette that are part of the dance studio/class environment.

BAND

Students in the Band program will perform music in a variety of styles. They will be instructed in the theory and forms of music to enhance their understanding of the art. Band provides an environment for the student to express their creativity. The Band program will contribute to the development of the school community through public performance.

*Band is a full year course.

OUTDOOR EDUCATION

Outdoor Education develops students' skills and understanding through hands-on, land-based learning. Students explore outdoor recreation, nature interpretation, survival skills, and trip planning through expert and Indigenous perspectives. The course includes activities such as biking, hiking, swimming, winter sports, and camping, and teaches bike safety, traffic awareness, and basic bicycle maintenance.

CULTURAL ARTS ENRICHMENT

In this Visual Art class we explore sketching, acrylic painting, textiles, and more! We learn about a wide variety of artists and art forms from around the world. Then, we respond creatively to what we've learned in our sketchbooks. During our major art projects, we practice techniques for painting and for making textile artworks. There is a lot of room for choice and creativity in this class.





Gordon Bell High School

Grade 7 to 12

DAY 1 DAY 2 DAY 3 DAY 4 DAY 5 DAY 6

9:00 O Canada						
Period 1 9:00 - 10:10						
Period 2 10:10 - 11:15						
Period 3 11:15 - 12:20						
12:20 - 1:20 LUNCH			12:20 ANNOUNCEMENTS			
Period 4 1:20 - 2:25						
Period 5 2:25 - 3:30						

EXTRA-CURRICULAR ACTIVITIES

ACTIVITIES AT GORDON BELL MAY INCLUDE:

Homework Club	Theatre Production	Sports Intramurals
Student Council	Science Fair	GB Glitter Club
Peaceful Village Program	Art Club	African Drumming
Bike Lab	Chess Club	Fire Spirit
Vegetarian Club	Learning Centre	Fort Whyte Farms
Speakers Group		
Kitchen Brigades		

SPORTS ACTIVITIES AT GORDON BELL:

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

UNDERSTANDING COURSE CODES

It is important to understand the course codes when selecting courses.

The course level for each grade are as 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

As you move through the senior years and consider your courses, it is important to refer to the University requirements (available on the school website) to ensure you are on the right track for post-secondary programming once you graduate. This can be especially important for Math and Science courses.

YOU NEED A MINIMUM OF 30 CREDITS TO GRADUATE!

5 MANDATORY COURSES FOR GRADE 9 (10F, E, M, S)

- ENGLISH = _____
- MATH = _____
- PHYSICAL EDUCATION = _____
- SCIENCE = _____
- SOCIAL STUDIES = _____

5 MANDATORY COURSES FOR GRADE 10 (20 F, E, M, S)

- ENGLISH = _____
- MATH (ESSENTIAL or INTRO TO PRE-CAL & APPLIED) = _____
- PHYSICAL EDUCATION = _____
- SCIENCE = _____
- GEOGRAPHY = _____

4 MANDATORY COURSES FOR GRADE 11 (30 F, E, M, S)

- ENGLISH (COMP or TRANS) = _____
- MATH (ESSENTIAL, APPLIED OR PRE-CAL) = _____
- PHYSICAL EDUCATION = _____
- HISTORY OF CANADA = _____

4 MANDATORY COURSES FOR GRADE 12 (40 F, E, M, S)

- ENGLISH (COMP, LIT. OR TRANS) = _____
- MATH (ESSENTIAL, APPLIED OR PRE-CAL) = _____
- PHYSICAL EDUCATION = _____
- GLOBAL ISSUES = _____

12 ELECTIVES:

9 CAN BE FROM ANY GRADE LEVEL

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____

1 GR. 11 (Minimum)

10. _____

2 GR. 12 (Minimum)

- 11. _____
- 12. _____

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL)

These courses are specifically designed to meet the needs of students whose first language is not English. Students are assessed upon arrival and progress through the EAL program at the pace that is most beneficial for each student.

LITERACY CENTRE (LAL)

The Literacy Centre is designed for newcomer students who are learning the language of instruction and who also have limited formal schooling. They are developing language and literacy along with foundational academic knowledge and skills.

NUMERACY (NPA/B1F & NPA/B2F)

Mathematics is also a key component of the LAL program. The NUMY1 and NUMY2 courses focus on foundational mathematical skills and knowledge, including those necessary skills that are required for problem solving in real life situations. Students build upon language and math and develop both practical applications and prerequisite skills for further studies in math.

STAGE 1 EAL

In Stage 1, students are learning to use words, short phrases, and memorized expressions to communicate in structured and familiar contexts. They are beginning to read and produce short, simple texts based on previously taught language, with a focus on learning the vocabulary needed for daily life.

STAGE 2 EAL

In Stage 2, students are learning to use short phrases and sentences to communicate clearly in routine personal and classroom interactions. They are learning to read simple texts containing several connected ideas, produce comprehensible written sentences, and use some academic language to complete school tasks.

STAGE 3 EAL

In Stage 3, students are learning to communicate clearly in a variety of familiar and unfamiliar social and classroom contexts that are longer and more complex. They are learning to read and produce texts of several paragraphs that use more complex structures and vocabulary.

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 mainstream English courses or EAL students preparing to graduate.

READING IS THINKING (RITR2S) (RITR3S)

This course is designed to support EAL students to become proficient in their reading, writing and speaking through the use of a variety of materials. Reading is Thinking focuses on addressing areas of difficulty and building on previously learned knowledge.

EAL SCIENCE 20E (SCIR2E)

This course is designed for EAL students at a Stage 2 level. 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 (MATR1E), (ESMR2E)

The focus of these courses 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.

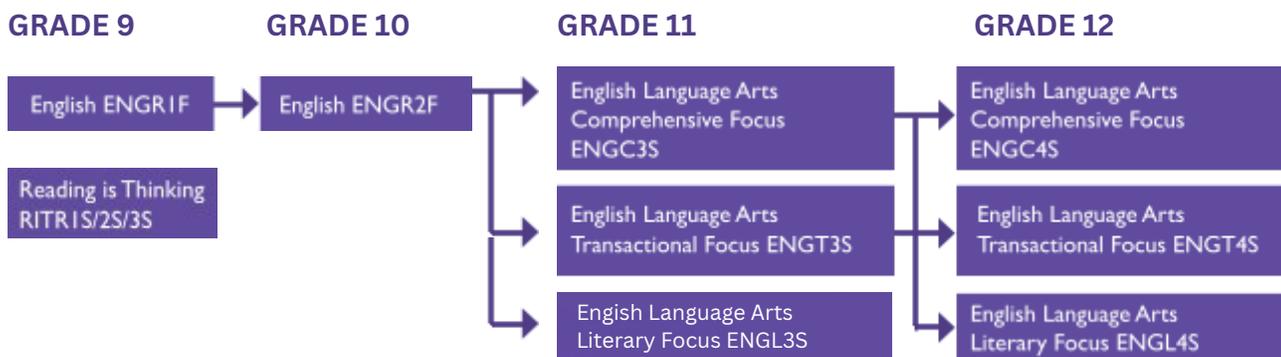
EAL GEOGRAPHY (GEOR2E)

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 are tailored to Newcomer students and focus on geography skills and language development through reading, writing, mapping, graphing and the use of 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 Newcomer students for citizenship as well as to develop language and literacy in English.

ENGLISH LANGUAGE ARTS



The K-12 English Language Arts Curriculum

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.

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.

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.

READING IS THINKING (RITR1S, RITR2S, RITR3S)

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 9 and 10 English are full year courses during which student will earn both their English AND Reading is Thinking credits.*



ENGLISH LANGUAGE ARTS

GRADE 11

ALL grade 11 students should take the English Comprehensive course. Transactional English may be offered as an elective provided student course requests reflect demand. ENGC3S, ENGT3S, or ENGL3S is a prerequisite for all grade 12 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 LITERARY FOCUS ELECTIVE (ENGL3S)

This is a course for students who wish to focus on creative and literary forms of language. Students study and produce a variety of spoken and written texts that promote understanding and empathy, reflect culture, and express feelings and experiences. The course emphasizes the appreciation of literature as an artform, and helps students see themselves as interpreters of literature.

GRADE 12

Grade 12 students require one Grade 12 English credit to graduate. It is recommended that **all students enroll in English Comprehensive**. Students are welcome to take additional English courses as electives. Please note, some university programs require two English courses for entry.

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 multi-day process exam that will comprise 20% of the course mark.

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

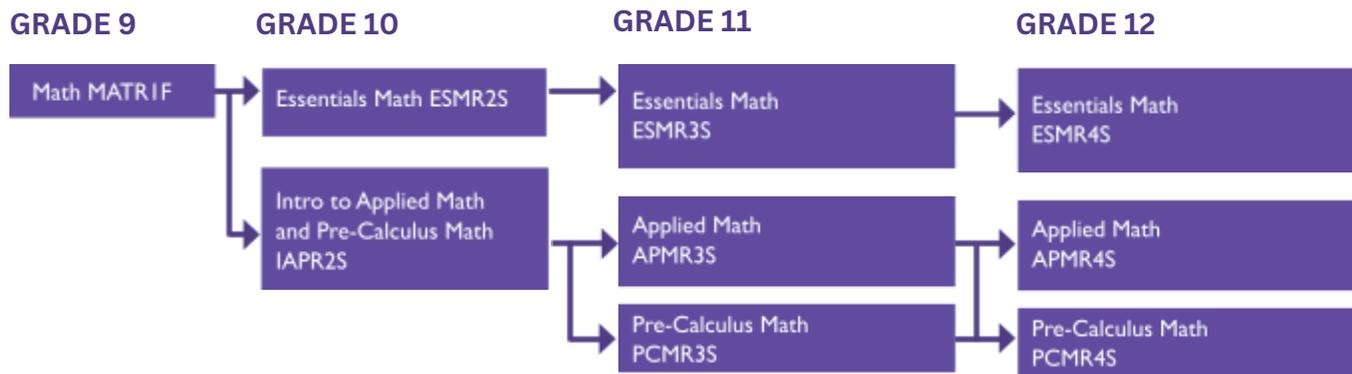
ENGLISH LANGUAGE ARTS TRANSACTIONAL ELECTIVE (ENGT4S)

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.

ENGLISH LANGUAGE ARTS LITERARY FOCUS ELECTIVE (ENGL4S)

This is a course for students who wish to focus on creative and literary forms of language. Students study and produce a variety of spoken and written texts that promote understanding and empathy, reflect culture, and express feelings and experiences. The course emphasizes the appreciation of literature as an artform, and helps students see themselves as interpreters of literature.

MATHEMATICS



MATH OPTIONS

Starting in Grade 10, there are three different Math options: Essentials Math, Applied Math and Pre-Calculus

“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 decision should 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 challenging of the three; however, it keeps all of your post-secondary doors open.

ESSENTIALS MATH

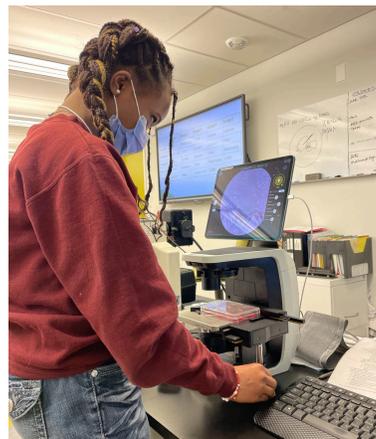
Can be used for numerous post-secondary programs. Students are encouraged to consider their possible post-secondary programs when deciding which math to take in grade 10.

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.).

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.



ESSENTIAL MATHEMATICS

GRADES 10, 11, 12 (ESMR2S) (ESMR3S) (ESMR4S)
MATR1F 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. A Provincial Final Exam is 15% of the final grade in grade 12.

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 15% of the final mark.

PRE-CALCULUS MATHEMATICS

GRADE 10 INTRO TO APPLIED/ PRE-CALCULUS Mathematics (IAPR2S) MATR1F 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.

GRADE 11 (PCMR3S)

Pre-Calculus is designed for students who intend to have a strong foundation in mathematics. The course will cover topics such 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)

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 GRADE 12 Provincial Final Exam is 15% of the final grade.

INTRO TO CALCULUS AND ADVANCED MATHEMATICS

This course studies higher-level math concepts from differential and integral calculus, such as limits, derivatives, function analysis, and integrals, as well as other topics such as conics, proofs, and number theory. It is highly recommended for students who are particularly interested in mathematics and/or those who intend to specialize in math-related fields such as calculus at university. Topics may include functions, limits, derivatives, integrals, and the Fundamental Theorem of Calculus. This course is not a required prerequisite for university mathematics studies in Manitoba but will help students with the transition to university mathematics and may be required in other provinces. The pre-requisite for this course is PCMR4S and it will be offered in Semester 2 for half credit.

SOCIAL STUDIES

GRADE 9

Social Studies SOSR1F

GRADE 10

Geography of Canada
GEOR2F

GRADE 11

History HISR3F

GRADE 12

Global Issues
GLIR4S

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.

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 OF CANADA (HISR3F)

This **mandatory** 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 Resistance
4. Winnipeg history, with a focus on the Winnipeg General Strike
5. Canada's place in the World

GEOR2F is the prerequisite for this course.

GRADE 12

GLOBAL ISSUES (GLIR4S)

This **mandatory** course allows engagement with a number of important themes and topics and gives students space to explore real-world topics like human rights, social justice, sustainability, and global connections. The course focuses on discussion, inquiry, and making sense of current issues that affect our world and our communities.

There is a significant amount of class discussion, as well as 3 inquiry projects (students will decide whether they write academic research papers, or give informal presentations to the class), including a Take Action Project. Students will have some voice and choice in the units or projects being done:

- 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

Students will continue with the same teacher into a back-to-back English Comprehensive Focus class, which creates more time for big projects, collaboration, guest speakers, and experiential learning. This shared learning block supports deeper thinking, stronger relationships, and meaningful, student-driven work.



HUMANITIES ELECTIVES

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.



CINEMA AS A WITNESS TO MODERN HISTORY (CMHR4S)

Movies don't just entertain—they shape how we see the past. In this course, students use powerful films to explore major events and ideas in modern world history, from wars and revolutions to social change, colonialism, and technology. Students will break down how movies use visuals, sound, and emotion to tell historical stories and influence what audiences believe about history. By building critical media literacy skills, students learn to question, analyze, and challenge the versions of the past they see on screen—discovering how cinema helps shape our understanding of the world today.

LAW (LAWR4S)

This course has been developed to provide an introduction to 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.

SCIENCE

GRADE 9

Science SCIR1F

GRADE 10

Science SCIR2F

GRADE 11 & 12

Although science courses are not compulsory in grades 11 & 12, students are encouraged to consider courses such as:

- Biology
- Chemistry
- Physics

Students interested in going to a university or college or other school after they graduate should make sure that they have the required grade 11 and/or 12 science courses for entry into a program.

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 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.

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. Pre-calculus Mathematics is recommended as a co-requisite. Assessment is through laboratory work, projects, assignments and tests.

GRADE 12

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.

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.

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.

PHYSICAL EDUCATION

GRADE 9

Phys Ed PHER1F

GRADE 10

Phys Ed PHER2F

GRADE 11

Phys Ed PHER3F

GRADE 12

Phys Ed PHER4F

All of these courses are full-credit COMPULSORY courses necessary for graduation.

GRADE 9 PHYSICAL AND HEALTH EDUCATION (PHER1F)

Students in grade 9 will be given a numeric grade based on how well they meet the Learning Outcomes. The aim of our program at Gordon Bell is to provide students with planned and balanced programming to develop the knowledge, skills and attitudes for physically active and healthy lifestyles.

GRADE 10 PHYSICAL AND HEALTH EDUCATION (PHER2F)

Students in grade 10 will be given a numeric grade based on how well they meet the Learning Outcomes. The aim of our program at Gordon Bell is to provide students with planned and balanced programming to develop the knowledge, skills and attitudes for physically active and healthy lifestyles.

GRADE 11 & 12 ACTIVE HEALTHY LIFESTYLES (PHER3F) (PHER4F)

At Gordon Bell High School, we are incorporating the 100% IN model. This course is 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 in Grade 11 will be on health and personal planning where students will study topics related to Fitness Management, Mental Health, Social Impact of Sport, and Substance Use and Abuse Prevention. This course has both an in-class component and out of class element. 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 this credit, students will be required to submit a personal fitness portfolio containing a Personal Physical Activity Plan, Physical Activity Log, and other assignments related to the topics studied. Students will be graded for completion of the course with a Complete (CO) or Incomplete (IN) designation.

PHYS ED ELECTIVES

OUTDOOR EDUCATION GRADE 9 (LEHY1G)

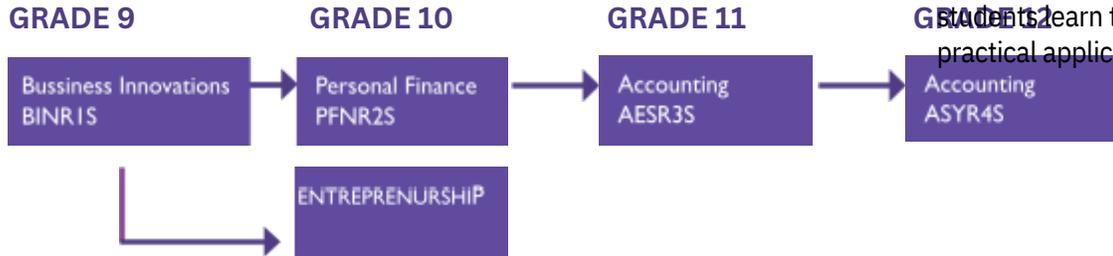
Outdoor Education will provide students with exposure to local-land and community geography. Sample field excursions include: swimming, ice-skating/ice sports, hiking, sledding, snowshoeing, cross-country skiing, fishing, river access, fielding activities. Curriculum focus includes: living off the land, survival, recreational planning, gardening, & construction.

EXERCISE SCIENCE, GRADE 12 (EXCR4S)

Students in Exercise Science will apply hands-on learning and connect their understanding of the human body to natural sciences. Field work will consist of practical exposure to off campus venues (I.e., YMCA downtown, Winnipeg Pools, University of Winnipeg/Rec Plex, University Manitoba Stadium). Curriculum focus includes: kinesiology, biomechanics, neuro-biology, exercise physiology, motor-learning & control, human anatomy, advanced resistance training, intro to athletic injury, career development, applied nutrition, sport psychology & coaching/movement instruction principles



BUSINESS EDUCATION



DIGITAL TECHNOLOGY

This course teaches students how to apply their artistic vision to a wide spectrum of digital platforms for web, mobile and desktop. Through the use of programs like Tinker Cad and Blender, students learn the process of 3D design and its practical applications.

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.

GRADE 9

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.

PERSONAL FINANCIAL PLANNING (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.

GRADE 10

DIGITAL FILMMAKING (DFHR2S) 0.5 CREDIT & DIGITAL PICTURES (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.

ENTREPRENEURSHIP

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!

GRADE 11

WEB DESIGN (WDHR3S) & DESKTOP PUBLISHING (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.

INDIGENOUS YOUTH ENTREPRENEURSHIP PROJECT, GR. 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.

GRADE 12

ACCOUNTING SYSTEMS (ASYS4S)

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.

2-D ANIMATION (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 (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.



VISUAL AND PERFORMING ARTS

ART, GRADES 9, 10, 11, 12

(VIAR1S, VIAR2S, VIAR3S, VIAR4S & VA1R4S - 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 watercolour), 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

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 Gr 10-12 concert band takes place at lunch time 2-3 times a week.**

JAZZ BAND*, GRADES 9, 10, 11, 12

(MJBR1S, MJBR2S, MJBR3S, MJBRR4S) **

Jazz band is for students in grades 10-12 and is a continuation of the same skills as concert band with different repertoire that requires different skills on their instrument(s). The music is typically more challenging than concert band incorporating different musical terms, fingerings, rhythms, scale skills, and other playing techniques. Jazz Band is usually available as an additional credit for students that are concurrently taking concert band.

****Please note that Gr 10-12 jazz band takes place at lunch time 2-3 times a week.**

SENIOR CHOIR, GRADES 9, 10, 11, 12

(MCCR1S, MCCR2S, 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 plays a very important 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, MCER3S, MCER4S)****

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, acappella, popular and contemporary. This group is very performance-orientated and requires dedication from the students. Assessment is based on vocal testing, self-evaluation and rehearsal and performance etiquette.

******VOX is at 7:50am, three days per cycle**

DRAMA, GRADES 9, 10, 11, 12

(DAMR1F, 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 of and experience in, Dramatic Arts. The course has an emphasis on scriptwork 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.

DANCE, GRADES 9, 10, 11, 12

(DANR1S, 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

(DN1R1S, 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.

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.

PIANO, GRADES 9, 10, 11, 12

(MMKR1S, MMKR2S, MMKR3S, MMKR4S)

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 tests, ear training, sight-reading, musical composition and written responses and reflections.

MUSICAL THEATRE, GRADES 11, 12

MU1R3S, MU1R4S

In this course, students will participate in the production of a full length musical under the direction of the dance, drama and choral teachers. A musical is a play that incorporates singing and dancing into the storytelling. Students who participate will learn to weave singing, dancing and acting together to tell a story and create a full production that will be performed for an audience. There will be opportunities for students with different experience and interest levels to develop their skills and experience. All you need to bring is a willingness to try!

LANGUAGE STUDIES

FRENCH, GRADE 9, 10, 11, 12

(FRER 1F, FRER2F, FRER3S, FRER4S)

The focus in this course supports students in progressive French language acquisition from whatever their individual level is. Students will engage in all four components of language acquisition: speaking, listening, reading and writing, and as students progress, 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, Sports and Leisure Travel and Food.

APPLIED TECHNOLOGY

GRAPHIC ARTS, GRADES 9, 10, 11, 12 (GRAG1G, GRAR2G, GRAR3G, GRAR4S)

This course covers several graphics arts through the use of projects. Areas of in-depth study include graphic design, computer graphics, architectural drawing, and mechanical drawing. Studies in sublimation and vinyl are explored as well.

FOODS AND NUTRITION, GRADES 9 & 10 (FNUR1G, FNUR2S)

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.

HUMAN ECOLOGY, GRADE 10, 11, 12 (HECR2S, HECR3S, HECR4S)

This course integrates key concepts from **Family Studies**, **Food & Nutrition**, and **Textile Arts & Design**. Students will explore personal goal setting, decision-making and budgeting while examining the influence of social media and marketing on individual and family choices. The course emphasizes the development of essential life skills, including basic nutrition knowledge, practical food skills, and creative design processes, to support informed, healthy, and responsible living.



FAMILY STUDIES, GRADE 9, 10, 11, 12 (FSTR1S, FSTR2S, FSTR3S, 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

ELECTRONICS & ELECTRICAL TECHNOLOGY, GRADE 9 & 10 (ELER1G, ELER2G)

This project-based course introduces the fundamentals of electronics through hands-on circuit building and testing. Students work with components, breadboards, multimeters, and soldering tools to design and build electronic systems, including control projects, while developing technical skills and problem-solving confidence for further study in electronics.

ELECTRONICS: AN INTRODUCTION TO DRONE TECHNOLOGY, GRADE 11 & 12 (ELER3G, ELER4G)

This course will give students an exciting hands-on learning experience that includes: fling drones and using simulations and drone racing games, designing flight paths and tackling real-world challenges like mapping and search and rescue. Students will also learn photography, mapping and cartography skills. Students will explore careers in drone piloting, engineering and data analysis. ***Students that complete this course will obtain their basic drone operative certificate.***

ENVIRONMENTAL DESIGN , GRADE 11 & 12 (ENDR3G, ENDR4G)

This course focuses on designing and caring for outdoor spaces through classroom learning and hands-on work in the school greenspace. Students apply design principles while planting, propagating, and maintaining gardens, native plant areas, and food-growing spaces, building skills connected to horticulture, sustainability, and environmental stewardship.

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:

https://media.winnipegssd.ca/docs/61f12e87-4565-4576-a25a-8592f6df0c1d_Volunteer%20Credit%20Form%202020.pdf

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 Program: Electrical Technology in partnership with the IBEW 2085.

This program allows students to gain a Level 1 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 in lieu of other elective course credits and to ensure they graduate on time.

For more information on these programs please visit www.winnipegssd.ca/careereducation or see Ms. Ormiston.

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>.

ALTERNATIVE EDUCATION PROGRAMS

Gordon Bell High School offers a variety of alternative senior years programs designed to meet the needs of our senior years students who are needing non-traditional high school support. These students may stay in one learning environment for many classes where they can work at their own pace, with the support of teachers and educational assistants. These programs regularly provide snacks and a lunch option. Students in these programs work towards a regular high school diploma, acceptable for university and college acceptance. These programs have partnerships with other outside agencies to provide a unique programming experiences for students at such places as Fort Whyte Farms, various community centres, and programs providing certification and training.

NEW DIRECTIONS RAP (RESOURCES FOR ADOLESCENT PARENTS) CLASSROOM

Located within Gordon Bell High School. This program is a partnership with the New Directions organisation that supports pregnant and parenting teens to attending school, maintaining optimal family health, and work towards graduation and future planning.

FLEXIBLE SENIOR YEARS AND RESOURCE CLASSES

These classrooms are intended to support students at the grades 10, 11, and 12 levels to earn their high school diplomas by providing alternative pathways to core credit attainment or by providing extra supports for students struggling with their regular scheduled courses.

RISING SUN OFF-CAMPUS

Located at 429 Elgin Avenue. This high school off-campus program has an Indigenous focus and is intended for Grade 9 to 12 students who prefer to work independently, but have difficulty in a larger school setting. Acceptance into this program is at the discretion of the program principal, Ms. Nichola Batzel, *Principal of Rossbrook House and Northern Engagement*.

