



2021-2022

Jr. High Student Handbook



Gordon Bell High School

3 Borrowman Place
Winnipeg, MB
R3G 1M6

204-774-5401



WINNIPEG SCHOOL DIVISION



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POLICIES

SCHOOL HOURS

9:00 am - 12:20 pm (classes)

12:20 pm- 1:20 pm (lunch)

1:20 pm - 3:30 pm (classes)

Students are asked to leave the building at 4:30 pm unless they are involved in a school sponsored activity.

SCHOOL RECORDS

If there is a change in your address or telephone number, please inform the school as soon as possible 204-774-5401 or email gboffice@wsd1.org. We would also appreciate notification regarding changes in the emergency information for each student.

Students receive report cards in November, February, April and June. Student Led - Parent/Teacher conferences in November and April allow parents/guardians/caregivers an opportunity to discuss student progress.

ACADEMIC HONESTY

Academic Honesty is taught at all grade levels and in all subject areas in 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/caregivers, 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.

LOCKERS

Students may be required to share a locker with another student. A combination lock will be issued. **STUDENTS MAY NOT 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 can assume **NO** 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. U-locks are also available daily on a loan basis from the office.**

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 supervision.

Cyber-bullying is not permitted and devices are 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 be used.** This is to ensure the integrity/availability of the cellular networks used by emergency responders. Also student should 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 permitted. This includes bandanas, caps and outerwear.
- 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.

STUDENT SERVICES

STUDENT SERVICES

Three Counsellors assist students with their personal, social, educational, and career-related well-being and development. This includes helping students adjust to a new school, make 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 cover letter 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 services of the Clinical Support Services (C.S.S.). 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 parent/guardian of the student.**

INDIGENOUS GRADUATION COACH

The goal of the Indigenous Graduation Coach program is to increase indigenous graduation rates 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 into post-secondary institutions and the workforce. The Indigenous Graduation Coach program creates a graduation team of support for Indigenous students. Finally, the program connects students to extra-curricular programming within and outside of the school to assist students in belonging within the community as well as achieving success.

CAFETERIA

Gordon Bell High School offers a free Breakfast Program for any Gordon Bell student each day from 8:00 am – 8:55 am. Food is available for purchase from breakfast time until late afternoon. Students who bring their own lunch are welcome to use the facility. Cafeteria staff offer nutritious and reasonably priced lunch choices. Hours of operation: 8:00 am to 1:00 pm.

LIBRARY

Gordon Bell has a large, well-stocked library of books, online items, magazines, DVDs and other materials. Students can use the facility during the lunch hour, before school in the morning, after school or at times assigned by the teacher. 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. The library also has computers. Library hours of operation: 8:00 am to 4:00 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 dances, “grade wars” competitions, and Spirit Week. Weekly meetings are held in order to plan events and discuss issues that affect students.

STUDENT SERVICES

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.

VISITORS

For the safety of everyone in and around the school, all visitors are to report to the school office first to sign in and state the nature of their visit. Students are not permitted to invite friends during the regular school day who do not attend our school to visit them in school. Any visitors who cause a disturbance in the school or on school property will be charged with trespassing.

PARENT ADVISORY COUNCIL

This is an active and committed group of parents who, over the years, have assisted the school in its efforts to support and resource learning. Large group 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.

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 or email the school if your child will be absent (204 774-5401 or gboffice@wsdl.org)**

RATIONALE FOR ATTENDANCE

Success in school is directly related to students' participation in school and learning classroom activities. Students are assessed on their on-going classroom participation, 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 should be made before or after school hours.

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.

ATTENDANCE PROCEDURES FOR STUDENTS 15 YEARS OLD AND YOUNGER

For students in grades 7, 8 and 9, teachers will notify parents/guardians on an on-going basis of any attendance issues. Contact with the parents/guardians will be made by phone calls, letters, email or home visits. If students are going to be absent, please call the school. When a student returns back to school, we ask that a note of explanation be sent if parents/guardians have not called the school office.

MIDDLE YEARS

CORE SUBJECTS

FLEXIBLE LEARNING

MIDDLE YEARS PROGRAM

The Flexible Learning Program at Gordon Bell High School is designed for our grade seven and eight students. The classes are mixed with both grades together, and students will remain with the same core subject teachers (English, social studies, math, science, and physical education) for two years.

As a student in the Flexible Learning Program, children are taught strategies to develop them 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. Subject 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 strive to 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. Grade seven and eight students are usually taking classes 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 options courses, choosing from classes like French, cultural studies, foods and nutrition, fabrics, graphic arts, animation and video making, dance, music, band, and visual arts.

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. In addition, all grade 8 students write a division wide final exam. Student self- assessment is a critical tool for learning.

MATHEMATICS GRADE 7 & 8

Mathematics today is seen and focused upon as more than just rote memory and repetition. In addition to knowing and understanding all basic mathematical skills of today, graduating students also need to be problem solvers. The Manitoba Middle Years Mathematics Curriculum identifies five major goals for students. Students should learn to value mathematics; become confident in their mathematical abilities; become mathematical problem solvers; learn to communicate mathematically; and learn to reason mathematically.

MIDDLE YEARS

CORE SUBJECTS

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.

Within each of the four strands, assessment is ongoing in addition to a division wide final exam written by all grade 8 students in June. Assessment strategies include textbook assignments, teacher-made handouts, whole class activities, tests and quizzes, group projects, 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 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.

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-curricular courses such as Phys Ed, Fine Arts, and Practical Arts.

PHYSICAL EDUCATION & HEALTH

The physical education program in grades 7 and 8 is offered five days per six-day cycle 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.

MIDDLE YEARS

PRACTICAL ARTS

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

HUMAN ECOLOGY: TEXTILES & DESIGN ART

Clothing and Textiles courses create awareness of the role that clothing and textiles play in our daily lives. The learning outcomes develop skills, knowledge, and understanding as students participate in learning activities that allow them to express themselves through designing, producing, and evaluating finished textile projects.

TEXTILES AND DESIGN ART GRADE 7

Students will learn safety expectations, laundry care and symbols, basic sewing terms and construction of a hand sewing project.

TEXTILES AND DESIGN ART GRADE 8

Students will learn safety expectations, identify basic pattern symbols, operate a sewing machine and follow written instructions to construct a simple sewing project.

HUMAN ECOLOGY: FOOD & NUTRITION

The food and nutrition area of study teaches about healthy relationships with food through theoretical and practical food experiences. A study of food and nutrition can expose students to accurate information and provide opportunities for them to gain competence in making informed choices. The learning outcomes develop skills, knowledge, and understanding of basic food preparation and nutrition.

FOOD AND 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

FOODS AND 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
- Emotional Eating
- Reading a Nutrition Facts label

GRAPHICS GRADE 7

Middle Years Graphics is an introductory level course that focuses on the graphic design field with a "hands on" approach. The topics covered in Grade 7 are the design process, screen printing, computer graphics and problem solving in a variety of those areas.

GRAPHICS GRADE 8

In Grade 8 Graphics students study airbrushing, screen printing, computer graphics and problem solving. Students will continue to learn curriculum course outcomes that include and expand upon grade 7 outcomes.

OUTDOOR EDUCATION GRADE 7/8

Grade 7&8 Outdoor Education is a co-curricular practical arts course designed to provide students opportunities to explore a sampling of activities designed to shape their overall understanding at a practical and theoretical level in land-based learning. Sample activities include: harvesting crops, tent/camp set up, hiking, natural resource exploration and use, survival activities, building techniques, technical skill development with traditional tools, winter sport involvement, Indigenous perspectives on the appreciation of land and various fishing excursions on the Assiniboine River while following safety regulations.

MIDDLE YEARS

CO-CURRICULAR COURSES

ART GRADE 7 & 8

The art component is taught as one-half of the Fine Arts rotation. The course is composed of a series of exercises, discussions and projects which are used to give students a basic understanding of concepts and media in art. Art history is added as it relates to specific projects and/or media. Evaluation is based on specific and general curricular outcomes. Marks are derived through the attainment of these outcomes through self-evaluation, discussion, tests, sketchbook work, and project work.

DANCE GRADE 7 & 8

The dance component is taught as one-half of the Fine Arts rotation. 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.

GENERAL MUSIC GRADE 7 & 8:

General music is taught as one-half of the Fine Arts Rotation. Students will begin with a foundation in basic music theory, with emphasis on rhythmic and pitch notation. A portion of the course will be an introduction to basic guitar. Students will use their pitch and rhythmic notation skills to learn basic melodies on the guitar, before working on reading chord charts.

BAND OPTION GRADE 7 & 8

Grade 7 & 8 Band is a full year course. 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.

FRENCH GRADE 7 & 8

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.

CROSS-CULTURAL STUDIES / LANGUAGES OF THE WORLD

The cross-cultural program focuses on developing awareness of cultures of the world. The course promotes empathy and sensitivity skills and to build awareness of social skills. Students are encouraged to participate in helping locally, nationally and globally. During class time share their thoughts in group setting such as think/pair and share.

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. The STEM course at Gordon Bell will be offered as a half year course for grades 7 and 8 students.

DIGITAL ILLUSTRATIONS & MOVIE MAKING 7 & 8

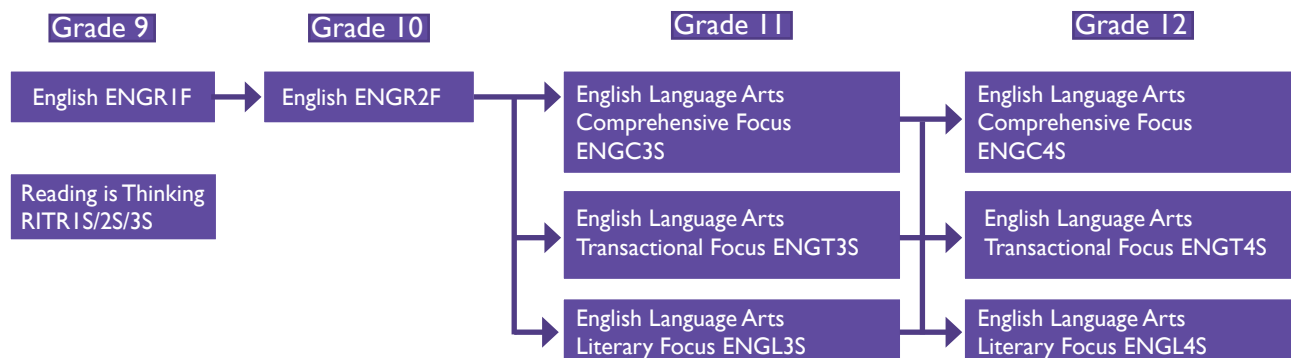
This course will explore visual storytelling through a variety of mediums, including digital programs such as Adobe Illustrator and Photoshop, as well as traditional art-making mediums. Students will explore illustration techniques through thematic concepts within each unit of study.

In Movie Making students engage in hands-on experiences as they learn the basics of filmmaking: pre-production, production, and post-production. They develop skills in planning, organization, script writing, interpersonal communication, team building, and media literacy. Students produce video products in the form of narrative/dramatic, informational/documentary, promotional/persuasive, and creative/music video. Equipment used includes video cameras, iPads, and computers. They practice shooting videos, doing sound recordings and sound engineering, and editing using iMovie. They work individually, with partners, and in collaborative groups.

GRADE 9

ENGLISH

English Flow Chart



GRADE 9 ENGLISH (ENGR1F)

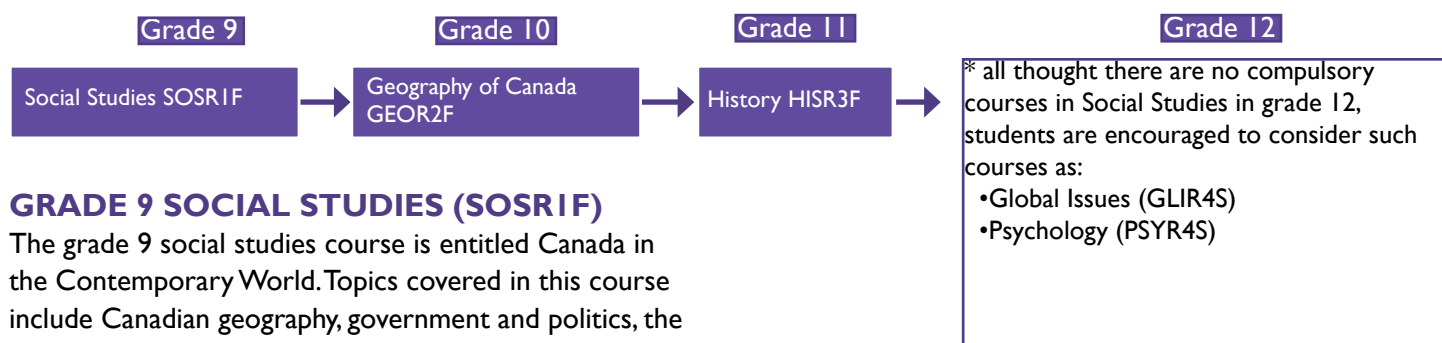
In this course, students engage with the six strands of communication (reading, writing, listening, speaking, viewing, and representing). Students will explore texts in a variety of forms and genres (poems, articles, short stories, novels, visuals etc.), how to work in a group dynamic, and the ability 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

Social Studies Flow Chart



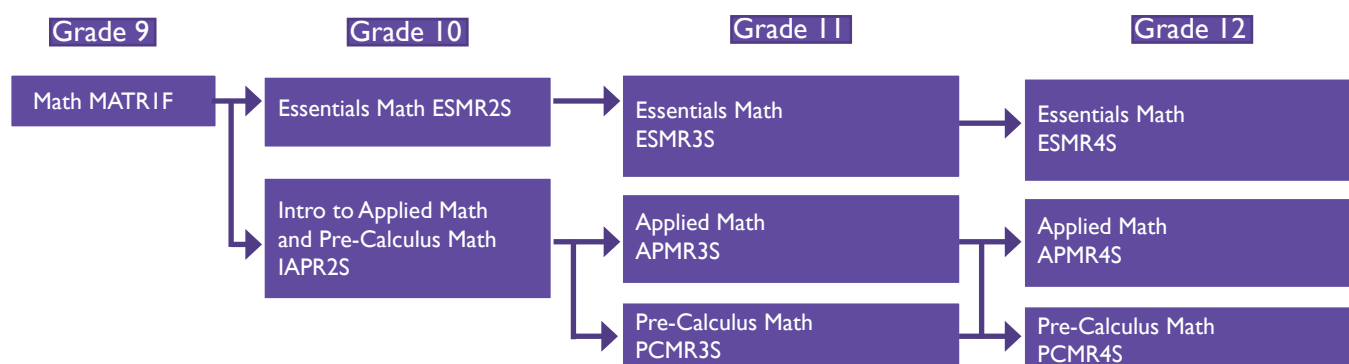
GRADE 9 SOCIAL STUDIES (SOSR1F)

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.

GRADE 9

MATHEMATICS

Math Flow Chart

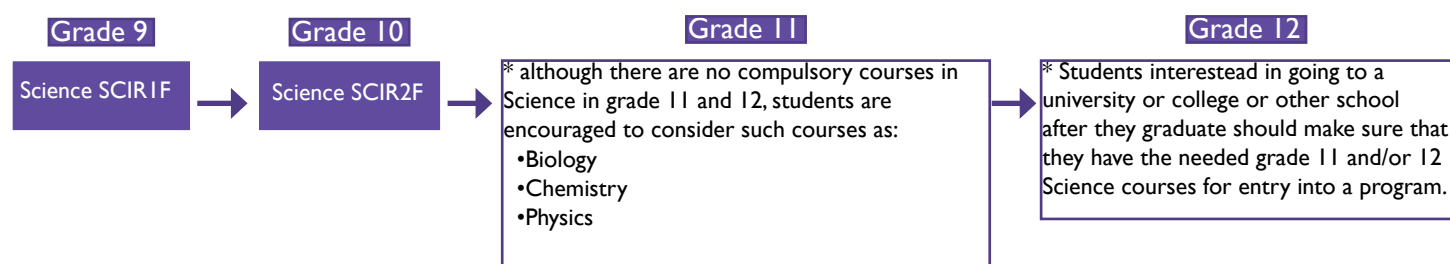


GRADE 9 (MATR1F)

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

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.

GRADE 9

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.

OUTDOOR EDUCATION, GRADE 9 (LEHYIG) 1 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 partner school workshops.

GRADE 9

LANGUAGE STUDIES

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.

EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)

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 (LALR1F & LAL21F)

LALR1F 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.

GRADE 9

FINE ARTS

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 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 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, 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, 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, MCBR4S) *

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, DNIR2S, DNIR3S, DNIR4S)

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.**

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**

GRADE 9

TECHNOLOGY EDUCATION PRACTICAL ARTS

APPLYING INFORMATION TECHNOLOGY AND COMMUNICATION

GRADE 9 I & 2 (ICTAIF & ICTBIF)

This is an introductory course to utilizing ICT Tools, software applications and digital resources. Students will be introduced to Photoshop (image manipulation), Adobe Flash Professional (Animation), Kodu (Game Design), and introduction to coding. Use of Tynker or Scratch, Spheros, micro-bits and finally Code Academy to introduce students to coding. This course is constantly evolving, with exploration in emerging applets and programs to introduce students to the growing technology and the science field.

GRAPHIC ARTS

GRADE 9 (GRHRIG) 0.5 CREDIT

If you find logos, comics, T-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.

FAMILY STUDIES

GRADE 9 (FSHRIF) 0.5 CREDIT

Grade 9 Family Studies explores adolescent development from the perspective of the adolescent student. Topics include building skills and knowledge in developing positive relationships to enhance personal health and wellness within the context of their own family dynamics and the community in which they live.

TEXTILE ARTS AND DESIGN

GRADE 9 (CLHRIG) 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.

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.

BUSINESS INNOVATIONS (BINRIS)

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.

GRADE 9

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 (CSVZ 4G)

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, or you can finish the credit more quickly.

***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.

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. Additional information is available at:

http://www.edu.gov.mb.ca/k12/policy/gradreq/docs/cadet_training_policy.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. 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. There is paperwork to be filled out before, during and after.

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

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 co-requisites, 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.

COMMUNITY ACCESS PROGRAM (CAP) JUNIOR HIGH

The junior CAP program is designed for students between 12 and 16 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 need of each student. Students can participate in a variety of specialized classes including art, movement, music, choir, adapted phy Ed., music therapy, cooking, sewing and graphics. Classroom activities involve student initiated projects, theme based learning and the development of curriculum based outcomes in core curricular domains. Academics are designed to be functional and practical with the intent of maximizing independence.

There is a strong emphasis on creative and innovative learning. Students participate in a variety of scheduled community outings to places such as Fort Whyte Alive, the YMCA and community recreational facilities. School based volunteer work experience opportunities such as recycling, working in the cafeteria and/or infant lab allow the students to cultivate a sense of confidence and also introduce the themes of responsibility and work ethic. Clinicians, therapists, teachers and support staff work collaboratively to promote independent living, skill acquisition, and learning experiences designed to help each student realize their potential.

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)

JUNIOR HIGH, GRADES 7-9

The Junior High SEC (ages 12-15) 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. The life skills component of the program includes field trips based on community experience and healthy living. Technology in the form of smart boards, I pads, computer labs and lap tops are utilized to support learning. Parental support is a key factor in reinforcing and helping students assimilate the concepts taught at school level. Grade 9 students receive modified credits for all their courses.

LEARNING ASSISTANCE CENTRE JUNIOR HIGH, GRADES 7-9

The LAC program is designed for students aged 12-14 who have diagnosed severe emotional or behavioral disorders (EBD). The structured low-enrolment setting helps students to improve their social functioning. Outcomes include developing age appropriate behaviors and coping skills, improving self-esteem, self-regulation, problem solving skills and building academic strength. By addressing these skill areas students acquire the skills to reintegrate into the regular instructional setting. There is also significant focus on academic programming. All students have an IEP and behavior intervention programming (BIP) is implemented as needed. Community outings also constitute a large part of the program. Recreational activities such as swimming, bowling, skating, billiards, archery and visits to parks and museums are incorporated into daily or weekly programming.

EXTRA-CURRICULAR ACTIVITIES

ACTIVITIES AT GORDON BELL INCLUDE:

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

SPORTS ACTIVITIES AT GORDON BELL:

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

GRADUATIONS REQUIREMENTS

STUDENTS REQUIRE A MINIMUM OF 30 CREDITS TO GRADUATE

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

- | | | | |
|--------------------------|--------------------|---|-------|
| <input type="checkbox"/> | ENGLISH | = | _____ |
| <input type="checkbox"/> | MATH | = | _____ |
| <input type="checkbox"/> | PHYSICAL EDUCATION | = | _____ |
| <input type="checkbox"/> | SCIENCE | = | _____ |
| <input type="checkbox"/> | SOCIAL STUDIES | = | _____ |

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

- | | | | |
|--------------------------|--------------------------------------|---|-------|
| <input type="checkbox"/> | ENGLISH | = | _____ |
| <input type="checkbox"/> | MATH (ESSENTIAL, APPLIED OR PRE-CAL) | = | _____ |
| <input type="checkbox"/> | PHYSICAL EDUCATION | = | _____ |
| <input type="checkbox"/> | SCIENCE | = | _____ |
| <input type="checkbox"/> | GEOGRAPHY | = | _____ |

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

- | | | | |
|--------------------------|--------------------------------------|---|-------|
| <input type="checkbox"/> | ENGLISH (COMP, LIT OR TRANS) | = | _____ |
| <input type="checkbox"/> | MATH (ESSENTIAL, APPLIED OR PRE-CAL) | = | _____ |
| <input type="checkbox"/> | PHYSICAL EDUCATION | = | _____ |
| <input type="checkbox"/> | HISTORY | = | _____ |

O 3 MANDATORY COURSES FOR GRADE 12 (40 F, E, M, S)

- | | | | |
|--------------------------|--------------------------------------|---|-------|
| <input type="checkbox"/> | ENGLISH (COMP, LIT. OR TRANS) | = | _____ |
| <input type="checkbox"/> | MATH (ESSENTIAL, APPLIED OR PRE-CAL) | = | _____ |
| <input type="checkbox"/> | PHYSICAL EDUCATION | = | _____ |

O 13 ELECTIVES

- ☐ 10 CAN BE FROM ANY GRADE

- | | |
|----------|-----------|
| 1. _____ | 6. _____ |
| 2. _____ | 7. _____ |
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |