



COURSE DESCRIPTION GUIDE  
2026-2027



Shaftesbury  
High School





# Table of Contents

<b>3</b>	Introduction
<b>4</b>	Information
<b>7</b>	Extra-Curricular Activities
<b>8</b>	Course Selections
<b>9</b>	Human Ecology
<b>12</b>	Languages
<b>15</b>	Mathematics
<b>18</b>	Performing & Creative Arts
<b>23</b>	Physical and Health Education
<b>26</b>	Science
<b>29</b>	Social Studies
<b>32</b>	Technology Education
<b>38</b>	Rink Hockey Academy
<b>39</b>	Student Support Services and Additional Credit Offerings
<b>42</b>	Advance Placement Scholastic Pathways
<b>43</b>	Wall of Fame – Honouring Our Alumni



# Introduction

With over 800 students, Shaftesbury High School offers a broad range of programming designed to meet the diverse learning needs, interests, and aspirations of our students. This course guide provides families with an overview of the many opportunities available and supports students in exploring academic, technical, artistic, and experiential learning pathways.

Shaftesbury High School is committed to providing inclusive, responsive programming that promotes academic achievement, personal growth, and future readiness. As the host school of the Rink Hockey Academy, and a school that serves international students, our programming reflects the flexibility required to support student success both inside and beyond the classroom. This approach recognizes the importance of balance, well-being, and multiple ways to excellence.

Once families select Shaftesbury High School for Grades 9 through 12, students and caregivers are encouraged to use this course guide to support both short-term and long-term planning. Course descriptions are organized by program area and provide clear information about course content, learning experiences, and intended paths. Our student support team works collaboratively with students and families to ensure course selections align with individual strengths, goals, and graduation requirements.

This handbook also includes information related to graduation requirements, appropriate course pathways, alternative programming options, and student support, along with other relevant resources. Families are encouraged to use this handbook as a planning tool to support informed, collaborative decision-making in partnership with the school.





# Information

## THE SCHOOL DAY AND TIMETABLE

### Semester System

At Shaftesbury High School, we follow the semester system where the school year is divided into two equal parts (semesters). The first semester runs from September through to the end of January, and the second semester runs from February to June. Most courses are completed within a single semester. A student would take up to five courses in the first semester and they are completed with a final mark at the end of January. Second semester would begin at the beginning of February, and students would have up to five new courses and will receive the final mark for those in June. We have a few courses that run all year long. Most of our courses run in one semester.

### School Day

Our school day is made up of FIVE periods. Some classes run before (A1) and after (E1) the timetable or during lunch (C1). These are rare situations, but some are slotted during these times for unique programming. Please see the student timetable below.

MONDAY – FRIDAY	
Period	Class Times
A1	7:20 am – 8:30 am
A	8:30 am – 9:40 am
B	9:40am – 10:50 am
C	10:50 am – 12:00 pm
LUNCH C1	12:00 pm – 1:10 pm
D	1:10 pm – 2:20 pm
E	2:20 pm – 3:30 pm
E1	3:30 pm – 4:40 pm

### Attendance

Shaftesbury students have a responsibility to attend all classes for which they are scheduled. Research studies have shown that students who have attendance rates above 95% perform better academically. Missing two days or more per month affects student success and compromises the minimum number of instructional hours for students to receive their credit. If a student needs to be absent due to illness, medical appointments and/or emergencies parents/caregivers are asked to report the absence through Edsby or by calling/emailing the school. If an absence has not been communicated to the school an automated phone call is sent home in the evening. We encourage families to take holidays during the school breaks. If a student needs to be away for a longer period of time, and has filled out the extended vacation form, parents/ caregivers might be asked to set up an appointment with school administration to discuss credit acquisition.

Families will be sent a message home at FIVE unexcused absences. A letter will be sent to families after TEN unexcused absences with a meeting with administrators. At TWENTY unexcused absences there will be a letter sent to the Administration Office at Henlow and documented.

Attendance is a major factor attributed to success for students in school.

### Age of Majority

According to Sections 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 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 will be presented to the student a month prior to the student's eighteenth birthday. The student must sign this form with a witness signature providing the school with permission to share information with parents/caregivers, or to not.

### Communication

We communicate with our families through Edsby, Email and School Messenger. These platforms allow parents/caregivers and students to receive timely assessments, important school messages,

attendance, updates, and communication from the school. Families are able to access report cards and make appointments on Edsby.

Please visit <https://pembinatrails.edsby.com/p/BasePublic/> on the divisional website for information on how to log in.

### Trusted Adults

Each student is assigned a School Counsellor and Resource Teacher. You will find your student's counsellor and resource teacher on Edsby and on student timetables. Resource teachers support students with Student Specific Plans and assist with concerns around academic progress. The counsellor is assigned to your child to support social/emotional concerns and in addition, timetable and post-secondary planning. If you or your child has any questions about course selection, post-secondary requirements, timetable issues, or if they need support in the areas of social-emotional or career, they are available for you. Students and families are welcome to contact them to set up an appointment.

### Good Citizens and Parking

There is limited parking available on the streets around the school, and is monitored by the Parking Authority. Our school parking lot is allocated to staff who pay for their spots. Students are not permitted to park in our school parking lot unless they have paid for a spot, which is available for purchase in August for the upcoming school year. We will Edsby message families in August with a date to come in and pay for student parking. This is first-come, first-served and will require a cheque payable to Pembina Trails School Division.

St. Pauls also manages their student parking lot which is to the east of Shaftesbury. We are in constant communication with St. Pauls about enforcing paid for parking spots for their students.

We have had concerns shared with the school about our students parking in front of our neighbours' driveways and leaving garbage on their property. There are also concerns about safe driving around the school and community. We will be reminding our students of the importance of being a good citizen and neighbour both to the residents and to the neighbouring schools.



## Personal Mobile Device Guidelines

Personal Mobile Devices in Pembina Trails schools follow the formal direction by our provincial government. Students are not permitted to use Personal Mobile Devices in class. We will review the rules with students on the first day. Please remind your child that this is a provincial, divisional, and school expectation that they will not have access to them during class time.

If there is an emergency and a family needs to communicate with their child, we are more than happy to give the message to students. Please call 204-888-5898 and we will make sure that they connect with you. Students will be able to use their devices during lunch, breaks, between classes, and spares following the Technology Acceptable Use Policy which is signed by all families.

## REGISTRATION 2026-2027

### Our catchment area:

Shaftesbury High School's catchment area is defined as Tuxedo/Charleswood. Based on the students' residency, our primary catchment area schools include Laidlaw School, Linden Meadows School, École Charleswood School and École Van Wallegghem School (depending on address). Please refer to the Pembina Trails School Division Website, **School Locator** for information and maps on our catchment area.

### Do you live in our catchment area and attend one of our catchment feeder schools?

Students in our catchment feeder schools will receive a registration package along with a course selection checklist at their school. We have coordinated visits and tours, and our team will help support students with their course selection.

### Do you live in our catchment area, but do not attend one of our catchment feeder schools?

If you do not attend our catchment feeder schools or have just moved into our catchment area, you will need to download and complete the online forms. They can be found on the school division website at [www.pembinatrails.ca](http://www.pembinatrails.ca) or in our school office. Once the forms are completed, please bring them to the office along with proof of residence and guardianship.

### Out of our catchment area:

If students live out of our catchment area they must complete a Schools of Choice application form, **even if they are currently in one of our feeder schools**. Schools of Choice applications are divided into two categories:

**Schools of Choice Within Division** for students who reside within the Pembina Trails School Division.

**Schools of Choice Out-of-Division** for students who reside in other school divisions in the province.

Please see the Pembina Trails School Division website for further information: <https://www.pembinatrails.ca/page/798/school-of-choice>.

**Schools of Choice application forms for the following school year are accepted starting in January and must be submitted in person no later than May 15th.** Applications received will be time-stamped in the order received. Schools will not accept Schools of Choice forms prior to this date and time. Schools do not start accepting students outside catchment areas until April, at the earliest. All catchment students need to be accounted for and have a place in a classroom before the school accepts enrollment of students under Schools of Choice.

If you are here on a **study permit or visa**, if you are an **international student**, or if you are a **newcomer to Canada**, you must contact our Pembina Trails School Division at 204-488-4757 to initiate the process of registration.

## STUDENT FEES

### General Student Fee

A fee of \$55.00 is paid by all students and is collected via Permission Click. **This Fee is directed towards costs attributed to:**

- Co-curricular programming opportunities,
- Guest speakers
- School events
- Maintenance, repair and replacement of locks for lockers
- Operation (equipment, supplies) of ancillary and cafeteria spaces
- School wide communication for students (i.e. handbooks, etc.)
- Support for arts, clubs, social action, sport, intramurals, and student council
- Student Council events and activities
- Partial subsidy towards transportation costs for course-based field trips
- Partial subsidy for cafeteria and hallway supervision during lunch hours
- **If you would like to purchase a yearbook, it will be an additional cost of \$35.00.**





## GRADUATION

### Convocation Fee

Convocation Fees for Grade 12 Graduating Students of \$65.00 are collected through Permission Click. This fee pays for normal budgeted costs associated with convocation (not the graduation dinner, nor Safe Grad). The fee covers costs for cap/tassel, diploma covers, gown, programming, stage dressings, venue rental, etc. The fee allows for unlimited family members and friends to attend without the purchase of tickets. All Grade 12 graduates are expected to pay this fee.

### Grade 12 Indigenous Honouring Ceremony

The Grade 12 Indigenous Honouring Ceremony is a yearly celebration that recognizes our graduating First Nations, Métis, and Inuit students. Rooted in Indigenous traditions, this ceremony provides an opportunity for families, staff, Elders, Knowledge Keepers, and the wider school community to come together in a respectful space that honours each student's achievements, identity, and educational journey.

During the event, graduates are acknowledged individually and presented with symbols of recognition that reflect pride, cultural connection, and accomplishment. Elders or Knowledge Keepers offer teachings, and words of encouragement as students transition from high school into the next stage of their lives.

### Course Fees

Certain classes will have course fees which cover regular field trips or supplies that students will keep at the end of the course.

## ADDITIONAL OPPORTUNITIES FOR CREDIT ACQUISITION

There are other opportunities for students to receive credits outside of Shaftesbury High School classrooms. If students are interested in acquiring credits as described below, they must see their school counsellor for further information. Please note that for some of the programs listed below, the credits are recognized only as additional credits beyond the 30 credits required for graduation.

### InformNet

InformNet is an internet-based instructional environment where students participate in online learning experiences to achieve credits in high school courses approved by Manitoba Education. InformNet courses provide students with instruction, assignments, and evaluation through regular email and web-based interaction from a certified high school teacher. The student's home school provides the course credit when subject requirements are met. Registration is limited, and each school determines how seats are allocated. Many times families pay for these seats on their own, and sometimes, Shaftesbury High School pays <https://www.informnet.mb.ca>.

### High School Apprenticeship Program (HSAP)

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. The program 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 1 of 40 trades hands-on learning 8 supplemental credits for 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 lifelong skill and career development while still in high school

### Manitoba Institute of Trades and Technology (MITT)

Students who are interested in registering for courses offered through Manitoba Institute of Trades and Technology (MITT) must be residents of Pembina Trails School Division. The MITT website has complete course information. Course brochures are available from Shaftesbury Students Services and your school counsellor can facilitate the registration process at MITT <https://www.mitt.ca>.

### Community/Volunteer Service

Students can acquire credit for volunteer service. Volunteer hours are not retroactive and cannot include any hours prior to having the credit approved. Students must meet with their counsellor for more information.

### Credit for Employment (CFE)

Students can earn high school credit for paid work experience, up to a maximum of 2 CFE credits towards graduation. One Career Development **Life/Work Exploration 10S** or **Life/Work Planning 20S** is a prerequisite. These are not available for post-secondary applications.

### Private Music

Students can earn up to 4 credits beyond the minimum 30 credits required for graduation. Theory and performance of music exams through the Western Board of Music or the Royal Conservatory of Toronto are requirements.

### Special Language Credit

Senior Years students who can demonstrate their proficiency in a language other than English or French may earn up to FOUR special language credits.



# Extra-Curricular Activities

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

## HIGHLIGHTS

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

## CLUBS + ACTIVITIES

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

Intramurals  
Math Competitions  
Peer Tutoring  
Reach for the Top – Intermediate and Senior  
Reading Club  
Recycling  
Science Competitions  
Student Council  
Titan Pride (GSA)  
Twenty Sided Titans

## ARTS SHOWCASES

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

## FUNDRAISERS, CHARITIES, AND SERVICE OPPORTUNITIES

Cancer Society Fundraisers  
Christmas Cheer Board  
Koats for Kids  
Terry Fox Walk  
United Way  
Manitoba Harvest  
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	



The image is a full-page background photograph of a kitchen. In the foreground, two young women are focused on a task, likely cooking. The woman on the left has long blonde hair and is wearing a dark long-sleeved shirt. The woman on the right also has long blonde hair and is wearing a light-colored sweatshirt with a crest that includes the word 'HAWKING'. They are both looking down at a pot or pan on the counter. In the background, another woman with dark hair tied back is visible, working at a different counter. The entire image is covered with a semi-transparent red overlay and a pattern of white dots of varying sizes, creating a textured, modern aesthetic.

# HUMAN ECOLOGY



## 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 and sustainability of local communities.

### Family Studies 20S (FS20S)

This course examines 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. Students will explore regional and cultural influences on food choices nationally and internationally. 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)

This course 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 grayscale photograph of a young person with dark hair, wearing a light-colored button-down shirt, sitting at a desk and writing in a notebook with a pencil. The image is overlaid with a pattern of white dots of varying sizes, creating a halftone effect. The word "LANGUAGES" is centered in white, bold, sans-serif capital letters.

# 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.

### 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.

### 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.

## SUPPLEMENTARY LANGUAGE COURSES

### 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.





## ADVANCED PLACEMENT COURSES

### 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 \$150.00 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 as a prerequisite for Spanish 20F. There is no exam in this course.

### 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 as a prerequisite for Spanish 30S. There is no exam in this course.

### 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 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 grammar and pronunciation using vocabulary and structures that are taught.

### French 20F (FCC20F)

Students continue to expand vocabulary and improve grammar, pronunciation, and communication skills through a variety of activities. Topics focus on student interests, current events, and seasonal celebrations. 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, current events, seasonal celebrations, 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 for further language learning in either post-secondary or through other language learning opportunities. The course continues to emphasize accuracy in pronunciation and written work. Communication skills continue to be developed. Students who complete French 40s receive a government diploma which is useful in obtaining government and international employment opportunities.





A young man is shown in profile, writing on a whiteboard. He is holding a white marker and has just finished writing the number '4'. On the whiteboard, there are several math problems written in black marker:  $5 \times 1 = 10$ ,  $2 \times 2 = 14$ ,  $9 - 8 = 1$ , and  $4 \times 2 = 8$ . The background is a blurred classroom setting. The entire image is overlaid with a blue tint and a pattern of white dots of varying sizes.

# 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.

## GRADE 9 MATHEMATICS

### 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.

## GRADE 10 MATHEMATICS

### 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.

### 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.

## GRADE 11 MATHEMATICS

### 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.

### 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.

### 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.





## GRADE 12 MATHEMATICS

### 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.

### 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 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.

## ADVANCE PLACEMENT MATHEMATICS

### 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 music classroom with a red overlay and a white dot pattern. In the foreground, a young man with curly hair is shown in profile, playing a trumpet. Behind him, a young woman is also playing a trumpet. Several electric guitars are hanging on the wall in the background. A music stand with sheet music is visible in the lower right.

# PERFORMING & CREATIVE ARTS



## PERFORMING & CREATIVE ARTS

### CONCERT BAND

#### Grade 9 Concert Band (BA10S)

Students will develop their performing and ensemble skills in instrumental music. The music selections serve as the central course material. These courses provide development in instrumental technique, music literacy, active listening skills, historical perspective, musicianship, expression, and creativity.

*Students are required to take this course for the full year.* This course runs on alternating days all year.

**If you have not taken band before and you are interested in starting, please contact student support services and/or the Shaftesbury band director before registering.**

#### Grade 9 Concert Band Sectionals (BA15S)

BA15S is the band sectionals which are extra rehearsals that are scheduled on a rotational basis. Students must register for both Concert Band (BA10S) as well as their Sectionals (BA15S).

#### Grade 10 Concert Band (BA20S & BA25S)

As a continuation of Grade 9 Concert Band, students will further their instrumental music development through more challenging and complex repertoire and achieve a higher level of musicality. Please ensure registration in both Concert Band (BA20S) and Sectionals (BA25S).

#### Grade 11/12 Symphonic Band (BA30S & BA35S/BA40S & BA45S)

As a continuation of Grade 10 Concert Band, students will achieve the highest level of their musicianship in their high school concert band setting. This course is a combined Grade 11 and Grade 12 Concert Band. Students should register for their appropriate grade-level course (BA30S/BA40S) as well as their sectionals (BA35S/BA45S) and expect to play in this combined class. Please ensure registration in both Concert Band (BA30S/BA40S) and Sectionals (BA35S/BA45S).

### JAZZ BAND

#### Grade 9 Junior Jazz Band (JB10S)

Jazz Band is designed for students who have a special interest in jazz music and want an opportunity to play in a smaller group. Students' technical skills and musicianship are developed through jazz performances. Due to the size and nature of Jazz Band, a certain level of musicianship, technical facility and independence on instruments is required. Depending on enrollment and instrumentation, an audition may be required. This course runs on opposite days to Concert Band for the full year. *Students are required to take this course for the full year and need to be enrolled in their grade-level Concert Band class.* Students must have at least one year of instrumental music experience to register for this course.



#### Grade 10 Intermediate Jazz Band (JB20S)

As a continuation of Grade 9 Junior Jazz Band, students will further develop their instrumental music skills in a jazz band setting.

#### Grade 11/12 Senior Jazz Band (JB30S/JB40S)

As a continuation of Grade 10 Intermediate Jazz Band, students will achieve the highest level of their musicianship in their high school jazz band setting.

### WIND ENSEMBLE

#### Grade 9-12 Wind Ensemble (WIND10S/WIND20S/WIND30S/WIND40S)

Wind Ensemble is designed for students who desire an additional challenge beyond their grade level concert band. With limited instrumentation, this ensemble requires a greater level of musical maturity and independence. 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.

*Please note that new acceptance into the Wind Ensemble requires an audition.* Audition materials will be made available through feeder school band directors and the Shaftesbury band director in the Spring. This course occurs after school on Tuesdays and Thursdays. *Students are required to take this course for the full year.*



## CHOIR

### Grade 9 Concert Choir (CHOR10S)

This course is designed for students who have an interest in learning music through singing together with others; no solos required! In this course, students will learn the fundamentals of vocal production, develop aural skills, learn part-singing, and grow as choral musicians. No previous choral experience is required; all are welcome. This year-long, performance-based course includes four vocal coachings. Choral students study a variety of musical styles from Canada and around the world, including classical, jazz, pop, folk, and musical theatre. Progressively, students will explore language and examine cultural perspectives, refine music literacy, engage with the community, give concerts, and attend music festivals, performances, camps, and clinics, all to enhance their vocal skills and musicianship.

### Grade 10 Concert Choir (CHOR20S)

Students in this course continue to explore the physical, psychological, social/emotional, and educational benefits of singing, which include language learning and diction, increased memory, focus, and mood, respiratory and vocal coordination, and the enjoyment of collaborating with peers, though no previous choral experience is required. This year-long, performance-based course includes four vocal coachings. Students in this grade level increase their understanding of how to create characteristic vocal tone according to the stylistic needs of choral repertoire and develop vocal independence in part-singing. Choral students study a variety of musical styles from Canada and around the world, including classical, jazz, pop, folk, and musical theatre. Students explore language, diction, and IPA, examine cultural perspectives, refine music theory and literacy, engage with the community, give concerts, and attend music festivals, performances, camps, and clinics, all to enhance their vocal skills and musicianship.

### Grade 11/12 Concert Choir (CHOR30S/CHOR40S)

This course is designed for students in grade eleven and twelve who wish to explore advanced choral repertoire and musical leadership through singing together, though no previous choral experience is required. This year-long, performance-based course includes four vocal coachings. In this course, students will extend their vocal production technique, refine aural and reading skills, and grow as advanced choral musicians. Mentoring and student leadership opportunities are available through section leadership and serving on the choir executive. Students continue to explore a variety of musical styles, languages, cultural perspectives, music literacy, community engagement, music festivals, concert production management, and collaboration with peers on choral music that is fun, inspirational, and vocally fulfilling. Students attend and assist with camps and clinics, all to enhance their artistic and leadership development.



## VOCAL JAZZ

### Grade 10 Vocal Jazz (VJAZZ20S)

This introductory Vocal Jazz class is a year-long course for students who are interested in learning how to develop small-ensemble and solo performance skills. Students will learn the basics of how to sing using microphones, sing solos/duets, set up a sound system, and learn the basics of singing vocal jazz. Students will learn the fundamentals of jazz vocal music and create listening logs. Students participate in vocal jazz workshops, festivals, and concert performances. Vocal Jazz 20S members must be enrolled concurrently in CHOR20S.

### Grade 11/12 Vocal Jazz (VJAZZ30S/VJAZZ40S)

Grade 11/12 Vocal Jazz is a year-long course for students who are interested in learning how to refine small-ensemble and solo vocal performance skills. Students will focus on vocal independence, learn how to determine the sound needs of a vocal jazz ensemble and run live sound. Students will learn an expanded history of jazz vocal tradition and repertoire, create listening logs, and learn to arrange songs together. Students participate in vocal jazz workshops, festivals, and concert performances. Vocal Jazz 30/40S members must be enrolled concurrently in CHOR30S or CHOR40S.



## DRAMA

### Grade 9 Dramatic Arts (DRAMA10S)

In this introductory drama course, students develop teamwork skills, build personal confidence, and explore self-expression. Through fun drama games, use of the voice, and movement, students are introduced to theatre history, stage terms and performing conventions, character development, improvisation, and scene work. This course focuses on building trust with peers, managing performance anxiety, and developing respectful collaboration skills to confidently present individual and group work in front of peers.

### Grade 10 Dramatic Arts (DRAMA20S)

In this course, drama students build on the basics in a dynamic, active class, though previous experience is not required. This fun, focused, and collaborative course introduces students to a variety of approaches to making drama and theatre such as mask and mime work, theatre history, formal improvisation structures, monologues, simple stage combat, collective creations, as well as an introduction to Shakespeare, and continued development of foundational stagecraft such as use of the voice, movement, and characterization work.

### Grade 11 Dramatic Arts (DRAMA30S)

This intermediate drama course invites students to continue to develop understanding of the elements of drama-making and extend their breadth and depth of study, though previous experience is not a requirement. Topics include scene study, advanced characterization study, extended vocal techniques, monologues, character movement, comedy, short form improvisation, Shakespeare and seminal theatrical works, with a focus on story-writing and storytelling. Students work to demonstrate an increasingly sophisticated application of dramatic and collaborative skills to produce theatrical work.

### Grade 12 Dramatic Arts (DRAMA40S)

This advanced drama course aims to increase students' artistic experience and development with a focus on creative leadership, as well as allow them to apply their advanced dramatic and theatrical arts skills to a variety of performance scenarios. Students will revisit and expand upon favourite units from previous years, such as advanced stage combat, short and long form improvisation, *Commedia dell'Arte*, Shakespeare, classical and contemporary theatre, and character development. Students in 40S work towards producing, directing, and performing pre-written dramatic works as well as their own creations.

## THEATRE PRODUCTION

### Grade 9-12 Theatre Production: CAST (THPCA10S/THPCA20S/THPCA30S/THPCA40S)

Shaftesbury's Theatre Production Performance course is called "Onstage" (Cast). The course outcomes allow students to perform a musical or play as a culmination of the course work. By virtue of the nature of theatre productions, a high level of availability, personal preparation, and time commitment is an asset to students in this course. Attendance at production technical week and performance dates is mandatory for all enrolled students. Placement auditions take place early in September of the school year; no previous experience is required, and multiple years of participation is recommended for ongoing development. All who complete placement auditions will have a part in the Cast according to their level of skill, artistic development, and demonstrated personal commitment. Onstage students are instructed on performance techniques: sung and spoken vocal technique, movement and choreography, and character development. Leadership opportunities for students in this section include stage management, assistant director, and dance captain. This course includes extra rehearsals for principal roles, as well as extra rehearsals for the full Cast. Students in cast are strongly advised to enroll in CHOR10S/20S/30S/40S. Assessments are based on written and practical assignments tailored to their level of enrollment (10S/20S/30S/40S).

### Grade 9-12 Theatre Production: CREW (THPCR10S/THPCR20S/THPCR30S/THPCR40S)

Shaftesbury's Technical Theatre Production course is called "Backstage" (Crew). The course outcomes allow students to support a musical or play as a culmination of the course work. No previous experience is required; an interest in visual art, textiles, crafting, sound/lights, or project management is an asset. By virtue of the nature of theatre productions, a high level of availability and commitment is an asset to students in this course. Attendance at production technical week and performance dates is mandatory for all enrolled students. Students in Crew receive instruction that focuses on aspects of "backstage" work: house management, stage crew, ticket sales, and marketing as well as design and creation of sets, sound, lighting, costumes, make up, hair, props, with students eventually specializing in one or two areas. This class includes extra meeting times for completing practical projects in support of the production. 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. Skill building, exploration of media, elements and principles of design are emphasized.

### 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 man is shown from the chest up, lying back on a gym bench and lifting a barbell. He is wearing a black tank top and has a focused expression. The image is overlaid with a semi-transparent orange filter and a pattern of white dots of varying sizes, creating a halftone effect. The text 'PHYSICAL AND HEALTH EDUCATION' is centered over the man's chest in a white, bold, sans-serif font.

# **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

### 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, and provincial levels. 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.*

### Grade 11 — Athletic & Social Leadership (31G)

In this non-compulsory course students will develop essential leadership skills that will help them guide groups and teams to success. This dynamic elective course delves into the principles of leadership through the lens of sport and community, while equipping students with transferable skills that are valuable in any setting.

Throughout the course, students will explore topics such as human behavior, coaching strategies for success, effective public speaking, conflict management, team building, and time management. The course emphasizes real-world application by encouraging students to practice these skills through hands-on experiences, group projects, and community events. The course emphasizes character, resilience, inclusivity, and creative thinking. Whether leading a team on the playing field, managing an event, or navigating interpersonal dynamics, students will learn how to inspire, motivate, and organize those around them.

### Grade 12 – Athletic & Social Leadership (41G)

In this non-compulsory course students will deepen their understanding of leadership by applying advanced strategies in both sports and community settings. Building on the foundational skills developed in Grade 11, this course challenges students to take on more complex leadership roles, while enhancing their ability to inspire, mentor, and lead with confidence and impact.

This course provides students with the opportunity to solidify their leadership potential, positioning them for success in future athletic, post-secondary, career, or community endeavors. Whether directing a team, managing community initiatives, or leading social change, students will leave the course as more capable, creative, confident, and impactful leaders.





A close-up photograph of a person in a white lab coat and safety glasses, focused on a laboratory task. They are pouring a clear liquid from a glass beaker into a graduated cylinder. The scene is set in a laboratory with various equipment visible in the background. The entire image is overlaid with a semi-transparent red filter and a pattern of white dots of varying sizes, creating a modern, scientific aesthetic.

**SCIENCE**



# SCIENCE

## COMPULSORY COURSES

### Science 10F (SCI10F)

Grade 9 science promotes the global competencies of critical thinking, creativity, citizenship, connection to self, collaboration and communication. Students investigate Matter, Energy, Genetics and Evolution utilizing nature of science, practical science and Indigenous perspectives while developing a science identity. A thorough understanding of the learning outcomes will greatly enhance students' chances of success in higher level science classes.

### Science 20F (SCI20F)

Grade 10 science promotes the global competencies of critical thinking, creativity, citizenship, connection to self, collaboration and communication. Students investigate Matter, Force, Earth Science, Space Science, Life Systems and Evolution utilizing nature of science, practical science and Indigenous perspectives while developing a science identity. A thorough understanding of the learning outcomes will greatly enhance students' chances of success in higher level science classes.

## ELECTIVE COURSES FOR GRADE 11

### Biology 30S (BIO30S)

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.

### Chemistry 30S (CH30S)

Students will investigate five main topics in this introductory chemistry course including: 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 enroll in Chemistry 40S.

### Current Topics 30S (SCI(3)30S)

The focus of this course is on scientific inquiry, project design and scientific literacy. Students will examine how to critically analyze information for validity, and design and execute projects using proper scientific research steps. This course explores societal issues outside what you would typically address in a Chemistry, Physics or Biology classroom while exploring a variety of topics including forensics and environmental sustainability of our school community.

### Physics 30S (PHY30S)

This course studies 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 enroll in Physics 40S.



## ELECTIVE COURSES FOR GRADE 12

### Biology 40S (BIO40S)

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

### Chemistry 40S (CH40S)

Students will investigate six main topics in this course including aqueous solutions, atomic structure, kinetics, equilibrium, acids and bases, and electrochemistry. Students will apply theory, participate in 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.

### Physics 40S (PHY40S)

This course studies topics of 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.



## **ELECTIVE COURSES FOR ADVANCED PLACEMENT GRADE 12**

### **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 and is 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 AP Biology Units 2/3/4/8: Cell Physiology/Cell Energetics/Cell Communication and Cell Cycle/Ecology. The design of the course emphasizes 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 and is 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 \$150.00 for students who choose to write the AP exam.

### **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. This course includes a significantly larger laboratory component compared to high school Chemistry courses as well as more complex mathematical strategies and application of theories. It is strongly recommended that students enrolled in this course also take pre-calculus math. Enrollment is self-selected and is 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)**

This course continues from CH32S and explores new concepts including thermodynamics, bond theories, and acid-base buffers. The design of the course emphasizes 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 and is 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 \$150.00 for students who choose to write the AP exam.

### **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 and is 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)**

This course continues from PHY(C)32S and follows the Advanced Placement Physics 1 syllabus, expanding on topics previously studied with the addition of 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 \$150.00 for students who choose to write the AP exam.





A sepia-toned photograph of two students, a boy and a girl, sitting at a desk in a classroom. They are working on a project that involves a map and a small architectural model of a town. The boy is on the left, looking at the map, while the girl is on the right, looking at the model. The background shows other desks and chairs in the classroom. The entire image is overlaid with a pattern of white dots of varying sizes, creating a halftone effect.

# **SOCIAL STUDIES**



## SOCIAL STUDIES

### 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.

#### 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 issues 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: 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.

## ELECTIVE COURSES:

#### 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: 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.





A photograph of three students in a workshop or classroom setting, overlaid with a blue tint and a pattern of white dots. One student in the center is using a yellow power drill on a wooden box. Another student on the left is working on a project on a table. A third student on the right is standing and observing. The background shows shelves with various items and a computer monitor.

# TECHNOLOGY EDUCATION



## TECHNOLOGY EDUCATION

### APPLIED COMMERCE

In all applied commerce courses, students will use an inquiry-based learning model to explore current and/or emerging topics, trends, and opportunities related to business at a local, national, or global level. Students will design, recommend, and/or implement an action plan based on their inquiry findings. These courses are designed to allow students to focus on issues about which they are passionate.

#### 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 focuses on developing fundamental financial literacy skills, including the value of money, basic economics, budgeting, saving, financial institution services, and investing. This is especially relevant to high school students, since they are entering the workforce and are considering future purchases that require financial planning, such as buying a car, travelling, or pursuing post-secondary education. Since financial literacy is a life skill, this course is a good option for all students.

#### Venture Development 30S (VENDEV30S)

Venture Development introduces students to concepts and ideas in Entrepreneurship. 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.

#### Marketing and Digital Commerce 40S (MARDIGCOM40S)

Marketing and Digital Commerce helps students develop an understanding of marketing activities from both a theoretical and a practical approach. The course focuses on applying marketing concepts, principles, and strategies in making decisions related to product, price, place, and promotion. Students will apply these concepts and their own creativity through hands-on applications and the creation of a marketing plan. This course is designed for students interested in a variety of business opportunities, as well as those who are looking to further expand their business knowledge. The course is of interest to a wide range of students, since it teaches skills that are fundamental to all consumers.

### 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 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 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 offers a brief introduction to the basic Microsoft Office tools such as Word, Excel and PowerPoint. The course provides a broad overview of foundational topics, including artificial intelligence (AI), which introduces concepts and applications like machine learning and AI's role in society; Bitcoin and blockchain, offering insights into digital currencies and its impact on the modern economy; researching actual cybercrime incidents to develop an understanding of cybersecurity threats and digital responsibility. Additional topics include programming, with a hands-on approach to problem solving strategies and fundamental coding skills and basic knowledge of computer hardware. 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's recommended that students take Fundamentals of Computer Science 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).



## DIGITAL MEDIA

### 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.

#### 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.



### 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.

#### Creative Photography Techniques 20S (DP20S)

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.

#### Independent 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.



## Social Media

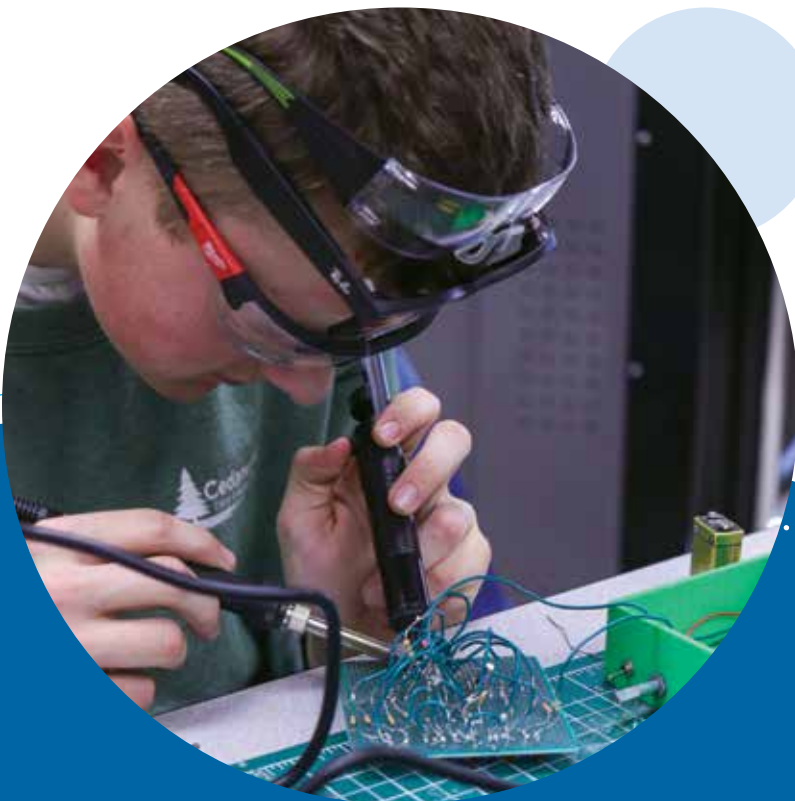
### Social Media Content Creation 20S (SMC20S)

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.

### Social Media Content Management 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.



## APPLIED TECHNOLOGY

### Introduction to Applied Technology

#### Introduction to Engineering Technology (IET10S)

This interactive, hands-on course immerses students in real-world manufacturing using the metals shop, robotics & electronics lab, and graphic design tools. Students will bring ideas to life by designing, prototyping, fabricating and testing projects that blend creativity with technical skill. Using the full engineering design process, students will identify authentic problems, brainstorm solutions, build working prototypes, and continually refine their designs. Along the way, students will develop safe shop practices, confidence in manufacturing tools, and foundational skills in engineering, fabrication, and digital design—preparing them for advanced pathways in technology and innovation. The course will also explore the world of technology including concepts in craftsmanship, manipulation of materials, consumer awareness and careers in Applied Technology.

### Electronics & Robotics

#### Electronics & Robotics Technology 20G (EET20G)

This course will expand on skills and topics covered in Introduction to Engineering 10G with a specific focus on Electronics & Robotics. Students will build on foundational circuit knowledge and introduces students to modern technologies and applications. Emphasis will be placed on hands-on experimentation, coding, and robotics to help students understand how electronic systems can be designed and programmed to perform specific functions or solve real-world challenges. Students will learn safety practices with hand tools, large machinery, soldering, and technological ethics.

*This course is a continuation of IET10G, it is not recommended for students new to Applied Technology courses.*

#### Electronics & Robotics 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 20G (GCT20G)

This course will expand on skills and topics covered in Introduction to Engineering 10G with a specific focus on Graphic Arts. 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 IET10G, it is not recommended for students new to Applied Technology courses.*

### 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 20G (MWT20G)

This course will expand on skills and topics covered in Introduction to Engineering 10G with a specific focus on Manufacturing and Metalworking. 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 IET10G, it is not recommended for students new to Applied Technology courses.*

### 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.*

## Engineering

### Applied Engineering Technology 40S (AET40S)

This course will expand on students' skills in Applied Technology (formerly Industrial Arts) courses previously taken in the subjects of Electricity & Robotics 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 Applied Technology. 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 culmination of EET30S, GCT30S or MWT30S, it is recommended that students have one of these three courses prior to registering for this course.*







## 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 student. 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.**



A student in a workshop, wearing safety glasses and a dark shirt, is focused on working with a power tool on a wooden project. The background is a blue-tinted image of a workshop with various tools and equipment. A semi-transparent white grid pattern is overlaid on the entire 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 combination of 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 to a resource teacher 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.

### School Counsellor

Our high school counsellors play a vital role in supporting students' academic, social-emotional, and career development needs. 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. We also support students with personal challenges, build interpersonal skills, and promote mental well-being. Additionally, we assist 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 including Indigenous languages, (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. 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 of working hours. Proof of employment such as pay stubs are required.

### 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](http://www.pembinatrails.ca/Shaftesbury/page/1945/awards-and-scholarships).





# Advance Placement Scholastic Pathways

Advance 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. AP courses are intended for students who are notably passionate and focused in those particular subject areas and seek further challenges beyond the traditional high school curriculum.

Advance Placement (AP) programming as Shaftesbury follows an accelerated 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 Advance Placement (AP) courses in Calculus and English Literature.**

Students considering these courses should demonstrate consistent academic strength in these subject areas, as the pace and depth of the course work is intended to be demanding. A mark of 85% or higher in the respective high school course(s) are **strongly recommended for enrollment in AP courses.**

Please consult the accompanying table for AP scholastic pathways for additional AP courses offered at Shaftesbury. **Advance Placement (AP) courses will not run without sufficient enrollment.**

**NOTE:** The College Board collects an AP exam fee of \$150.00/ per AP exam. This will be charged to students writing AP exams.

AP CALCULUS PATHWAY		
	SEMESTER 1	SEMESTER 2
GRADE 10	Introduction to Applied and Pre-Calculus In 1 <sup>st</sup> or 2 <sup>nd</sup> semester <b>MIAP20S</b>	
GRADE 11	Pre-Calculus Math 30S <b>MPC30S</b>	Pre-Calculus Math 40S <b>MPC40S</b>
GRADE 12	AP Calculus 32S <b>CAL(AB)32S</b>	AP Calculus 42S <b>CAL(AB)42S</b>
AP ENGLISH PATHWAY		
	SEMESTER 1	SEMESTER 2
GRADE 10	English 20F In 1 <sup>st</sup> or 2 <sup>nd</sup> semester <b>ELA20F</b>	
GRADE 11	English Literary Focus 30S <b>ELALF30S</b>	English Literary Focus 40S <b>ELALF40S</b>
GRADE 12	AP Literature 32S <b>LIT32S</b>	AP Literature 42S <b>LIT42S</b>

AP BIOLOGY PATHWAY		
	SEMESTER 1	SEMESTER 2
GRADE 10	Science 20F In 1 <sup>st</sup> or 2 <sup>nd</sup> semester <b>SCI20F</b>	
GRADE 11	Biology 30S In 1 <sup>st</sup> or 2 <sup>nd</sup> semester <b>BIO30S</b>	
GRADE 12	AP Biology 32S <b>BIO32S</b>	AP Biology 42S <b>BIO42S</b>
AP CHEMISTRY PATHWAY		
	SEMESTER 1	SEMESTER 2
GRADE 10	Science 20F In 1 <sup>st</sup> or 2 <sup>nd</sup> semester <b>SCI20S</b>	
GRADE 11	Chemistry 30S In 1 <sup>st</sup> or 2 <sup>nd</sup> semester <b>CHEM30S</b>	
GRADE 12	AP Chemistry 32S <b>CH32S</b>	AP Chemistry 42S <b>CH42S</b>
AP PHYSICS PATHWAY		
	SEMESTER 1	SEMESTER 2
GRADE 10	Science 20F In 1 <sup>st</sup> or 2 <sup>nd</sup> semester <b>SCI20S</b>	
GRADE 11	Physics 30S In 1 <sup>st</sup> or 2 <sup>nd</sup> semester <b>PHY30S</b>	
GRADE 12	AP Physics 32S <b>PHY(C)32S</b>	AP Physics 42S <b>PHY(C)42S</b>



# 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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