



COURSE DESCRIPTION GUIDE
2025-2026



Shaftesbury
High School



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Introduction

Shaftesbury High School is the catchment area high school for the students of Ecole Charleswood School, Laidlaw School, Linden Meadows School, and Ecole Van Wallegghem Schools. We are also the school of choice for over one hundred students from around the city and across the province. We are home for many international students as part of our division's International Student Program, as well as the host school for Rink Hockey Academy.

This guide is provided to assist students and parents/guardians to better understand our school and our school programs. We know that one of the most important decisions a family makes is around the selection of a high school. We would be honoured for Shaftesbury High School to be your choice.

Please use this guide as a resource during family discussions to assist students in making informed program and course choices. Future career opportunities may be influenced by present course selections. Students should honestly and seriously consider their own personal interests, abilities, aspirations, long-term plans, and use the information as a guide for choosing courses.

After personal reflection and family discussion, students and parents/guardians are encouraged to consult with school staff regarding course planning. Such planning is critical to meeting the requirements of graduation, admission to post-secondary educational institutions, and transitioning to the world of work.

SHAFTESBURY

Mission and Vision

OUR MISSION

At Shaftesbury, we excel in academics, athletics, and the arts. As stewards of our communities and landscape, we lead and contribute with imagination and drive.

OUR VISION

As a learning organization, Shaftesbury High School is a place where all students and adults work together in an engaging, inclusive, collaborative, and student-success-oriented school culture. The collective mission of our school community is the achievement of students' personal excellence in academics, citizenship, arts, and athletics.



Information

SCHOOLS OF CHOICE

Under *Schools of Choice* legislation, parents/guardians and students have the ability to choose a school other than their neighbourhood catchment school. There are certain responsibilities and obligations that parents/guardians and students must meet when exercising their right to choose a school. Some issues that may require further consideration are: program suitability, space availability, notification dates, and transportation. Please note the following:

- Students, parents/guardians wishing to exercise their right to choose a school may come directly to Shaftesbury High School to apply.
- *Schools of Choice* applications should be submitted as early as possible. Applications received after May 15 will be more difficult to accommodate and students are less likely to receive the option courses they have requested as a result.
- Second semester applications are more likely to be accommodated if they are received before September 30th.
- Once a student has been accepted by Shaftesbury, the student may attend our school until graduation.
- The school division does not provide transportation for *Schools of Choice* students.

STUDENT FEES

The student fee entitles each student to supervision at lunch, locks and lockers, active living centre usage, participation in school activities (i.e. orientations, barbeque, and celebrations), and (if applicable) a yearbook. The student fee for the 2025-2026 school year is \$75.00 (includes yearbook) or \$50.00 (no yearbook) which will be collected beginning in late-August. Cash, cheque, or online payments are accepted.

International student program

The International Student Program (ISP) recognizes the importance and the value of cultural awareness, both for students coming to Canada to study and for student residents in our community.

Shaftesbury High School is a proud participant in the Pembina Trails School Division ISP. This program recruits students from around the world to attend schools in the division.

Regular cultural and recreational activities are provided for international students to assist them in learning about life in Winnipeg, Manitoba and across Canada.

International students have the opportunity to enroll in a full high school program at Shaftesbury High School. They are also able to make connections with students from around the world as Shaftesbury High School has over thirty countries represented within the school population. The school climate promotes and nurtures global citizenship, multiculturalism, diversity, and inclusion.

For further information about the International Student Program, visit the website at www.pembinatrails.ca/affiliates/isp. Those families interested in hosting ISP students as Home Stay Families are encouraged to contact the International Student Program office at 204-488-1757.



THE SCHOOL DAY AND TIMETABLE

The school year is divided into two equal parts (semesters). The first semester runs from September to January, and the second semester runs from February to June. Most courses are completed within a single semester.

MONDAY – FRIDAY

Period	Class Times
A	8:30 am – 9:40 am
B	9:40 am – 10:50 am
C	10:50 am – 12:00 pm
Lunch	12:00 pm – 1:10 pm
D	1:10 pm – 2:20 pm
E	2:20 pm – 3:30 pm

The school timetable is designed to offer compulsory courses in each semester. Students are strongly encouraged to select a balanced course load. Please note, some courses may only be offered in one semester. Some courses run all year. Courses listed in this guide may not be offered if there is insufficient enrolment.

Registration for the subsequent school year begins in February. Courses for both semesters are selected at the time of registration. Any course changes after registration will be subject to space availability. Please know that while the best effort will be made to ensure students will receive option courses of their choice indicated on their course selection form, we cannot guarantee that as course offerings are dependent on enrolment and timetable restrictions.

NOTE: At the time of registration, students going into Grade 12 will have preference in the course selection process. Grade 11 students will have preference in course selection over Grade 10 students and Grade 10 students will have preference over Grade 9 students.

ASSESSMENT AND REPORTING

Assessment week takes place at the end of each semester in January and June. Students are expected to be available for the entire assessment week.

Parent- teacher conferences are scheduled approximately 6 to 7 weeks after the beginning of each semester. The first report card is issued approximately halfway through each semester. Final report cards are issued in February and June. Teachers will provide progress reports via Edsby regularly. Parents/guardians are invited to contact classroom teachers regarding any questions or concerns about their child's performance.

AGE OF MAJORITY

According to Section 42.3(3) of the Public Schools Act, students who reach the age of eighteen (age of majority) are legally entitled to be the sole recipients of information with regard to their school progress. This includes all information relating to matters of academic progress, school attendance, and discipline. Schools will comply with this regulation unless the age of majority student advises them to do otherwise. A form is mailed to students the month in which they turn eighteen years of age. Parents/guardians may continue to receive school information only if their eighteen year old provides the division with written consent. For students who have not provided this consent, parents/guardians are informed of the new information flow as the student turns eighteen.



Extra-Curricular Activities

Shaftesbury offers a comprehensive extra-curricular program. Extra-curricular activities are an important part of school life and add a significant dimension to a student's total school experience. Students are encouraged to participate in these activities. Information on these opportunities is provided to students on a regular basis through daily announcements and hallway displays. **Offerings are subject to availability and interest.**

HIGHLIGHTS

Canoe Trip
Career Symposium & University Days
Convocation
Course Exposition
Extra-Curricular Exposition
Grad (Dinner, Dance, Pictures, & Grad Wear)
Grade 9 Take Your Kids to Work
New Student Orientation Day
Post-Secondary Information Evening
Remembrance Day Assembly
Spirit Weeks
Truth & Reconciliation Activities
Year End BBQ

Industry Conferences
Intramurals
Math Competitions
Peer Tutoring
Reach for the Top – Intermediate and Senior
Reading Club
Recycling
SAT Prep
Science Competitions
Sources of Strength
Student Council
Titan Pride (GSA)
Twenty Sided Titans

CLUBS + ACTIVITIES

Community Outreach
D & D Club
Debate Club
Envirothon
Grad Committee
Industrial Arts Open Shop

ARTS SHOWCASES

Art Club
Band Concerts
Band Festivals and Band Trips
Choral Fest/Winnipeg Music Festival
Theatre Production
Vocal Jazz

FUNDRAISERS, CHARITIES, AND SERVICE OPPORTUNITIES

Cancer Society Fundraisers
Christmas Cheer Board
Craft Sale
Coats for Kids
Terry Fox Walk
Shaftesbury Toy Drive
United Way
Manitoba Harvest
Food and clothing drive
Youth in Philanthropy

ATHLETIC TEAMS

At Shaftesbury High School, we value hard work, excellence, student engagement and the development of the well-rounded student athlete. One way to foster this is by offering several different athletic opportunities for students. We believe in the multi-sport model, supporting individual student participation in many different athletic endeavours.

The following athletic programs may be offered at Shaftesbury High School based on interest and availability:

- Badminton
- Basketball
- Baseball
- Beach Volleyball
- Cross Country
- Curling
- Golf
- Hockey
- Indoor and Outdoor Soccer
- Indoor and Outdoor Track and Field
- Rugby
- Team Handball
- Volleyball
- Ultimate Frisbee



Course Selections

UNDERSTANDING COURSE CODES

All courses in the course guide for Grade 9, Grade 10, Grade 11, and Grade 12 are numbered in three characters, as specified by Manitoba Education.

FIRST CHARACTER:

Indicates the course level (“1” for Grade 9; “2” for Grade 10; “3” for Grade 11; “4” for Grade 12)

SECOND CHARACTER:

- 0** Developed or approved by Manitoba Education for 1 credit
- 1** Developed by school or division (includes Student Initiated courses – SIC and School Initiated Projects – SIP)
- 2** Developed elsewhere, such as university, out-of-province and out-of-country (Advanced Placement Courses)
- 5** Developed or approved by Manitoba Education for 0.5 credit (half credit courses)

THIRD CHARACTER:

- F** Foundation compulsory courses for all students which may lead to further studies beyond the senior years (e.g. apprenticeship, college, and university)
- G** General education experiences for all students
- S** Specialized learning experiences focused on specific skills and content

For example: *English 20F* is a course intended for Grade 10 students (2) developed by Manitoba Education for 1 credit (0), reflecting broadly based educational experiences that are appropriate for all students (F).

*Half credit courses are offered in combination, for example, Animation (ANI35G) with 3D Modelling (MOD 35S)



GRADUATION REQUIREMENTS

Manitoba Education requires that students meet the following criteria to be eligible for graduation.

- Students must complete a minimum of 30 credits.
- Students must complete all of the compulsory courses.
- Students must complete a minimum of one Grade 11 and two Grade 12 credits from the available optional courses list.

Compulsory Courses Required For Graduation

	GRADE 9	GRADE 10	GRADE 11	GRADE 12
English	10F	20F	30S	40S
Mathematics	10F	20S	30S	40S
Physical Education	10F	20F	30F	40F
Science	10F	20F		
Social Studies	10F			
Geography		20F		
History: Canadian			30F	

HOW TO SELECT COURSES

When selecting a program of study for the coming school year, students and their parents/guardians are urged to consider the following:

1. The student should select courses that are best suited to particular interests, skills, and aptitudes, taking into consideration future career or education plans. Be honest and realistic when making these choices.
2. Students should select courses which will be reasonably challenging and can be successfully completed.
3. Students are encouraged to consult teachers, advisors, and/or a school administrator when selecting courses. The opinions and advice of the professional staff are readily available and may make decisions much easier.
4. In making choices, students should consider the entrance requirements of the universities, colleges, and other post-secondary institutions that they may plan to attend after graduation. Specific information is available from their student advisor.

HOW TO CHANGE COURSES

When selecting courses at the time of registration, students are making their choice for the entire school year (both semesters). Students and their parents/guardians are encouraged to consider the following:

1. In the event that a change is requested, some opportunity to adjust timetables exists.
2. However, any changes are subject to space availability.
3. Changes must be completed before the end of the first week after the course begins.
4. Students who need or want to repeat a course from the first semester in the second semester, will be accommodated only where space permits. Students may not be able to take a course twice in the same school year if demand is high. Students who do not succeed at courses in the first semester may be required to make their next attempt in the following school year.



A woman with long dark hair, wearing a light-colored jacket, is focused on her work at a computer workstation. The scene is dimly lit with a strong blue color cast. In the background, another person is partially visible, and several computer monitors are on the desk. A white grid of dots is overlaid on the entire image, creating a digital or data-like aesthetic.

**APPLIED COMMERCE,
TECHNOLOGY & CAREER
DEVELOPMENT**

APPLIED COMMERCE, TECHNOLOGY & CAREER DEVELOPMENT

APPLIED COMMERCE EDUCATION

Business Innovations 10S (BUSINN10S)

Business Innovations is an introductory course that allows students to sample the various strands within the applied commerce education program. The course 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 or simulations. It is the suggested introduction to all of the other courses offered in the applied commerce education subject area.

Personal Finance 20S (PERFIN20S)

Personal Finance empowers students with the most essential financial literacy skills, offering a practical understanding of the value of money, basic economics, budgeting, saving, banking services, and investing. Tailored to high school students, this course prepares them for real-world financial decisions as they begin entering the workforce and planning significant future goals like purchasing a car, traveling, or pursuing post-secondary education. As a critical life skill, financial literacy makes this course an invaluable opportunity for all students to build a strong foundation for lifelong financial success.

Venture Development 30S (VENDEV30S)

Students focus on planning, creating, implementing, evaluating, and growing their own business venture. Venture Development is designed for students interested in starting their own business and in furthering their knowledge of business ownership and management principles

Business Management 40S (BUSMGMT40S)

This course is designed for students interested in furthering their knowledge of management and marketing strategies used in various settings and furthering their knowledge of business ownership. Focus is given to developing skills in planning, leading, organizing, controlling, and staffing. Students will study various management styles and participate in activities related to human resources, inventory, finance, and project management.

CAREER DEVELOPMENT

The career development curricula have been designed to connect school learning with workplace and labour market realities. The courses will provide a smoother transition between high school graduation and more appropriate post-secondary educational programming. These courses will help students acquire and apply knowledge and skills to make appropriate decisions for life, work, and the essential post-secondary education/training that is required in today's economy. The broad range of experiences may vary from community visitor presentations, to work placements or volunteerism. Career Development courses allow students to register for Credit for Employment, and Career Development Internships.

Grade 9 Career Development: Life/Work Exploration (LWE10S)

This course places emphasis is on building positive self-esteem and exploring aspects of self-such as personality, interests, values, and skills. Personal connections will be made between self-attributes and career exploration, resume building, and high school course selection.

Grade 10 Career Development: Life/Work Planning (LWP20S)

This course places a greater emphasis on matching personal attributes to occupations, work trends, communication skills, work search tools, and resume writing. An in-depth understanding of the personal self will be solidified, and focus will be directed toward planning for high school and beyond.

Grade 11 Career Development: Life/Work Building (LWB30S)

This course focuses student learning on personal management skills, life/work balance, and building towards the transition from high school to post-secondary. Students are encouraged to pursue opportunities such as volunteerism, work experiences, and job shadowing. The career and community experiences unit may provide up to 46 hours in a workplace/community experience.

Grade 12 Career Development: Life/Work Transition (LWT40S)

This course places emphasis is on the transition from high school to post-secondary training and preparation for employment. The students are expected to participate in learning beyond the classroom through participation in career and community experiences. Opportunities available to pursue include work experience, volunteerism, or job shadowing. The career and community experiences unit may provide up to 80 hours in a workplace/community experience.



COMPUTER SCIENCE

Fundamentals of Computer Science 10S (FCS10S)

The Fundamentals of Computer Science course offers an introductory exploration of essential concepts in the field of computer science. Designed for students with no prior knowledge of the subject, this course provides a broad overview of foundational topics, including cybersecurity, where students learn the principles of protecting information systems and data from cyber threats; artificial intelligence (AI), which introduces concepts and applications like machine learning and problem-solving algorithms; and Bitcoin and blockchain, offering insights into digital currencies, the underlying blockchain technology, and its impact on the modern economy. Additional topics include data mining, which covers the basics of extracting useful information from large data sets using algorithms and statistical techniques; programming, with a hands-on approach to fundamental coding skills and key concepts; and the history of computer science, exploring its evolution from its origins to modern advancements.

This course is specifically designed for students with little to no background in computer science and aims to provide a solid foundation for more advanced studies. ***Fundamentals of Computer Science serves as a prerequisite for Computer Science 20S*** and equips students with the essential skills and knowledge needed to pursue further coursework and careers in the field of computer science.

Computer Science 20S (CS20S)

This course introduces students to the basics of computer programming. C# programming language on a .NET platform is introduced. Topics include: variables and basic data types, if-else statements, loops, sub programs/methods without parameters, documenting code, careers in computer science, computer science history and ethics.

It is recommended that students have some Computer Science knowledge before taking Computer Science 20S.

Computer Science 30S (CS30S)

True object-oriented programming using the C# language will be taught as a foundation for further study in Computer Science 40S. Students will build on the topics introduced in Computer Science 20S. Topics include arrays, manipulating text (including extraction, concatenation and comparison), switch statements, sub programs with parameters, local and global variables.

This course is a continuation of CS20S, it is not recommended for students new to computer science.

Computer Science 40S (CS40S)

This course builds on the foundation skills introduced and developed in Computer Science 20S and 30S and teaches Java as the programming language, covering topics that include exception-handling, 2-dimensional arrays, classes, sorting, searching, recursion, object-oriented design concepts, and a group project. This course closely follows the curriculum set by the College Board. Students enrolled in this class will have the ability to take the AP exam should they choose to (Please note that taking the AP exam will be at the cost of the student).

It's recommended that students take Fundamentals of Computer Science before taking Computer Science 20S.



DIGITAL MEDIA

Photography

Introduction to Photography 10S (DP10S)

This introductory course teaches the basics of photography, covering essential camera skills for both DSLR and smartphone cameras. Students will explore the anatomy of a camera, creative composition techniques, and the fundamentals of lighting and colour, while learning to enhance and manipulate their images using Lightroom and Photoshop. This course provides a solid foundation for capturing creative imagery and conveying digital messages.

Social Media Content Creation 20S (SMC20S)

This collaborative, hands-on course is designed to introduce students to the dynamic world of social media content creation, promotion and influence. Students will have the opportunity to create engaging multimedia content (SHS podcasts, Titans highlight videos, dynamic event/team photos, etc...) for school-related social media platforms like YouTube, Instagram, TikTok, etc. Whether you're interested in becoming a digital creator, enhancing school communications, or building your media production skills, this course offers valuable experience in today's fast-paced, visual-centric media landscape.

Creative Photography Techniques 30S (DP30S)

In this intermediate course, students will expand their creative skills by experimenting with various photographic equipment (lenses, filters and external flash) and by exploring different creative styles, such as painting with light, forced perspective, hyper-lapses and double exposures. Focused on pushing boundaries, this course also introduces advanced image editing techniques and composite creation using Photoshop, allowing students to develop a more artistic and innovative approach to photography.

Advanced Photography 40S (DP40S)

Building on the foundation of previous courses, students will learn how to apply practical photography and image editing skills across a variety of real-world genres, including studio portraits, candid/street photography, nature/landscape, architecture, still life, sports and more. Students will culminate their photographic journey by producing a digital photo portfolio, showcasing their personal style and proficiency in capturing compelling images.

Filmmaking

Introduction to Filmmaking 10S (IFP10S)

This foundational course offers students a comprehensive introduction to the art and craft of filmmaking. Students will explore the fundamental aspects of filmmaking, including scriptwriting, cinematography, production sound, lighting, and editing/effects. To demonstrate their learning, students will produce short films, re-create scenes from existing movies, craft aesthetic montages, music videos, commercials, and more. By the end of the course, students will have a strong understanding of the filmmaking process and be equipped with the essential skills to create their own cinematic stories.

Film Production 20S (IFP20S)

The Film Production course offers an immersive, collaborative filmmaking experience. While working together on short film projects, students will experience a variety of production roles (from actor to director of photography, to sound mixer), with a focus on advancing their creative, technical, and artistic filmmaking skills. Students will also explore various cinematic techniques (the long take, jump scares, Texas switch, etc...), film genres (horror, action, comedy) and directorial styles (Wes Anderson, Edgar Wright), applying these concepts and storytelling techniques to their own film projects.

Social Media Content Creation & Production 30S (SMCP30S)

This advanced, collaborative course immerses students in a professional-level of learning where students will conceptualize, produce, and distribute high-quality multimedia content for school-related social media platforms, including YouTube, Instagram, TikTok, and more.

Students will explore advanced strategies for scripting, filming, editing, and post-production while managing content calendars and analyzing audience engagement. Whether you're aspiring to become a digital creator, seeking to elevate school communications, or mastering professional media production workflows, this course provides comprehensive hands-on experience and industry insights essential for thriving in today's visual-centric media landscape.

Independent Filmmaking 40S (IFP40S)

This advanced course is the culmination of the skills learned in earlier filmmaking courses, with a focus on independent filmmaking. Students will assume leadership roles, serving as technical and artistic directors for their own film projects and/or the ones created in Film Production 20s. The course emphasizes the logistical and technical considerations of planning and directing a motion picture, while providing students with opportunities to refine their skills in acting, production, and post-production. This course is ideal for those interested in pursuing a career in film or continuing their studies in media production.



INDUSTRIAL ARTS

Electronics

Electricity/Electronics Technology 10G (EET10G)

This course will introduce students to Industrial Arts with a focus on Electronics and Technology Education. Students will make compulsory and individual projects that explore topics including robotics, simple circuits, computer based programming, and electrical passive and active components. Student will learn safety practices with hand tools, large machinery, soldering, and technological ethics.

This is a foundation course and is recommended for students new to electronics.

Electricity/Electronics Technology 20G (EET20G)

This course will expand on skills and topics covered in Electricity/Electronics 10G. Students will make compulsory and individual projects that further explore topics including robotics, simple circuits, computer based programming, and electrical passive and active components. Student will learn safety practices with hand tools, large machinery, soldering, and technological ethics.

This course is a continuation of EET10G, it is not recommended for students new to electronics.

Electricity/Electronics Technology 30S (EET30S)

This course will expand on the skills covered in Electricity/Electronics Technology 20G as well as introduce digital electronics and residential wiring. The areas of electronic/electrical design and fabrication will be developed and expanded upon, as well computer-based programming will be developed. CNC machining technology and CAD design will also be introduced as a method of the design and manufacturing process.

This course is a continuation of EET20G, it is not recommended for students new to electronics.

Graphic Arts

Graphic Communication Technology 10G (GCT10G)

This course will introduce beginning students to Industrial Arts with a focus on Graphic Arts and Technology Education. Students will construct compulsory projects in various industrial arts-based settings with a focus on shop safety and progressive skill development. The course will also explore the world of technology including concepts in craftsmanship, manipulation of materials, consumer awareness and careers in technology.

This is a foundation course and is recommended for students new to graphics.

Graphic Communication Technology 20G (GCT20G)

This course will expand the skills acquired to Graphic Communication Technology 10G. Content may include product design, illustrating, photo editing, single colour vinyl cut decals, single colour hand cut screen printing, heat transfer press decaling, digital photography, and other new media creation as time allows. Software design as well as production of print media using various processes will be the focus.

This course is a continuation of GCT10G, it is not recommended for students new to graphics.

Graphic Communication Technology 30S (GCT30S)

This course will expand the skills acquired to Graphic Communication Technology 20G. A special focus on industry is applied to previous skills learned. Content will extend previous topics and includes new topics such as industrial printing processes, design and layout, computer design, multi-colour screen printing, multi-colour vinyl sign cutting and multipage heat transfer decaling.

This course is a continuation of GCT20G, it is not recommended for students new to graphics.

Metalworking

Metalwork Technology 10G (MWT10G)

This course will introduce students to Industrial Arts with a focus on Metalworking and Technology Education. Students will construct compulsory projects in various industrial arts-based settings with a focus on shop safety and progressive skill development. The course will also explore the world of technology including concepts in craftsmanship, manipulation of materials, consumer awareness and careers in metalwork technology.

This is a foundation course and is recommended for students new to metalworking.

Metalwork Technology 20G (MWT20G)

This course will expand the skills acquired to Metalworking Technology 10G. Students will make compulsory and elective projects that will introduce students to the topics of the design process, properties of metals, concepts of cutting, forming and assembly, and finishing. Students will learn safety practices with regards to proper use of hand and power tools as well as welding equipment.

This course is a continuation of MWT10G, it is not recommended for students new to metalworking.

Metalwork Technology 30S (MWT30S)

This course will expand on students' skills previously learned in Metalworking Technology 20G. The areas of design, fabrication, and finishing will be covered but the focus will be put on safety and the development of various manufacturing techniques and processes. Students will design and construct their own projects. However, the product is considered secondary to an understanding of the production processes used.

This course is a continuation of MWT20G, it is not recommended for students new to metalworking.

Applied Technology 40S (AT40S)

This course will expand on students' skills in Industrial Arts courses previously taken in the subjects of Electricity/Electronics Technology, Graphic Communications Technology and/or Metalworking Technology. Students will design a series of assignments and projects that will require students to explore, develop and utilize their skills in Industrial Arts. These topics can include but are not limited to design, basic engineering, manufacturing, computer-based programming, print production, and entrepreneurship. All students will be trained on the safe operation and implementation of all equipment regardless of previous experience.

This course is a continuation of EET30S, GCT30S or MWT30S, it is recommended that students have one of these three courses prior to registering for this course.





ARTS

ARTS

BAND AND CHOIR

Concert Band 10S/20S/30S/40S (BA10S/BA20S/BA30S/BA40S)

Students will develop their performing and ensemble skills sequentially through the Grade 9, 10, 11, and 12 band courses. The music selections serve as the central course material and will advance as the grade level increases. These courses provide development in instrumental technique, reading skills, active listening skills, historical perspective, musicianship, expression and creativity. Each grade level will perform and study music from diverse genres and periods in music history. Performance opportunities are available to the students in the form of clinics, workshops, festivals, day trips and overnight trips. These courses run for a full year across the first and second semesters on alternating days. We strive to make band accessible to all, and we welcome registration from students who have not had the opportunity to be part of a band program previously.

Jazz Band 10S/20S/30S/40S (JB10S/JB20S/JB30S/JB40S)

These courses are designed for students who wish to perform in a specialized group studying the various styles of jazz music. Students will study and perform a variety of jazz selections with special attention given to technical competencies, jazz style, jazz concepts, jazz history and improvisation. Emphasis will be placed on the development of instrumental techniques unique to jazz, as well as the understanding of the history, form, style, and orchestration of jazz. The music selections and improvisational skills will advance as the grade level increases. These courses run for the full year across the first and second semesters, on opposite days to concert band in the timetable. It is available to all band students in Grades 9–12 and all students must be participants in their respective grade level concert bands. Concert band students are encouraged to register for this course regardless of previous jazz band experience with at least one year of playing experience.

Wind Ensemble 10S/20S/30S/40S (WIND10S/WIND20S/WIND30S/WIND40S)

Wind ensemble is an extension of and enrichment to the regular band program (BND 10/20/30/40S). It is intended to provide further inspiration and an opportunity for students to achieve a higher level of competency in the physical and cognitive skills of music through ensemble performance. Students will be challenged beyond what the regular band program affords. This course is available to all band students in Grades 9–12 and all students must be participants in their respective grade level concert bands. This course occurs outside of the regular timetable and students receive a full credit for the year.

Concert Choir 10S/20S/30S/40S (CHOR10S/CHOR20S/CHOR30S/CHOR40S)

This course is designed for students who have an interest in learning music through singing. In this course, students will learn the fundamentals of vocal production, develop aural and reading skills, and grow as choral musicians. No previous choral experience is required; all are welcome. Students study a variety of musical styles from Canada and around the world, including classical, jazz, pop, folk, and Broadway. Progressively, students will explore language and examine cultural perspectives, refine music literacy, engage with the community, travel to music festivals, attend performances, camps, and clinics, all to enhance the vocal skills and musicianship. This performance-based course is open to all students from Grades 9 to 12 and runs all year outside of the timetable.



Vocal Jazz 20S/30S/40S (VJAZZ20S/VJAZZ30S/VJAZZ40S)

Vocal Jazz is an ensemble for choir students who are excelling in their choral studies. Students will study various forms of vocal jazz repertoire including swing, Latin, pop, and ballad. Students will be required to demonstrate effective microphone technique and dynamic stage presence. Students will participate in vocal jazz workshops, festivals, and concert performances. Vocal Jazz members are also members of the Concert Choir (CHOR20S/CHOR30S/CHOR40S).

DRAMA

Dramatic Arts 10S/20S/30S/40S (DRAMA10S/DRAMA20S/DRAMA30S/DRAMA40S)

Learning in dramatic arts is an ongoing, recursive and organic process. It involves four essential learning areas: making, creating, connecting, and responding with increasing breadth, depth, and transformation. At the end of this process the student should develop mastery, accuracy, and fluency in dramatic arts, able to define themselves both personally and artistically in the framework of belonging, unity and acceptance. Each year will build on the previous year, and will vary depending on the experience, interests and needs of the students. The program encompasses improvisation, script analysis, scene study, characterization, physical and vocal development, monologues, acting techniques, movement and script writing. Students in 40S will work towards writing, producing and performing their own works. An evening performance of a short play for an audience of family and friends will replace the final exam.

Theatre Production 10S/20S/30S/40S (THP10S/THP20S/THP30S/THP40S)

Shaftesbury's Theatre Production course consists of two major areas of study: Performance (Cast) and Production (Crew). The course outcomes allow students to prepare and perform a musical or play as a culmination of the course work. Students taking this course will participate in either the Cast or Crew component, according to their personal areas of skill and interest. This class occurs outside of the regular school timetable. Attendance at production performance dates is mandatory for all enrolled students. Assessments are based on written and practical assignments tailored to their level of enrollment (10S/20S/30S/40S).

Performance Cast Stream:

Placement auditions will take place early in the school year. All who complete placement auditions will have a role in the cast of the designated musical or play. These students will be instructed on performance techniques focusing on all aspects of "Onstage" work: sung and spoken vocal technique, movement and choreography, and the craft of acting, character development, improvisation, and stage work. This class occurs outside of the regular school timetable.

Production Crew Stream:

Students in Crew will receive instruction that focuses on all aspects of "backstage" work: stage and house management, sets, sound, lighting, costumes, make up, hair, props, stage crew, ticket sales and marketing. Theatre Production: Crew stream occurs in conjunction with the Theatre Production. The Crew stream and supports the musical that the cast is rehearsing. This class occurs outside of the regular school timetable. Assessments are based on written and practical assignments tailored to their level of enrollment (10S/20S/30S/40S).



VISUAL ARTS

Art 10S (ART10S)

This process-oriented course introduces students to the concept of idea as being central to artistic expression and acknowledges that the steps taken to reach a final project are as important as the finished work itself. Many areas of thinking and learning are incorporated, including criticism and appreciation, history and culture, media and technique, and design.

Art 20S (ART20S)

Art appreciation and satisfaction from self-expression are major aims of this studio-based course. Students will explore a variety of media and will focus on improving both their technical skill and their ability to translate their ideas into visual form. Students will demonstrate a heightened perceptual awareness and an increased level of creative thinking. Students will be familiar with the elements and principles of art and will be able to apply this language to discussion of both their own work and that of others.

Art 30S (ART30S)

The content of this course will include the exploration of the elements and principles of art as they apply to composition. Students will be exposed to a greater variety of media and will develop techniques related to the use of specific art materials. Problem-solving skills, when combined with these compositional and technical skills, will assist students in creating artistic statements which are both personal and effective. Art history and the principles of art criticism will be integrated with studio work.

Art 40S (ART40S)

This course is intended for students who wish to further explore the possibilities of creativity and self-expression. Students will enhance their problem-solving skills and will develop a greater visual awareness. The course is comprised of a combination of compulsory units and individually proposed units which allow students to direct their own learning. Art history and principles of art criticism are integrated with studio work.

A grayscale photograph of a woman with long hair, wearing a light-colored sweater, sitting at a table in a library or study area. She is looking down and writing in a notebook. A large white mug is on the table in front of her. The background shows bookshelves and a sign that says "CONVERSATION". The entire image is overlaid with a pattern of white dots of varying sizes, creating a perforated effect.

LANGUAGES

LANGUAGES

ENGLISH

The English Language Arts program at Shaftesbury High School is designed to provide students with the ability to communicate effectively in a variety of forms. Students will explore literary and pragmatic texts as they learn how language is used to inform, to persuade, to entertain, to provide aesthetic pleasure, and to reveal truths about human nature.

Reading is Thinking 10S/20S (RIT10S/RIT20S)

This optional course will address the literacy needs of high school students so that they develop the necessary skills, knowledge, and strategies to be proficient readers across the curriculum. Students will acquire critical reading skills that help them gain a deeper understanding of a variety of texts in science, social studies, math, and digital citizenship.

English Language Arts 10E/20E/30E (ELA10E/ELA20E/ELA30E)

Materials and expectations are adapted for English as an Additional Language learners. The themes of the Grade 9, 10, 11 and 12 curriculums are followed. Students must be prepared to read, write, and study literature at the level appropriate to their stage of English language acquisition.

English as an Additional language Literacy (EALLIT10F/EALLIT20F/EALLIT30F)

Specialized English language development courses are offered to build English language skills and fluency. Outcomes include speaking, listening, reading, writing, grammar, every day and academic vocabulary, inter-cultural understanding, and language learning strategies. Beginning language learners are recommended to take these courses. The courses EAL Literacy Stage 1, EAL Literacy Stage 2, EAL Literacy Stage 3 are based on a student's language acquisition stage not on their age or grade level. Please connect with a student advisor for more information.

English 10F (ELA10F)

This foundations course will present students with a balance of literary and transactional activities. Students will develop their knowledge and skills through the study of novels, short stories, poetry, drama, and non-fiction pieces. Additionally, students will be challenged to increase their competencies in the areas of reading, writing, listening, speaking, viewing, and representing.

**This course is offered to students as a semester or full year program.*

English 20F (ELA20F)

This foundations course will build on skills developed in the Grade 9 course. Students will explore literary and transactional pieces, with an emphasis on analysis of both pragmatic and aesthetic texts.

English Transactional Focus 30S (ELATF30S)

This course will focus on non-fiction reading and writing. Transactional materials include essays, letters, articles, speeches, and film, intended to inform, advise, persuade and instruct. Although the emphasis is on the pragmatic, students will also have the opportunity to explore literature in the form of novels, short stories, poetry, and dramas. There is no Shakespeare component in this course.

English Comprehensive Focus 30S (ELACF30S)

This course will develop and refine literacy skills by exploring a balance of literary and transactional materials. Students will read and analyze both fiction and non-fiction. Texts may include novels, short stories, poetry, dramas, articles, speeches, personal essays, and editorials. There is no Shakespeare component in this course.

English Literary Focus 30S (ELALF30S)

This course focuses on literature; however, some non-fiction materials will be included. Materials will encourage consideration of human nature and moral values. Literary pieces will include novels, short stories, poetry, and a Shakespearean drama. In a literary course, there is more emphasis on the aesthetic aspects of language and literature.

English Transactional Focus 40S (ELATF40S)

Students continue to build on skills acquired in Grade 11 English. Transactional materials include essays, letters, articles, speeches, visuals, and film, intended to inform, advise, persuade and instruct. The emphasis will be on the pragmatic, both in reading and writing. Students can also expect to explore some literary pieces in the form of novels, short stories, poetry, or dramas. There is no Shakespeare component in this course.

English Comprehensive Focus 40S (ELACF40S)

This course will continue to develop and refine literacy skills addressed in Grade 11 English by exploring a balance of literary and transactional materials. Students will read, analyze, and critique both fiction and non-fiction pieces. Texts may include novels, short stories, poetry, dramas, articles, speeches, rants, personal essays, visuals, and film. There is no Shakespeare component in this course.

English Literary Focus 40S (ELALF40S)

Students will continue to build on skills acquired in Grade 11 English. This course will encourage students to become critical thinkers. Literary pieces will include novels, short stories, poetry, and a Shakespearean drama. Visuals, film, and non-fiction pieces will also be explored. Aesthetic aspects of language and literature will be at the forefront of this course.



AP Literature 32S (LIT32S)

This course is designed to broaden students' knowledge of classic literature. Students will explore many English literary texts that have endured over time and that continue to remain relevant today. This course will provide a strong foundation for future studies in AP42S English literature and Composition.

AP Literature 42S (LIT42S)

This course will provide students with the opportunity to work at a first-year university level in English. Students will consider a work's structure, style, and theme as well as its use of literary language. Students will write to analyze and interpret a range of literary works. It is recommended students take AP Lit 32S first. Students will write the Advanced Placement Literature and Composition exam administered by the College Board. There will be a \$120.00 AP exam fee for students choosing to write the AP exam.

SPANISH**Spanish 10F (SPA(4Y)10F)**

This course is offered to students who have never previously studied Spanish. Students will develop the ability to understand and communicate ideas that are essential for travel in the Spanish speaking world. This course builds foundational language skills to prepare for Spanish 20F. There is no exam in this course.

Spanish 20F (SPA(4Y)20F)

This course is a continuation of Spanish 10F. It combines spoken Spanish with listening comprehension, reading, and writing. The primary goals are to build conversational skills and to enhance social and cultural awareness of the Spanish speaking world. Spanish 10F is strongly recommended for Spanish 20F.

Intermediate Spanish 30S (SPA(4Y)30S)

This course is a continuation of Spanish 20F. Students will build confidence in communicating needs, asking questions, and expressing opinions. This interactive course enriches the student's understanding of the Spanish speaking world through art and sports. Spanish 20F is strongly recommended for Spanish 30S.

Advanced Spanish 40S (SPA(4Y)40S)

This course is a continuation of Spanish 30S. Students will learn advanced grammar concepts to improve their fluency, reading, and writing. This interactive course enriches the student's understanding of the Spanish speaking world through current events and pop culture. Spanish 30S is strongly recommended for Spanish 40S.

FRENCH**French Communication and Culture**

The goals of French Communication and Culture are to provide students the opportunity to acquire the necessary language skills to communicate in French, to value the learning of French as a tool for personal, intellectual and social growth, to demonstrate an appreciation of francophone culture, and to further develop intercultural communication skills that are essential to all global citizens. French is the language of instruction.

French 10F (FCC10F)

Using a variety of interactive language learning strategies students become more comfortable expressing themselves in French with appropriate pronunciation using vocabulary and structures that are taught.

French 20F (FCC20F)

Students continue to expand vocabulary and improve pronunciation and communication skills through a variety of activities. Topics focus on student interests. Grouping and collaborative learning encourages interaction and the development of language skills.

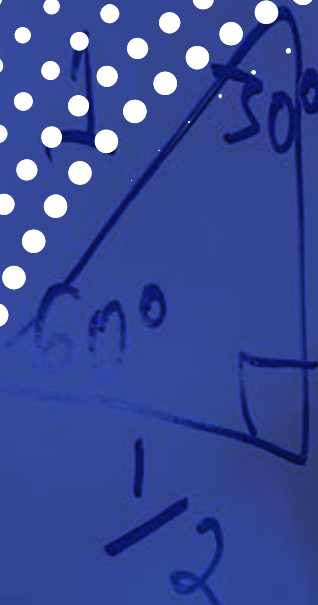
French 30S (FCC30S)

Students continue to develop language learning strategies, cultural awareness, sophisticated vocabulary, and language structures. Students learn to communicate while exploring topics such as international travel and work opportunities, artistic expression and francophone culture in Canada and around the world.

French 40S (FCC40S)

The objective of this course is for students to further develop their language learning strategies, and to refine their oral and written fluency. As well, the course prepares students to further study in French at the post-secondary level. The course continues to emphasize accuracy in pronunciation and written work. Communication skills continue to be developed.





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MATHEMATICS



MATHEMATICS

Shaftesbury High School provides instruction from Grade 9 to Grade 12 in all provincial mathematics curricula and Advanced Placement Calculus. Our goal is to use the curriculum to develop essential math skills; to use logical thinking to solve problems, to recognize patterns and build numeracy, to become resilient and independent learners. During this process, students will learn which mathematics best fits their intended path from grade 9 to grade 12, to support their future goals and interests.

Transitional Mathematics 10F (MTR10F)

This Grade 9 course reinforces skills learned in previous math courses and introduces the topics in the mathematics 10F course. Topics will vary based on student need, but will emphasize problem solving strategies, mathematical literacy, and practical application of skills. This course is strongly recommended for students who received a grade of 60% or less in Grade 8 math.

Mathematics 10F (MATH10F)

Students in this Grade 9 course will be exposed to a range of the following topics: numeracy, patterns and relations, space and shape, and algebra. A strong understanding of these topics will help students to transition to math at the Grade 10 level.

**This course is offered to students as a semester or full year program.*

Introduction to Applied and Pre-Calculus Mathematics 20S (MIAP20S)

This course is intended for students whose post-secondary plan may include a focus on mathematics and science related fields. In this Grade 10 math course students will be exposed to the following topics: number sense and algebra, relations and functions, and measurement. For students wishing to enroll in MIAP20S, a final mark of 70% or greater in Grade 9 math is strongly recommended.

Applied Mathematics 30S (MAP30S)

Applied math is intended for students who are considering post-secondary studies that do not require calculus. The following topics are included: measurement, geometry, logical reasoning, statistics, and relations and functions. Technology will be used in the presentation and assessment of this course.

Applied Mathematics 40S (MAP40S)

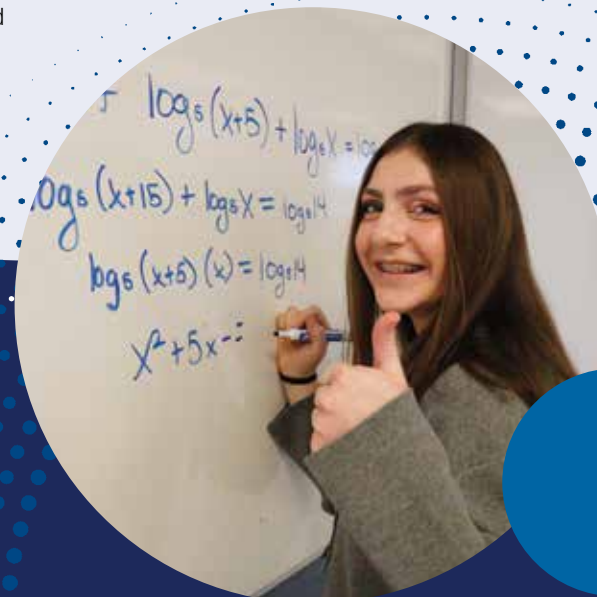
Students will develop mathematical concepts using either data they have collected in experiments and activities, or data supplied to them. The course emphasizes effective communication skills and the use of technology. Topics include finance, logic, probability, functions, design and measurement. Technology will be used in the presentation and assessment of this course.

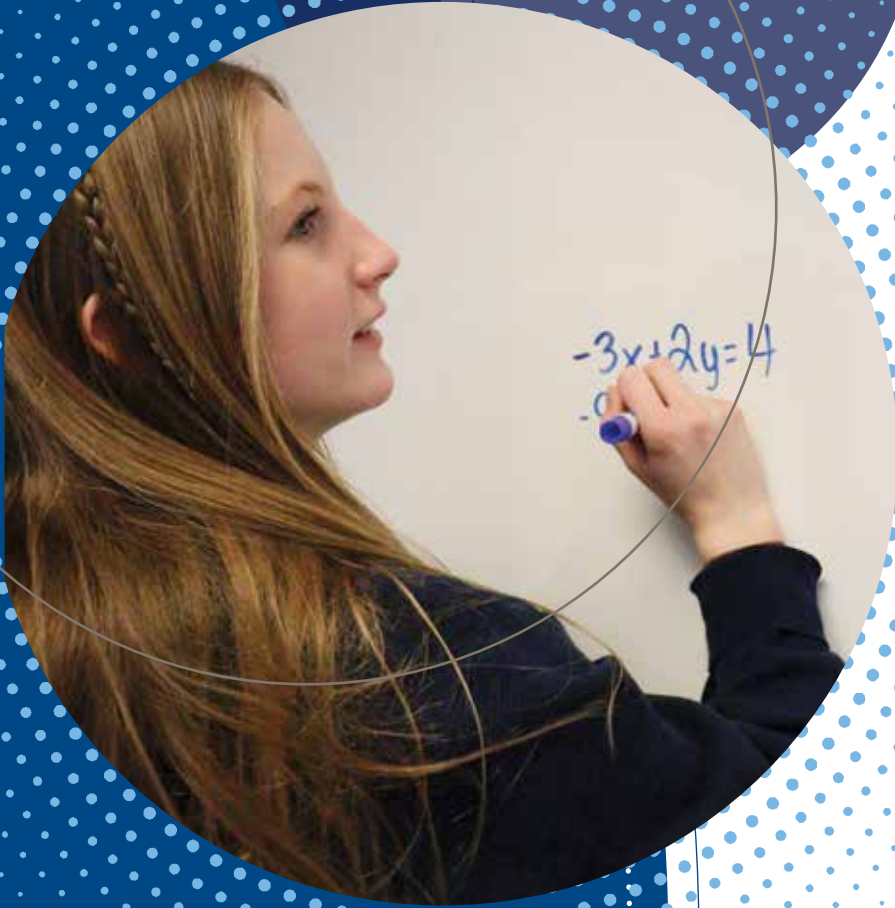
Essentials in Mathematics 20S (MES20S)

This course is intended for students whose post-secondary plan does not include a focus on mathematics and science-related fields. This course is meant to develop an awareness of the importance of mathematics, to improve basic computational skills and to increase competency in problem solving. Topics covered in this course include analysis of games and numbers, personal finance, trigonometry, measurement, consumer decisions, transformations, 2D geometry and angle construction.

Essentials in Mathematics 30S (MES30S)

Essential mathematics is intended for students whose post-secondary planning does not include a focus on mathematics and science-related fields. Essentials math topics include interest and credit, 3-D geometry, statistics, managing money, relations and patterns, trigonometry and design modeling.





Essentials in Mathematics 40S (MES40S)

Essentials in mathematics students will expand their mathematical literacy by understanding how mathematical concepts permeate daily life, business, industry, and government by focusing on such topics as finance, geometry and trigonometry, statistics, measurement, and probability.

Pre-Calculus Mathematics 30S (MPC30S)

Pre-Calculus math comprises a high-level study of theoretical mathematics with an emphasis on problem solving, number and pattern sense. The topics include study of algebra and number, trigonometry, relations and functions. Technology is used in the presentation of this course. For students planning to enroll in MPC30S, a final mark of 70% or greater in MIAP20S is strongly recommended.

Pre-Calculus Mathematics 40S (MPC40S)

Pre-calculus mathematics is designed for students who intend to study calculus and related mathematics as part of their post-secondary education. Students will learn the nature of the following functions: radical, polynomial, trigonometric, exponential, logarithmic and rational. Students will also learn about permutations, combinations, and the binomial theorem. Technology will be used in the presentation of this course. For students planning to enroll in MPC40S, a final mark of 70% or greater in MPC30S is strongly recommended.

AP Calculus 32S (Cal(AB)32S)

This course is designed to provide students with the opportunity of advanced placement or credit at university. Students study the material taught in first year university calculus. This course is necessary for students to enroll in AP Calculus 42S (Cal(AB)42S).

AP Calculus 42S (Cal(AB)42S)

The material taught in this course is a continuation of AP Calculus 32S. This course is designed to provide students with the opportunity of advanced placement or credit at university. Students will write the College Board Calculus AB exam at the conclusion of this course.

A photograph of a gymnasium with students, overlaid with a grid of white dots and an orange tint. The text "PHYSICAL AND HEALTH EDUCATION" is centered in white, bold, uppercase letters.

**PHYSICAL AND
HEALTH EDUCATION**

PHYSICAL AND HEALTH EDUCATION

In Grades 9–12 a physical education credit is compulsory at each grade level.

Physical and Health Education 10F/20F (PE10F/PE20F)

This compulsory course is designed to develop the knowledge, skills, and attitudes conducive to a physically active and healthy lifestyle through a range of individual and team sport and fitness activities. Students will learn responsible safe behaviours and risk management strategies. The goal of the course is to connect students to the mental, physical, emotional, and social dimensions of health to live a healthy life.

Physical and Health Education 30F/40F (PE30F/PE40F)

This compulsory course is designed to develop the knowledge, skills, and attitudes conducive to a physically active and healthy lifestyle through a range of individual and team sport and fitness activities. Students will learn responsible safe behaviours and risk management strategies. The goal of the course is to connect students to the mental, physical, emotional, and social dimensions of health to live a healthy life.

This is a full-credit course. Students will receive either a complete (credit granted) or incomplete (no credit granted) designation.

Physical and Health Education: Principles of Fitness 30F/40F (PEF30F/PEF40F)

This course is designed to develop the knowledge, skills, and attitudes conducive to a physically active and healthy lifestyle. This course will expose students to variety of fitness training techniques, with the focus being on the health-related fitness components. Students will learn responsible safe behaviours and risk management strategies. The goal of the course is to connect students to the mental, physical, emotional, and social dimensions of health to live a healthy life. The Grade 11 and 12 health curricula will be offered in this course and can be used to satisfy the compulsory Physical Education credit for Grade 11 and 12.

This is a full-credit course. Students will receive either a complete (credit granted) or incomplete (no credit granted) designation.

Physical and Health Education: Principles of Basketball 30F/40F (PEBB30F/PEBB40F)

This course is designed to develop the knowledge, skills, and attitudes conducive to a physically active and healthy lifestyle and will provide students a broader view of the game of basketball. The course will cover technical aspects of basketball, individual and team skills, but also training principles, coaching, refereeing, scorekeeping, and other administrative areas of the game.

The Grade 11 and 12 health curricula will be offered in this course and can be used to satisfy the compulsory Physical Education credit for Grade 11 and 12.

This is a full-credit course. Students will receive either a complete (credit granted) or incomplete (no credit granted) designation.



NON-COMPULSORY PHYSICAL EDUCATION AND HEALTH COURSES

At Shaftesbury, the hockey program includes a co-ed Hockey Skills course and male and female high school hockey league teams.

HOCKEY SKILLS 31G and 41G (HS31G & HS41G)

Shaftesbury is the only school in Pembina Trails to offer a Hockey Skills course for high school credit. This program is open to all students of different skill levels. The Hockey Skills course focuses on developing a player's individual skills as well as their enjoyment of the game. The program is intended for students who want to participate in hockey-specific skill-development, advance their understanding of the game, and improve their fitness level.

The Hockey Skills course is part of our daily school schedule, where students can expect to be on the ice three times a week from September to January. Players will receive 60 hours of on-ice training and 50 hours of off-ice training including fitness training and classroom instruction. Classes are structured so that players of similar age and skill level are grouped together. Shaftesbury's Hockey Skills course has ice time at Varsity View Arena. The cost of the program is \$650.

The Hockey Skill course is led by highly qualified instructors. Our instructors have coached at the high school, AA, AAA, female prep, provincial, and national level. We have been fortunate to have students from Germany, Switzerland, the Czech Republic, Japan, Latvia, Finland and Belgium chose Shaftesbury for our Hockey Skills program. Some of our past students have gone on to play on the junior, provincial, national, and international stage.

**This course does not meet Provincial Physical Education requirements for compulsory credits.*

Sport Psychology 31G (SPORTPSY31G)

This non-compulsory course introduces and familiarizes students with the important theories and concepts in the field of sport psychology and captures the excitement of the world of sport and exercise. Students explore practical applications of psychology in the context of sport. Topics of study include goal setting, visualization, motivation, concussions, recovering from injury, and substance/steroid abuse. Sport Psychology is an elective course intended for students enrolled in Grades 10, 11, and 12. It is strongly recommended that students who take this course are involved in sport on a regular basis.

**This course does not meet Provincial Physical Education requirements for compulsory credits.*





SCIENCE

SCIENCE

Science 10F (SCI10F)

Grade 9 science is a required course, designed to lay the foundation for future science courses.

The course investigates reproduction, chemistry, electricity, and astronomy. The development of skills, knowledge, and attitudes within the context of the nature of science and technology are embedded. A thorough understanding of the learning outcomes in this course will greatly enhance students' chances of success in higher level science courses.

**This course is offered to students as a semester or full year program.*

Science 20F (SCI20F)

Grade 10 science is a required course which investigates ecology, chemistry, forces/motion and weather. A thorough understanding of the learning outcomes in this course will greatly enhance students' chances of success in higher level science courses. Upon successful completion of Science 20F students may enroll in their choice of: Current Topics 30S, Biology 30S, Chemistry 30S and/or Physics 30S.

Biology 30S (BI030S)

This course focuses on human anatomy and physiology. Wellness and homeostasis are incorporated into the following units of study: digestive, respiratory, circulatory, immune, nervous, and excretory systems. Students will acquire a general understanding of human body systems and associated disorders.

Biology 40S (BI040S)

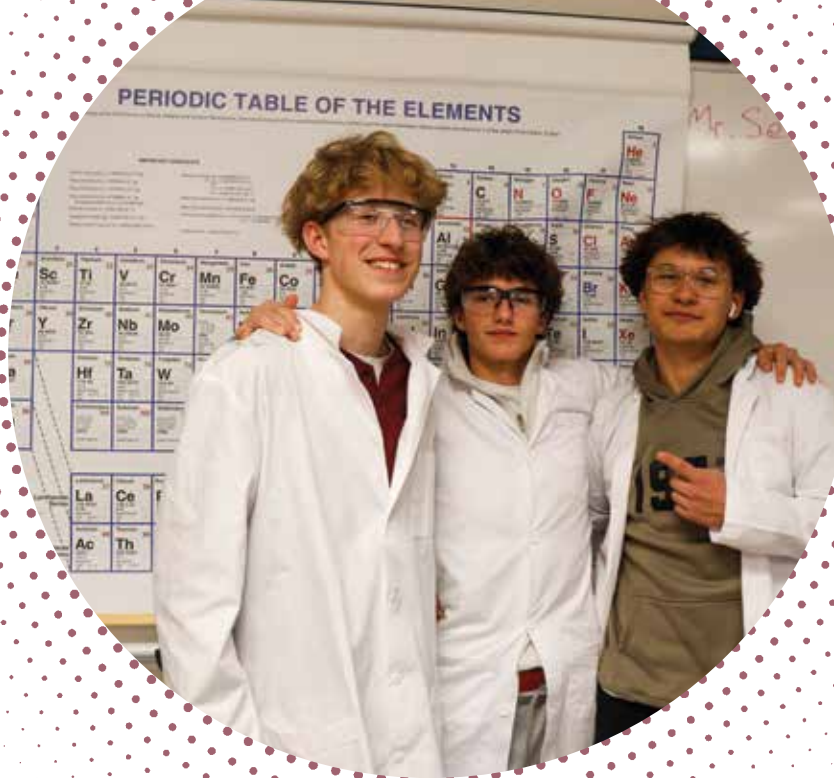
This course provides students with background theory and laboratory experience in genetics and biodiversity. Topics include: Genetic problem solving, genetic disease, DNA structure/function, biotechnology, taxonomy, evolution, kingdoms of life, conservation of biodiversity and bioethics.

Biology AP 32S (BI032S)

This is the first of two courses that comprise the Advanced Placement (AP) Biology program. Students will explore AP Units 1: Biochemistry and AP Units 5-7: Heredity/Gene Expression and Regulation/Natural Selection. This course covers the required topics for the Biology 40S credit. Students cultivate their understanding of biology through inquiry-based investigations as they explore the topics. The course involves designing procedures to test predictions/theories. Enrollment is self-selected – recommended for students who have achieved an 85% or greater mark in Biology 30S, demonstrate strong attendance patterns and are willing to work at a rigorous and accelerated pace.

Biology AP 42S (BI042S)

This course continues from BI032S with the AP Biology Units 2/3/4/8: Cell Physiology/Cell Energetics/Cell Communication and Cell Cycle/Ecology. There is an emphasis on the application of principles through guided laboratory investigations. In May, students can write the College Board's Advanced Placement Biology exam. Enrollment is self-selected – recommended for students who have completed Biology 32S, demonstrate strong attendance patterns and are willing to work at a rigorous and accelerated pace. There will be an AP exam fee of \$120.00 for students who choose to write the AP exam.



Chemistry 30S (CH30S)

Students will investigate five main topics in this introductory chemistry course: physical properties of matter, gases and the atmosphere, chemical reactions, solutions, and organic chemistry. Students will be required to utilize math skills, solve word problems, work collaboratively, and complete laboratory activities. Successful completion of Chemistry 30S is required to pursue further studies in chemistry at the Grade 12 level.

Chemistry 40S (CH40S)

Students study a broad range of topics including aqueous solutions, atomic structure, kinetics, equilibrium, acids and bases, and electrochemistry. Students will participate in group investigations, laboratory activities, and solve problems using mathematical strategies. This course requires students to have obtained a credit in Chemistry 30S; a solid foundational understanding of prior course concepts is essential. It is strongly recommended that students enrolled in Chemistry 40S also take pre-calculus and/or applied math.

Chemistry AP 32S (CH32S)

This is the first of two courses that comprise the Advanced Placement (AP) Chemistry program. Students will study aqueous solutions, atomic structure, kinetics, equilibrium, acids and bases and electrochemistry as required in Chemistry 40S with added first year university level topics. Students will participate in group investigations, execute laboratory activities, solve chemical reaction problems, defend their reasoning and explain concepts using scientific theories. This course includes a significantly larger laboratory component compared to high school Chemistry courses as well as more complex mathematical strategies. It is strongly recommended that students enrolled in this course also take pre-calculus. Enrollment is self-selected – recommended for students who have achieved an 85% or greater mark in Chemistry 30S, demonstrate strong attendance patterns and are willing to work at a rigorous and accelerated pace.

Chemistry AP 42S (CH42S)

In conjunction with topics covered in Chemistry AP 32S, students will complete the equivalent of a first-year university level general chemistry course. Students will explore new concepts including thermodynamics, bond theories, and acid-base buffers. There is an emphasis on the application of principles through guided laboratory investigations. In May, students can write The College Board's Advanced Placement Chemistry exam. Enrollment is self-selected – recommended for students who have completed Chemistry 32S, demonstrate strong attendance patterns and are willing to work at a rigorous and accelerated pace. There will be an AP exam fee of \$120.00 for students who choose to write the AP exam.

Physics 30S (PHY30S)

Physics 30S helps students understand the basic principles and concepts of physics. The course continues the study of the nature of science (models, laws and theories), waves (one and two-dimensional waves including an introduction to sound and light), linear motion and vectors, dynamics (includes Newton's laws of motion, friction and gravitation) and forces and force fields (gravity, electricity and magnetism). It is strongly recommended that students enrolled in Physics 30S also take pre-calculus and/or applied math. Successful completion of Physics 30S is required to pursue further studies in Physics at the Grade 12 level.

Physics 40S (PHY40S)

This course develops students' understanding of the basic principles and concepts of physics. The course includes topics on two-dimensional motion (projectiles), two-dimensional dynamics, momentum and impulse, work and energy (and its conservation), circular motion, fields and electric circuits. This course requires students to have obtained a credit in Physics 30S; a solid foundational understanding of prior course concepts is essential. It is strongly recommended that students enrolled in Physics 40S also take pre-calculus and/or applied math.

Physics AP 32S (PHY(C)32S)

Students will study expanded topics on two-dimensional motion, two dimensional dynamics, momentum and impulse, work and energy, circular motion, fields and electric circuits as required in Physics 40S. Students will also deepen their understanding of physics through extensive laboratory activities, inquiry based learning and experimental design. Enrollment is self-selected – recommended for students who have achieved an 85% or greater mark in Physics 30S, demonstrate strong attendance patterns and are willing to work at a rigorous and accelerated pace.

Physics AP 42S (PHY(1)42S)

In conjunction with topics covered in Physics AP 32S, this course follows the Advanced Placement Physics 1 syllabus. The course expands on topics already studied in Physics 30S and 32S and includes additional topics such as rotational motion and simple harmonic motion. In May, students can write The College Board's Advanced Placement Physics exam. Enrollment is self-selected – recommended for students who have completed Physics 32S, demonstrate strong attendance patterns and are willing to work at a rigorous and accelerated pace. There will be an AP exam fee of \$120.00 for students who choose to write the AP exam.



A grayscale photograph of a person sitting at a desk, reading an open book. The person is wearing a light-colored, short-sleeved button-down shirt. The image is overlaid with a semi-transparent white dot pattern, similar to a perforated metal screen. The text 'SOCIAL STUDIES AND HUMAN ECOLOGY' is centered in the middle of the image in a bold, white, sans-serif font.

**SOCIAL STUDIES
AND HUMAN ECOLOGY**

SOCIAL STUDIES AND HUMAN ECOLOGY

SOCIAL STUDIES

Social Studies is the exploration of people in relation to each other and to the world in which they live.

It examines the past and present and looks toward the future. Social studies prepares students to become active participants in a democracy. Recognizing that an understanding of Canada's complex history with Indigenous peoples is essential for the education of all students, social studies courses incorporate a continuum of experiences to facilitate this understanding.

Canada and the Contemporary World 10F (SSCCW10F)

Students develop an understanding of Canadian society, its regional diversity, and the roles and responsibilities of Canadian citizens. Students explore the question, "Who is a Canadian?" and examine the multicultural nature of Canadian society. The focus is on Canada's physical regions and the unifying forces and challenges facing Canada.

**This course is offered to students as a semester or full year program.*

Geography: Geographic Issues of the 21st Century 20F (GEOIC20F)

Students develop an understanding of the relationship between people and their environment. They focus on a variety of issue and challenges of the contemporary world. They explore the nature of geography and develop skills related to geographic thinking. Using the methods and tools of geography students examine issues and problems and propose solutions. They study concepts related to ownership and development of natural resources, production and distribution of food, development of industry and trade, and increased urbanization. Students consider these issues in the context of Canada, North America, and the world. Students develop an awareness of the importance of the environment, stewardship, and sustainable development, as well as the social, political, and economic implications of their personal choices.

History: American 20G (HIS20G)

Students develop an understanding of the political and social history of the United States of America. The course highlights the important events and issues in American history, focusing upon events from the founding of the nation to the emergence of the USA as a world power in the twentieth century.

History: Canadian 30F (HIS30F)

Students examine Canada's political, economic, and social history to develop a deeper understanding of Canada. Canadian History 30F provides learning experiences that lead to an appreciation of our present-day diverse community and of our place in the modern world.

History: Western Civilization 40S (HWC40S)

History of Western Civilization is designed to help students understand that Canadian society and other Western societies evolved and were shaped by complex movements and events. Students explore and better understand how civilization began and developed over time, through an overview from its ancient beginnings to the modern day. Students examine eras, events, people and ideas that have shaped the Western World. Students are encouraged to identify patterns in historical movements and make connections between past events and present situations.

Cinema as a Witness to Modern History (CWMH40S)

Students study 20th Century World History through critical analysis of films. Students watch and respond to films that deal with key events, ideas, people, and developments in society that have influenced the modern world. Key topics include war and peace, revolution, propaganda, and social change. Students learn media literacy skills, critical thinking skills, and gain an understanding of how historic events have shaped the world today.

Current Topics in First Nations, Metis, and Inuit Studies 40S (FNMI40S)

Students explore past and current topics for First Nations, Metis, and Inuit peoples in Canada and around the world. This course explores the histories, traditions, and cultures of indigenous peoples as well as contemporary issues and challenges facing Indigenous peoples in Canada, and in other regions of the globe. Students employ critical thinking, analytical and inquiry skills that enable them to acquire a deeper understanding of past and present realities of Indigenous groups. Additionally, this course examines such diverse topics as self-government, residential schools, and cultural/linguistic recovery that will enable students to create a foundation of understanding towards a positive future envisioned by Indigenous peoples, and by all Canadians.

Treaties and the Treaty Relationship 41G (TTR41G)

This course guides students in the exploration of the Numbered Treaties and the Treaty relationship in national, international, and local contexts. The five thematic clusters included in this course are relationships, traditional teachings, history, treaties, and a guided inquiry project. This course was developed by the Treaty Relations Commission of Manitoba.

Global Issues: Citizenship and Sustainability 40S (GI40S)

This course is for students interested in contemporary issues affecting the world. Students examine the social, political, environmental, and economic impact of a variety of contemporary and emerging issues in the world. Students conduct inquiry into issues that are crucial to living in a contemporary, connected, interdependent world. They develop and practice the competencies of citizenship and become able to envision and work toward a better future for all.

Law 40S (LAW40S)

Studying law gives students the opportunity to acquire knowledge and competencies that will help them throughout their lives as responsible citizens. Acquiring knowledge of the Canadian legal system allows students to play a positive, active role in society. Students develop critical thinking skills and form personal opinions on contemporary legal issues. This course presents students with the major components of Canadian law, beginning with the foundations of law, followed by the Canadian Charter of Rights and Freedoms, criminal law, civil law, the Youth Criminal Justice Act, and family law. Much of the course will focus on current, relevant, and groundbreaking cases that shape the legal landscape of Canada.

Psychology 40S (PSY40S)

This course is an introduction to psychology. Students study human behavior through an examination of the major theories, principles, and practices of the discipline. Students examine a variety of current sources that contain facts, studies, and basic theories on human behavior. Studying psychology helps students understand themselves and societal issues.

**HUMAN ECOLOGY**

Human ecology courses empower individuals to become active and informed members of society who can live independently, within thriving families, and in dynamic communities. Human ecology education provides students with essential knowledge and transferable skills that are applicable to their personal lives and to success in learning, life, and work.

Human Ecology 10S (HE10S)

This course encompasses areas of study within family studies, food and nutrition, and textile arts and design. Family studies explores adolescent development from the perspective of the adolescent student. Food and nutrition focuses on the individual and the relationships and influences that affect food choices. Students examine the fundamentals of nutrition and develop safe food handling and food preparation skills in a practical setting. The textile arts and design component of this course explores a basic understanding of textiles available to the individual consumer and how those textiles can be obtained, designed, used, and constructed. Students examine personal use of textiles, individual clothing choices, sustainability of local communities, and an introduction to environmental design.

Family Studies 20S (FS20S)

Students examine the knowledge and skills required by parents and caregivers to nurture the growth and development of young children. Students study various theories and stages of early years child development to understand the importance of meeting the physical and emotional needs of children early in life. Students gain practical experience using infant simulators to apply their knowledge and caregiving skills.

Family Studies 30S (FS30S)

This course explores the relationship between children and adolescents within their families. Students examine various theories and stages of child and adolescent development to understand the importance of effective communication and its impact on developing positive interactions with others. Students gain knowledge and skills to help make informed decisions related to parenting, relationships, and families.

Family Studies 40S (FS40S)

This course emphasizes the transition from adolescence to adulthood. Students examine the importance of interpersonal skills in developing positive interactions with others. Students gain knowledge and skills to make informed and responsible life management choices in preparation for independent living.

Food and Nutrition 20S (FN20S)

This course focuses on exploring and expanding food choices, cooking basics, terminology and techniques. Students gain a strong understanding of nutrients, why our bodies need them, and what foods are consumed for health and well-being. Students consider marketing and media influences on food choices. Students develop food preparation skills in a practical setting.

Food and Nutrition 30S (FN30S)

This course focuses on the individual within their community. Students will analyze the nutritional composition of food and reflect on their own nutritional choices. Students will be exposed to food and production in Manitoba and examine food availability within Manitoba. Students will explore regional and cultural influences on our food choices across Canada. Students develop food preparation skills in a practical setting.

Food and Nutrition 40S (FN40S)

This course is a critical examination of the individual as a responsible citizen. This course will explore sustainability and ethical practices within food production and access. Students will examine food security and barriers that exist to achieve food security for all people. Students will investigate solutions to local and global food accessibility. This course will provide the opportunity for students to apply food preparation skills in a practical setting.

Textile Arts and Design 20S (TTAD20S)

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

Textile Arts and Design 30S (TTAD30S)

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

Textile Arts and Design 40S (TTAD40S)

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



A student with braided hair is shown from a high angle, focused on writing in a notebook. The entire image is overlaid with a semi-transparent blue filter and a pattern of white dots of varying sizes. The student is wearing a dark top and a necklace. The notebook is open, and a pen is visible in their hand. The text is centered in the middle of the image.

**STUDENT SUPPORT
SERVICES AND
ADDITIONAL CREDIT
OFFERINGS**

STUDENT SUPPORT SERVICES AND ADDITIONAL CREDIT OFFERINGS

STUDENT SUPPORT SERVICES

Every student at Shaftesbury is supported and guided by a student advisor through their high school experience. Student advisors provide resource and counselling supports that include the following:

- Support academic and career planning for all students from Grade 9 through to graduation
- Assist with support of students with diverse learning profiles within the school community
- Timetable planning/consultation
- Collaborate with teachers, parents/guardian, and administration around students
- Social-emotional support
- Assist with transition into and out of high school
- Assess learning needs to further develop learning profile for most appropriate programming
- Collaborate with teachers to program for students with additional needs
- Liaise and collaborate with the divisional support team, such as clinicians, student services consultants, program consultants, and senior administration
- Support for English as an Additional Language learning
- Collaborate with the Pembina Trails Career and Community Teacher to facilitate volunteer and work experience

SCHOOL-BASED STUDENT SUPPORT SERVICES

Newcomer Student Advisor

Shaftesbury welcomes a diverse community of learners from all over the world. Newcomer student advisors support students and families in navigating a variety of areas: school system (credit attainment, graduation requirements, etc.), academics, assessments, socio-emotional support/counseling, cultural adjustment, connections with newcomer support agencies, transitions (into high school and after graduation).

Resource Teacher

Resource teachers at Shaftesbury provide programming to best support an individual student's learning in a welcoming and inclusive environment. Every student in Shaftesbury is connected for assistance and guidance, including students who benefit from adaptations, modifications, and individualization. Specific programming is determined based on formal assessments and in consultation with families, school teams, and other support organizations. Programming can include supports for academics, social-emotional, behavioural, life-skills, sensory, health, etc. We look forward to meeting with you.

Guidance Counsellor

Our high school counsellors play a vital role in supporting students' academic, social-emotional, and career development. We support students by guiding them from Grade 9 through graduation in course selection, timetabling, and post-secondary planning to support their academic and career goals. It includes providing individual counseling to address personal challenges, build interpersonal skills, and promote mental well-being. The position also requires collaborating with teachers, parents/guardians, and divisional teams to create programming for diverse learners. Additionally, it involves assisting students with transitions into high school and preparing them for post-secondary education or the workforce.

DIVISIONAL STUDENT SUPPORT SERVICES

School Psychologist

The school psychologist plays a vital role in supporting the mental health, well-being, and academic success of students at Shaftesbury High School. They provide mental health services to help students navigate personal challenges such as anxiety, stress, or social difficulties. They also conduct assessments to identify learning difficulties or emotional concerns, ensuring students receive the appropriate supports and accommodations. Additionally, the psychologist collaborates with teachers, parents/guardians, and other school staff to develop strategies that promote a positive learning environment. By fostering open communication between school and home, they help families understand and address their child's needs, creating a supportive community that nurtures personal and academic growth.

School Social Worker

The Social Worker collaborates with school administrators, teachers, support staff, and parents/guardians to address student concerns. One-to-one counselling sessions provide individual support to students, while support services are also available to families. The Social Worker also connects families to community resources and external agencies and works to develop and maintain partnerships with community programs. Support services include a wide range of offerings to meet diverse student and family needs.

ADDITIONAL CREDIT OFFERINGS

Special Language Credits (1 to 4 credits based on language proficiency)

Students who demonstrate proficiency in an additional language (other than English and French) can potentially write a Special Language Exam and receive up to four credits towards graduation. Students should consult with their student advisor for more information as there are only some languages exams offered. Special language credit exams are offered in Fall and Spring.

Community Service Credit (0.5 or 1.0 credit)

Students can make a contribution by volunteering for a worthwhile cause or organization. Students and parents are responsible for arranging and tracking hours. Students are required to meet with their Advisor for approval and to obtain the necessary application forms. This full credit requires 55 or 110 hours of volunteer time.

Credit For Employment (0.5 or 1.0 credit, maximum 2 credits)

Prerequisite: Successful completion of any Life/Work course.

Students can earn high school credit for paid work experience, up to a maximum of 2 CFE credits towards graduation. This full credit requires 55 or 110 hours of volunteer time.

Resource Option (Not for Credit)

Students are welcome to schedule a resource period in their timetable each semester. The resource period is held in the Learning Centre. There is plenty of support available to assist with class work in any grade level and any subject area.

High School Apprenticeship Program

With Grade 9 and 10 compulsory courses completed, Grade 11 and 12 students have an opportunity to begin an apprenticeship in a trade of their choice while working on completing their high school diploma requirements. Students must be a minimum of 16 years of age and working in a related field. The program still requires students to complete all compulsory courses at the Grade 11 and 12 levels. Students can gain practical, paid work experience and benefit from:

- Choice of an apprenticeship in one of 40 trades
- Hands-on learning
- Eight supplemental credits towards graduation based on 110 working hours per credit
- Wages greater than minimum wage
- On-the-job training hours that can be applied to full-time apprenticeship training after graduation
- Life-long skill and career development while still in high school.

Students should speak with their student advisor for more information about this program.

InformNet

InformNet is an internet based, alternative instructional environment where students participate in online learning experiences to achieve credits in high school courses approved by Manitoba Education. Students enrolled in InformNet will be provided with daily instruction, assignments, and evaluation through regular e-mail and web-based interaction with their instructors.

Students should contact their Advisors for more information. *There is a cost associated

Manitoba Institute of Trades and Technology

Students who have been accepted will attend half days at MITT while enrolling in core courses at Shaftesbury beginning in grade 11. They are able to learn and achieve high school credits in the following programs: Automotive Technology, Culinary Arts, Electrical Trades Technology, Hairstyling, and Welding Technology. Students can apply in grade 10 and the limited placements are determined by attendance records as well as Math and English grades. Students should connect with their Advisors in grade 10 for additional information.

Availability is limited

Awards and scholarships

A variety of awards and scholarships are available at Shaftesbury High School. The awards and scholarships are school, division, university, and/or community initiated. Detailed information on awards and scholarships is available from the student support services team and on our school website www.pembinatrails.ca/Shaftesbury/page/1945/awards-and-scholarships.





ELIGIBLE COURSES FOR LOCAL UNIVERSITIES ENTRANCE AWARDS/SCHOLARSHIPS

University of Manitoba

For more information – visit the University of Manitoba Website @ www.umanitoba.ca/financial-aid-and-awards/entrance-awards

MATH & SCIENCE	
Pre-Calculus Math 40S	Applied Math 40S
AP Calculus 42S	Biology 40S
AP Biology 42S	Chemistry 40S
AP Chemistry 42S	Physics 40S
LANGUAGES	
ELA: Comp Focus 40S	ELA: Literary Focus 40S
ELA: Transactional Focus 40S	French 40S
Spanish: 4 Year Programming 40S	
ARTS & CAREER DEVELOPMENT	
Band 40S	Jazz Band 40S
Choir 40S	Wind Ensemble 40S
Art 40S	
APPLIED COMMERCE & TECHNOLOGY	
Digital Photography 40S	Independent Film Production 40S
Computer Science 40S	
SOCIAL SCIENCES	
Current Topics in First Nations, Inuit, and Metis Studies 40S	Cinema as a Witness to Modern History 40S
World Geography 40S	Global Issues 40S
History: Western Civilization 40S	Family Studies 40S
Textile Arts and Design 40S	Food & Nutrition 40S

University of Winnipeg

For more information – visit the University of Winnipeg Website @ www.uwinnipeg.ca/awards/awards-bursaries-and-scholarships/entrance-awards.html

For all students (Arts, Business and Economics, Education, Kinesiology, and Science), the scholarship average is calculated based on the following:

- Best mark in an English 40S (Comprehensive Focus, Literary Focus or Transactional Focus), and
- Best mark in a Math 40S (Pre-Calculus, Applied Math or Essential Math), and
- Best mark in one other 40S or higher-level full credit course

Advanced Placement Scholastic Pathways

Advanced Placement (AP) program offers students the opportunity to pursue university-level studies while still in high school. Students can earn credits for many universities and colleges in Canada and the USA. Shaftesbury offers a wide variety of excellent Advanced Placement (AP) courses and Shaftesbury students successfully earn a high number of AP credits annually. AP courses are intended for students who are notably passionate in those particular subject areas and seek further challenges beyond the traditional high school curriculum.

Advanced Placement programming at Shaftesbury follows an acceleration model. Students interested in taking AP courses in Grade 12 will complete regular high school programming by the end of Grade 11 in ELA and Math to prepare for success in Grade 12 Advanced Placement courses in Calculus and English Literature. Please consult the accompanying table for AP scholastic pathways for additional AP courses offered at Shaftesbury. Students considering these courses should demonstrate consistent academic strength in these subject areas, as the pace and depth of course work is intended to be demanding.

AP courses at Shaftesbury include:

- AP Biology
- AP English Literature
- AP Calculus
- AP Physics
- AP Chemistry

NOTES:

***Will not run without sufficient enrollment**

A mark of 85% or higher in the respective high school level course(s) is strongly recommended for enrollment in AP courses.

Due to the specificity of timetabling requirements for AP scholastic pathways, flexibility to select other option courses may be reduced as a result of enrollment in multiple AP courses.

The College Board collects an AP exam fee of \$120.00/AP exam. This will be charged to students writing AP exams.

PROGRAM	GRADE 11	GRADE 12
APPLIED COMMERCE & TECHNOLOGY		SEMESTER 2
		CS42S
ENGLISH	SEMESTER 1	SEMESTER 1
	ELALF30S	LIT32S
	Semester 2	Semester 2
MATH	ELALF40S	LIT42S
	SEMESTER 1	SEMESTER 1
	MPC30S	CAL(AB)32S
	Semester 2	Semester 2
SCIENCE	MPC40S	CAL(AB)42S
	SEMESTER 1 OR 2	SEMESTER 1
	BIO30S	BIO32S
	CHEM30S	CH32S
	PHY30S	PHY32S
		SEMESTER 2
		BIO42S
		CH42S
		PHY42S



RINK HOCKEY ACADEMY (RHA)

The RINK Hockey Academy (RHA) is an education-based program that runs for the entire school year and provides players an excellent choice for the future of their hockey development. Players who choose to attend the hockey academy do so knowing that they will receive the best on-ice, off-ice, and educational services for their growth as a player and person. Students enrolled with RHA will practice four to five times weekly depending on their game schedule with those games taking place on a weekend or showcase tournament format. RHA student athletes will be on the ice more and experience more skill development than any other players in Manitoba. The RINK Hockey Academy competes in the Canadian Sport School Hockey League (CSSHL), which is recognized as the nation's leader in education-based hockey. A typical school day for RHA student athletes will be modified to allow maximum time for academic and training needs. Teams will travel and compete mainly outside of the province at the highest level, both across western Canada and in the United States. All RHA student athletes at Shaftesbury High School are assigned to an academic advisor who supports students to meet high standards and achieve academic readiness for post-secondary applications and career choices. All RHA student athletes train and play at the state-of-the-art facility, RINK Training Centre.

Shaftesbury High School is the host school for the Rink Hockey Academy student athletes.

Wall of Fame – Honouring Our Alumni

At Shaftesbury, the excellence of alumni is recognized in the Arts, Business and Community, Sciences, and Sports. Inductees are honoured at convocation. Their names and successes are also permanently mounted on our Wall of Fame which is found in the front foyer of the school.

Since this practice began in 2001, inductees include:

THE ARTS

DALE BURSHEIN	CLASS OF '83	(INDUCTED 2012)
TRACY DAHL	CLASS OF '79	(INDUCTED 2001)
JOHN DANAKAS	CLASS OF '81	(INDUCTED 2004)
ADAM DRUXMAN	CLASS OF '85	(INDUCTED 2005)
MARK HAND	CLASS OF '74	(INDUCTED 2006)
DARRYL KINASCHUK	CLASS OF '96	(INDUCTED 2003)
COLLEEN NELSON	CLASS OF '92	(INDUCTED 2014)
MAKOTO ONO	CLASS OF '96	(INDUCTED 2007)
MARGARET SHAW-MACKINNON	CLASS OF '77	(INDUCTED 2008)
NIA VARDALOS	CLASS OF '80	(INDUCTED 2002)

BUSINESS AND COMMUNITY

AMIT AND RAJEEV BAHL	CLASS OF '84	(INDUCTED 2001)
BRIAN BOWMAN	CLASS OF '89	(INDUCTED 2011)
DAVID CHRISTIANSON	CLASS OF '74	(INDUCTED 2004)
JORDIE ETHANS	CLASS OF '76	(INDUCTED 2001)
TOM ETHANS	CLASS OF '73	(INDUCTED 2007)
STEVEN FLETCHER	CLASS OF '90	(INDUCTED 2005)
STEVE MACINNIS	CLASS OF '76	(INDUCTED 2003)
JEFF RABB	CLASS OF '75	(INDUCTED 2006)
MARSHALL RING	CLASS OF '91	(INDUCTED 2015)
MARTIN WEINBERG	CLASS OF '79	(INDUCTED 2002)

THE SCIENCES

DR. SHANTANU BANERJI	CLASS OF '95	(INDUCTED 2013)
DR. MURRAY ENNS	CLASS OF '80	(INDUCTED 2002)
DR. JOANNE HOMIK	CLASS OF '80	(INDUCTED 2004)
DR. PRABHAT JHA	CLASS OF '82	(INDUCTED 2005)
DR. DANIEL LINDSAY	CLASS OF '73	(INDUCTED 2010)
DR. MARA LUDWIG	CLASS OF '73	(INDUCTED 2006)
DR. PHILLIP LUDWIG	CLASS OF '69	(INDUCTED 2008)
DR. BRUCE MAYCHER	CLASS OF '74	(INDUCTED 2003)
DR. JOHN MCFERRAN	CLASS OF '70	(INDUCTED 2008)
DR. FRANK PLUMMER	CLASS OF '70	(INDUCTED 2001)
DR. BROCK WRIGHT	CLASS OF '77	(INDUCTED 2001)

SPORTS

THERESA BRICK	CLASS OF '83	(INDUCTED 2004)
LISA FRASER	CLASS OF '82	(INDUCTED 2003)
GAIL GRAHAM	CLASS OF '82	(INDUCTED 2002)
ANDREA GROVE-MCDONOUGH	CLASS OF '91	(INDUCTED 2009)
NEIL GROVER	CLASS OF '95	(INDUCTED 2006)
DAVID INGRAM	CLASS OF '03	(INDUCTED 2005)
KAITLYN LAWES	CLASS OF '06	(INDUCTED 2008)
TODD MACCULLOCH	CLASS OF '94	(INDUCTED 2001)
SARA ORLESKY	CLASS OF '98	(INDUCTED 2007)
CATHY PRIESTNER	CLASS OF '74	(INDUCTED 2001)



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