



Course  
Description  
Guide  
2020-2021



Shaftesbury  
High School

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# Shaftesbury: Mission and Vision

## OUR MISSION

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

## OUR VISION

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



## Introduction

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

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

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

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

# Information

# INCLUSIVE AUTHENTIC ACTIVE

## SCHOOLS OF CHOICE

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

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



## INTERNATIONAL STUDENT PROGRAM

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

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

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

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

For further information about the International Student Program, visit the website at [www.pembinatrails.ca/isp](http://www.pembinatrails.ca/isp). Those families interested in hosting ISP students as Home Stay Families are encouraged to contact the International Student Program office at 204-488-1767 Ext. 1225.

## STUDENT FEES

Registration is considered complete with the payment of mandatory student fees. This fee entitles each student to a yearbook, supervision at lunch, locks and lockers, active living centre usage and participation in school activities (i.e. orientations, barbeque, and celebrations). A family with more than one student attending the school may choose to purchase only one yearbook and thereby pay a reduced, family student fee. The student fee for the 2020-2021 school year is \$75.00.

## THE SCHOOL DAY AND TIMETABLE

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

Monday, Tuesday, Thursday, Friday	
Period	Class Times
A	8:30 – 9:40
B	9:42 – 10:52
C	10:54 – 12:04
Lunch	12:04 – 1:09
D	1:09 – 2:19
E	2:21 – 3:31
Wednesday	
Period	Class Times
Study Hall	8:30 – 9:20
A	9:20 – 10:20
B	10:22 – 11:22
C	11:24 – 12:24
Lunch	12:24 – 1:29
D	1:29 – 2:29
E	2:31 – 3:31

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

Registration for the subsequent school year begins in February. Courses for both semesters are selected at the time of registration. Any course changes after registration will be subject to space availability.

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

## ASSESSMENT AND REPORTING

Exams are written at the end of each semester in January and June. Students are expected to be available for the entire exam schedule.

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

## AGE OF MAJORITY

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

## PROVINCIAL STANDARDS EXAMINATIONS

The following examinations are set by Manitoba Education and replace the school-based examination in each of these courses. The exams are administered to the students at a time established by Manitoba Education, usually within the last month of the semester. Students must write these examinations unless they meet the criteria for exemption. Exemptions are requested by the schools and may be granted by Manitoba Education for students in modified or individualized programs of study.

Grade 12	English Language Arts
Grade 12	Essential Mathematics
Grade 12	Applied Mathematics
Grade 12	Pre-Calculus Mathematics

## 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 is available on our school website. Listed below are some of the major awards presented to graduates at the convocation ceremony.

- Pembina Trails School Division Academic Award of Excellence
- Pembina Trails School Division Citizenship Award
- Chown Centennial Scholarship
- Governor General's Award
- Pembina Trails Teachers Association Award
- MITT Award
- Partners in Education with Red River College Scholarship
- Shaftesbury PAC Inspiring Student Award





# Extra-Curricular Activities

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

## HIGHLIGHTS

- Annual film projects: short and feature films
- Beach Volleyball
- Canoe Trip
- Career Symposium & University Days
- Convocation
- Drama Production
- Grad (Dinner, Dance, Pictures, & Grad Wear)
- Grade 9 Take Your Kids to Work
- Grade 9 Camp
- Grade Competition
- New Student Orientation Day
- Pep Rallies
- Post-Secondary Information Evening
- Remembrance Day Assembly
- Spirit Weeks
- Year End BBQ

## CLUBS + ACTIVITIES

- Envirothon
- Games Club
- GSA (Gender Sexuality Alliance)
- Grad Committee
- Industrial Arts Open Shop
- Industry Conferences
- Intramurals
- Knitting Club
- Maker Space
- Math Competitions
- Peer Tutoring
- Reach for the Top – Intermediate and Senior
- SAT Prep
- Science Competitions
- Shaftesbury Cares
- SHS App Development
- Student Council
- Twenty Sided Titans

## ARTS SHOWCASES

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

## FUNDRAISERS, CHARITIES, AND SERVICE OPPORTUNITIES

- Blood Donor Clinics
- Cancer Society Fundraisers
- Christmas Cheer Board
- Craft Sale
- Koats for Kids
- Terry Fox Walk
- Shaftesbury Toy Drive
- United Way
- Winnipeg Harvest
- Food and clothing drive
- Youth in Philanthropy



# 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 Projects – SIP and School Initiated Projects – SIC)
- 2 Developed elsewhere, such as university, out-of-province and out-of-country
- 5 Developed or approved by Manitoba Education for 0.5 credit

### 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).

AWESOME EXPANSIVE  
EFFECTIVE



## GRADUATION REQUIREMENTS

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

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

## COMPULSORY COURSES REQUIRED FOR GRADUATION

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

## HOW TO SELECT COURSES

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

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



## HOW TO CHANGE COURSES

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

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





**ARTS AND  
TECHNOLOGY**

# INNOVATIVE ACCESSIBLE FUN

## ARTS & TECHNOLOGY

### APPLIED COMMERCE EDUCATION

#### Business Innovations (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.

#### Creative Promotions 20S (CRPROM20S)

Students develop an understanding of promotional communication from both a theoretical and a practical approach. The course focuses on advertising strategies, direct marketing, personal selling, sales promotions, and public relations. Students will apply these concepts and their creativity to design a variety of promotional and advertising material. Creative Promotions is designed for students who are looking to expand their business knowledge regarding communicating effectively and creatively.

#### Venture Development 30S (VENDEV30S)

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

#### Business Management 40S (BUSMGMT40S)

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

### CAREER DEVELOPMENT

The career development curricula has 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)

Emphasis is on building positive self-esteem and exploring aspects of self-such as personality, interests, values, and skills. Personal connections will be made between self-attributes and career exploration, resumé 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 resumé 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. 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)

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



## DIGITAL MEDIA

### 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. This is a foundation course and is recommended for students new to computer science.

### 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, continuing their use of the .NET programming environment. 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. Students will continue the study of C#.NET programming language, covering topics that include exception-handling, arrays, classes, sorting, searching, recursion, object-oriented design concepts and a group project. This course is a continuation of CS30S, it is not recommended for students new to computer science.

### Intro to Photography and Video (DP25S & DFM25S)

This course is designed to introduce students to the fundamentals of photography and video production. Specifically, this course examines the basic functions of a camera, composition, photo enhancement & manipulation, filming techniques, and creative video editing. Students will explore the use of DSLR cameras and software, such as Adobe Photoshop, Light room and Premiere Pro, to tell stories and convey digital messages.

### Broadcast Media (BM35S & IM35S)

This course builds on the video skills acquired in 'Intro to Photography and Video' with emphasis on skills used in the broadcasting (TV), online media (YouTube), and communications industry. Students will experience all phases of the media production process (planning, production, and post-production) with a special focus on videos that celebrate Shaftesbury students, events, and sports. Students will use software such as Adobe Premiere Pro and After Effects.

### Animation and 3D Modelling (ANI35S & MOD35S)

This course focuses on the skills and knowledge needed to design, create and modify 2D animations (stop-motion, digital art, etc.) and 3D models (video game assets, life-like objects, etc.). Animation and 3D Modelling will have an emphasis on Computer Animation, and will use software such as Adobe Animate, Character Animator and Blender. The students will develop their own animations and create their own 'cartoons'. There are no pre-requisites to take this course.

### Digital Photography and Yearbook (DP35S & WD35S)

This course builds on the Photography and Design skills acquired in "Intro to Photography and Video," focusing on advanced photographic techniques and equipment. Students will explore the use of a

variety of DSLR camera functions, lenses, light sources and digital editing techniques to complete photographic assignments. Students will apply their photographic skills toward the design and creation of the Shaftesbury Yearbook.



### Filmmaking 1 (IFP10S, IFP20S, IFP30S)

This course offers students the platform to write and produce professional and polished films, as a large group or team, similar to the structure of a school musical. Students enrolled in Filmmaking 1 will experience a wide range of creative (script-writing), technical (filming, editing, lighting, sound), and artistic opportunities (acting, set design, props, make-up). Upon completion of the course, students will have a broad understanding of how to create dynamic short films.

### Filmmaking 2 (IFP40S)

This course builds on the skills and knowledge acquired in 'Filmmaking 1.' Students will learn to develop and produce their own independent film projects, including a scene re-creation, an action/chase scene, and an original short. Utilizing a student-centered and hands-on approach, the course provides students the opportunity to advance their creative, technical, and artistic filmmaking skills, whether it is in front of the camera, part of the crew on set, or doing post-production work. Filmmaking 2 provides an excellent foundation for students seeking a career in television or film.

## HUMAN ECOLOGY

### Human Ecology 10S (HE10S)

This course will encompass 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 will 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 will explore a basic understanding of textiles available to the individual consumer and how those textiles can be constructed, designed, used, and obtained. Students will examine personal use of textiles, individual clothing choices, sustainability of local communities, and environmental design.

### Family Studies 20S (FS20S)

This course focuses on the skills and knowledge parents and caregivers need, with emphasis on maternal health, pregnancy, birth, and the early years of human development. Students will learn about the developmental needs, effective care, and guidance of young children. The development of these skills and knowledge will enhance their overall well-being now as adolescents and in the future as parents and caregivers.

### Family Studies 30S (FS30S)

This course focuses on children and adolescents' relationships within their families. Students will learn about developmental needs, effective care, and positive interactions with children/adolescents. The skills and knowledge that students gain will provide them the opportunity to make informed decisions related to parenting, relationships, and families.



### **Family Studies 40S (FS40S)**

This course focuses on theories of family development with an emphasis on the importance of a nurturing environment to help develop positive self-concepts in young children and adolescents. Students will have the opportunity to visit a daycare where they can apply the knowledge of family development gained in the classroom.

### **Food and Nutrition 20S (FN20S)**

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



### **Food and Nutrition 30S (FN30S)**

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

### **Food and Nutrition 40S (FN40S)**

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

### **Textile Arts and Design 20S (TTAD20S)**

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

### **Textile Arts and Design 30S (TTAD30S)**

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

### **Textile Arts and Design 40S (TTAD40S)**

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

## **INDUSTRIAL ARTS**

### **Electricity/Electronics Technology 10G (EET10G)**

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

### **Electricity/Electronics Technology 20G (EET20G)**

This course will expand on skills and topics covered in Electricity/Electronics 10G. Students will make compulsory and individual projects that further explore topics including: robotics, simple circuits, computer based programming, and electrical passive and active components. Student will learn safety practices with hand tools, large machinery, soldering, and technological ethics. This course is a continuation of EET10G. It is not recommended for students new to electronics.

### **Electricity/Electronics Technology 30S (EET30S)**

This course will expand on the skills covered in Electricity/Electronics Technology 20G as well as introduce digital electronics and residential wiring. The areas of electronic/electrical design and fabrication will be developed and expanded upon, as well computer-based programming will be developed. CNC machining technology and CAD design will also be introduced as a method of the design and manufacturing process. This course is a continuation of EET20G. It is not recommended for students new to electronics.

### **Graphic Communication Technology 10G (GCT10G)**

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

### **Graphic Communication Technology 20G (GCT20G)**

This course will expand the skills acquired to Graphic Communication Technology 10G. Content may include product design, illustrating, photo editing, single colour vinyl cut decals, single colour hand cut screen printing, heat transfer press decaling, digital photography, and other new media creation. Software design as well as production of print media using various processes will be the focus. This course is a continuation of GCT10G. It is not recommended for students new to graphics.

### Graphic Communication Technology 30S (GCT30S)

This course will expand the skills acquired from 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 GCT10G. It is not recommended for students new to graphics.

### Metalwork Technology 10G (MWT10G)

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

### Metalwork Technology 20G (MWT20G)

This course will expand the skills acquired from Metalworking Technology 10G. Students will make compulsory and elective projects that will introduce students to the topics of the design process; properties of metals; concepts of cutting, forming, assembly; and finishing. Students will learn safety practices with regards to proper use of hand and power tools as well as welding equipment. This course is a continuation of MWT10G. It is not recommended for students new to metalworking.



### Metalwork Technology 30S (MWT30S)

This course will expand on students' skills previously learned in Metalworking Technology 20G. The areas of design, fabrication, and finishing will be covered but the focus will be put on safety and the development of various manufacturing techniques and processes. Students will design and construct their own projects. However, the product is considered secondary to an understanding of the production processes used. This course is a continuation of MWT20G. It is not recommended for students new to metalworking.

### Applied Technology 40S (AT40S)

This course will expand on students' skills in Industrial Arts courses previously taken in the subjects of Electricity/Electronics Technology (EET10G, EET20G, and EET30S), Graphic Communications Technology (GCT10G, GCT20G, and GCT30S) and/or Metalworking Technology (MWT10G, MWT20G, and MWT30S). Students will be required to design their own series of problem-solving based projects that will require students to explore, develop and utilize their skills in Industrial Arts. These topics can include but are not limited to design, basic engineering, manufacturing, computer-based programming, print production, and entrepreneurship. All students will be trained on the safe operation and implementation of all equipment regardless of previous experience. This course is a continuation of EET30S, GCT30S or MWT10S. It is recommended that students have one of these three courses prior to registering for this course.

### PERFORMING ARTS

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

Students will develop their performing and ensemble skills sequentially through the grade 9, 10, 11, and 12 band courses. The music selections serve as the central course material and will advance as the grade level increases. These courses provide development in instrumental technique, reading skills, active listening skills, historical perspective, musicianship, expression and creativity. Each grade level will perform and study music from the various periods and genres in musical history. Performance opportunities in a variety of venues, including festivals, will be available to the students. These courses run for a full year across the first and second semesters on alternating days.

#### Chamber Ensemble 15S/25S (BA15S/BA25S)

Chamber Ensemble Sectional is an extension of the Concert Band Program that provides unique small group instruction and experiences. Students will receive instruction in like-instrument classes and have an opportunity to acquire more skills and feedback than the regular concert band class provides. Students will develop their own skills and will play in small ensembles and chamber groups. This course occurs outside of the regular timetable.



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

These courses are designed for students who wish to perform in a specialized group studying the various styles of jazz music. Students will study and perform a variety of jazz selections with special attention given to technical competencies, jazz style, jazz concepts, jazz history and improvisation. Emphasis will be placed on the development of instrumental techniques unique to jazz, as well as the understanding of the history, form, style,

and orchestration of jazz. The music selections and improvisational skills will advance as the grade level increases. These courses are non-semestered and run for the full year across the first and second semesters. This course runs on opposite days to concert band in the timetable. It is available to all band students in grades 9–12 and all students must be participants in their respective grade level concert bands.

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

Wind ensemble is an extension of the concert band program. It is intended to provide further inspiration and an opportunity for students to achieve a higher level of competency in the physical and cognitive skills of music through ensemble performance. Students will be exposed to more advanced levels of music and be challenged beyond what the regular band program affords. This course is available to all band students in grades 9–12 and all students must be participants in their respective grade level concert bands. This course occurs outside of the regular timetable.



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

Learning in dramatic arts is an ongoing, recursive and organic process. It involves four essential learning areas: making, creating, connecting, and responding with increasing breadth, depth, and transformation. At the end of this process the student should develop mastery, accuracy, and fluency in dramatic arts, able to define themselves both personally and artistically in

the framework of belonging, unity and acceptance. Each year will build on the previous year, and will vary depending on the experience, interests and needs of the students. The program encompasses improvisation, script analysis, scene study, characterization, physical and vocal development, monologues, acting techniques, movement and script writing. Students in 40S will work towards writing, producing and performing their own works. An evening performance of a short play for an audience of family and friends will replace the final exam.

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

Students may earn up to four theatre practicum credits from grade nine to twelve for their involvement in Shaftesbury's major drama and/or musical theatrical production. The student is required to be at rehearsals and/or production meetings for a minimum of 110 hours and may participate in one or more of the following areas: acting, stage management, set design, construction, property design and management, costume design and management, marketing and promotion, light and sound design and operation, and house management. Rehearsals and production meetings take place outside of regular school hours and students who wish to gain a credit for their involvement must reflect on their learning and will participate in the evaluation process with the director and drama teacher.

### **Choral 10S/20S/30S/40S (CHOR10S/CHOR20S/ CHOR30S/CHOR40S)**

Students will explore a wide variety of choral repertoire and will be challenged to improve their individual singing level in a choral setting. Students will develop vocal technique, music reading skills, performance skills, and have opportunities for self and group expression. Students will also have the opportunity to explore different languages as well as genres of music through diverse repertoire. The choir will have many opportunities throughout the year to perform at various venues and events. Choir courses are non-semestered and run throughout the year outside of the regular timetable. There is the possibility of touring with or without the band.

### **Vocal Jazz 10S/20S/30S/40S (VJAZZ10S/VJAZZ20S/ VJAZZ30S/VJAZZ40S)**

This course develops the techniques of voice production and the skills required for participation in a vocal jazz ensemble. Students learn to read, sing, perform and arrange the jazz standards, both alone and in small ensembles. Listening to jazz recordings forms an important element of this course, as does taking care of and using audio equipment. This ensemble will perform at various festivals and concerts. Choir courses, including vocal jazz, are non-semestered and run throughout the year outside of the regular timetable. There is a possibility in participation of various music festivals.

### **Musical Theatre 10S/20S/30S/40S (MUT10S/MUT20S/ MUT30S/MUT40S)**

Students will explore the three components of musical theatre: singing, acting and dancing. The course is scheduled in the regular school day as an extension of the drama program. Scenes from a variety of musicals will form the structure of the course. Students will develop their singing, acting and dancing skills and techniques using this repertoire. An evening performance of several musical excerpts for an audience of family and friends will replace the final exam.

## **VISUAL ARTS**

### **Art 10S (ART10S)**

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

### **Art 20S (ART20S)**

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



### **Art 30S (ART30S)**

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

### **Art 40S (ART40S)**

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





LANGUAGES

# LANGUAGES

## LANGUAGES

### ENGLISH

All English Language Arts (ELA) programs will offer varying degrees with the following types of language:

- Literary language: (literature) includes forms of communication intended to entertain, to stimulate emotions and imagination, to provide aesthetic pleasure, to reveal truth about human nature, and to cultivate universal moral values. Literary materials include novels, short stories, plays, films, poetry, magazine and newspaper articles, autobiographies and biographies.
- Transactional language: is defined as language to get things done: to inform, advise, persuade, or instruct people. Transactional materials include expository and persuasive essays, letters, memos, newscasts, speeches, book reviews, and summaries.
- Technical language is a part of transactional language specifically related to areas such as science, engineering and industry. Technical materials include manuals, instructions, surveys, and a wide range of reports.

The English Honours Program at Shaftesbury is designed to give highly motivated students the opportunity to study a rigorous and challenging program. The courses fulfill Manitoba Education requirements for Grades 11 & 12, and include additional works of literature appropriate to the Advance Placement program of studies.



#### English 10F (ELA10F)

This foundation course will expose the students to a balance of literary, transactional, and technical materials and activities. Students will develop their knowledge and skills in their use of language arts as they listen, speak, read, write, view and represent in a variety of contexts.

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

#### English 20F (ELA20F)

This course builds on the Grade 9 ELA courses. Students will explore a wider range of literary, transactional, and technical materials and activities. This enables each student to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

#### English Language Arts E (ELA 10E, 20E, 30E, 40E)

Materials and expectations are adapted for EAL learners. However, the grade 9, 10, 11 and 12 curriculum is followed. Students must be prepared to read, write, and study literature.

#### English 30S Comprehensive Focus (ELACF30S)

This course will develop and refine literacy skills while exploring a balance of literary and transactional materials.

# ORGANIC OPEN COLLABORATION

#### English 30S Literary Focus (ELALF30S)

Approximately 70% of the materials and activities covered in this course will be literary, and the remaining 30% will be transactional.

#### English 30SH Literary Focus Honours (ELALF30SH)

This course will cover the same curricular outcomes of the 30S Literary Focus program, and will offer enrichment in the literary aspects of the program.

#### AP Literature 32S (LIT32S)

Students will read and analyze a range of complex literary and informational texts. They will also incorporate this analysis effectively into their writing. Students will also understand how writers and speakers use language and structure effectively for audience and purpose. This course is intended to prepare students for AP Literature 42S.

#### English 40S: Comprehensive Focus (ELACF40S)

Approximately 50% of the materials and activities covered in this course will be literary and the remaining 50% will be transactional.

#### English 40S: Literary Focus (ELALF40S)

Approximately 70% of the materials and activities covered in this course will be literary and the remaining 30% will be transactional.

#### English 40S: Transactional Focus (ELATF40S)

Approximately 70% of the materials and activities covered in this course will be transactional, and the remaining 30% will be literary. This course will include a range of non-fiction texts.

#### English 40SH Literary Focus Honours (ELALF40SH)

This course will cover the same curricular outcomes of the 40S Literary Focus program, and will offer enrichment in the literary aspects of the program.

#### AP Literature (LIT42S)

This course will provide students with the opportunity to work at a first year university level in English. Students will learn methods of approaching the reading of literary works needed for in-depth analysis of works of literature. Students will consider a work's structure, style, and theme as well as its use of figurative and literary devices. 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.



### Creative Writing (CRWR31G)

This course develops the student writer's voice through the exploration of a range of writing. Forms explored can include poetry, short stories scripts, etc. Students will spend much time reflecting and revising their pieces, and receiving extensive feedback from peers and teachers. Students do not write a final exam, but create a portfolio of their work, and look for opportunities to be published.

## FRENCH

### French Communication and Culture

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

### French 10F (FCC10F)

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

### French 20F (FCC20F)

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

### French 30S (FCC30S)

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

### French 40S (FCC40S)

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

## 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 20G. There is no exam in this course.

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

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

### 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 20G is strongly recommended for Spanish 30S.

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

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







# MATHEMATICS

## MATHEMATICS

The math program at Shaftesbury High School provides instruction from Grade 9 to Grade 12 in all provincial curricula as well as courses in Advanced Topics in Math, Calculus, and AP Calculus. Our goal is to provide students with the ideal paths in grade 9 to grade 12 mathematics that best fit students learning goals and needs. Texas Instrument graphics calculators are strongly recommended for students in Applied Mathematics and Pre-Calculus Mathematics.

### Transitional Mathematics 10F (MTR10F)

This grade nine course reinforces skills learned in previous math courses and provides an introduction to 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: number sense, space and shape, patterns and relations, and algebra. A good understanding of these topics will help students to transition to the Grade 10 math course.

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

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

This course is intended for students whose post-secondary plan may include a focus on mathematics and science related fields. In this Grade 10 math course students will be exposed to the following topics: algebraic and number sense, relations and functions and measurement. Some topics will be presented with both an applied mathematics and a pre-calculus mathematics approach. This means both the use of technology and algebraic manipulation will be used to solve problems. For students wishing to enroll in MIAP20S, a final mark of 70% in Grade 9 math is strongly recommended.

### Applied and Pre-Calculus Mathematics 20S Honours (MIAP20SH)

The course comprises a high-level study of theoretical mathematics with an emphasis on problem solving, mental mathematics and use of a scientific calculator. The course is broken into 7 different units. The topics include study of Trigonometry Factors and Products, Roots and Powers, Relations and Functions, Linear Functions, Systems of Linear Equations and Measurement.

### 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 is an integral part of the course. A graphing calculator is required. We strongly recommend a Texas Instrument graphing calculator.

### 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, Relations and Functions and Design and Measurement. A graphing calculator is required. We strongly recommend a Texas Instrument graphing calculator.

# HAPPY AUTHENTIC AWESOME

### Essentials in Mathematics 20S (MES20S)

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

### Essentials in Mathematics 30S (MES30S)

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

### Essentials in Mathematics 40S (MES40S)

Essentials in mathematics students will expand their mathematical literacy by understanding how mathematical concepts permeate daily life, business, industry and government by focusing on such topics as Finance, Geometry and Trigonometry, Statistics, Measurement, and Probability.



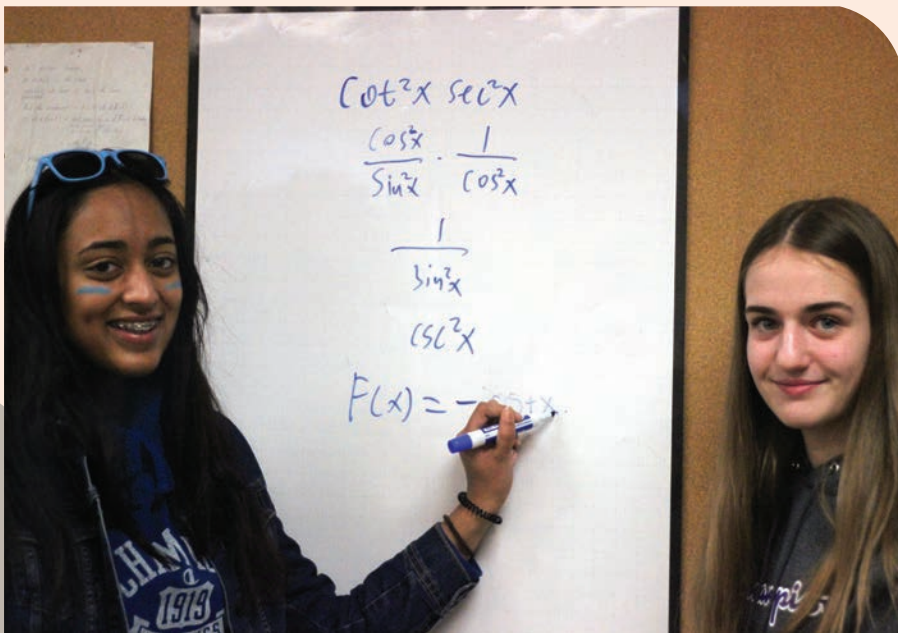
### Pre-Calculus Mathematics 30S (MPC30S)

Pre-Calculus math comprises a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. The topics include study of Algebra and Number, Trigonometry and Relations and Functions. A graphing calculator is recommended. For students planning to enroll in MPC30S, a final mark of 70% or greater in MIAP20S is strongly recommended.

### Pre-Calculus Mathematics 30S Honours (MPC30SH)

The course comprises a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. The topics include study of algebra, quadratic functions, reciprocal functions, and trigonometry. One of the goals of the honours course is to expose the students to a more in depth study of some topics. Students are invited into the program based on teacher recommendations.





### 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 be required to utilize previous knowledge to learn new mathematical concepts and topics and include circular functions, exponents and logarithms, permutations, combinations, and the binomial theorem. A graphing calculator is recommended. For students planning to enroll in MPC40S, a final mark of 70% or greater in MPC30S is strongly recommended.

### Pre-Calculus Mathematics 40S Honours (MPC40SH)

The course comprises a high-level study of theoretical mathematics with an emphasis on problem solving and mental mathematics. The topics include study of algebra, quadratic functions, reciprocal functions, and trigonometry. One of the goals of the honours course is to expose the students to a more in depth study of some topics. These in depth studies are not put on tests or exams.

### UNIVERSITY PREPARATION COURSES:

The following advanced courses are designed for highly proficient mathematics students intending to take mathematics courses at university.

### Advanced Topics in Mathematics (MAD45S)

The course includes units on conics, complex numbers, polar co-ordinates, matrices and graph theory. The content of the course is a great introduction to the university course of linear algebra and discrete math. This is a 0.5 credit course taken with Advanced Topics in Mathematics.

### Advanced Math (MAD(.5)41G)

This course includes statistics topics: exploring data, normal distribution, linear regression, transformation and grouped data and probability. The content of this course is a great introduction to first year university statistics. This is a 0.5 credit course taken with Advanced Topics in 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 recommended for students wishing 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.

### Introduction to Calculus 45S (MCI45S)

This course is designed for students who may wish to take Calculus in university. University topics in Calculus I and II topics are introduced. Students do not have to have credit in Pre-Calculus Mathematics 40S (MPC40S). This is a 0.5 credit course taken with Calculus.

### Calculus (CAL(.5)41G)

This course is designed for students who may wish to take Calculus in university. University topics in Calculus I and II topics are introduced. Students do not have to have credit in Pre-Calculus Mathematics 40S (MPC40S). This is a 0.5 credit course taken with Introduction to Calculus.







PHYSICAL EDUCATION

PHYSICAL  
EDUCATION

## PHYSICAL EDUCATION

In grades 9-12 a physical education credit is compulsory at each grade level.

### Physical Education 10F (Male/Female) (PEM10F/PEF10F)

This compulsory course is designed to develop competence in selected movement skills through a variety of activities and to develop the ability to design and follow a personal fitness program. The students will be taught responsible safety behaviours to prevent injuries during activity. The classroom component will include personal and social management skills as well as healthy lifestyle components.

### Physical Education 20F (Male/Female) (PEM20F/PEF20F)

This compulsory course is designed to introduce a variety of individual and team sports and to promote the acquisition of the necessary movement skills required for each. Students will be given the opportunity to continue and learn to develop personal fitness techniques and principles. Students will explore several topics, including nutrition, substance abuse and human sexuality to give them the opportunity to make informed decisions for healthy living.

### Grade 11 and 12 Compulsory Physical Education Courses

Five different approaches to earning this credit are provided. The school will make every attempt to schedule the student's choice. Substitutions may be required in some cases.

### Active Healthy Lifestyles General 30F/40F (Male/Female) (PEALF30F/40F) & (PEALM30F/40F)

This compulsory 100% "in-class" course is designed to provide students with the choice of individual and team sports, and fitness training activities to develop the knowledge, skills, and attitude for a physically active and healthy lifestyle. Students will also be required to complete the health component as outlined in the provincial curriculum. In total students will complete 110 hours of teacher led activities in a block system format.

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

**NOTE: Some blocks will require a fee and will be scheduled outside regular school hours.**

### Student Directed Active, Health Lifestyles 30F/40F (Co-ed) (PESTU30F/40F)

This 100% "out-of-class" is designed for students who are actively involved in either a school-based or community-based sport program. In order to participate in this student-directed course, students must be approved by the physical education staff.

Each student will be required to attain a minimum of 12 hours of moderate to vigorous physical activity per month for the semester. The activity will be pursued on the student's time and will involve input from the student, teacher and parent/guardian. The student must attend orientation during the first week of the course. Students will be required to take a health exam, which will cover the core curriculum outcomes.

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

**Note: Parents/guardians will be required to review the student's physical activity plan and sign a Parent Declaration and Consent Agreement acknowledging their approval of the chosen activities and acceptance of the responsibility for risk management, safety, and supervision.**

# INSPIRING LIFE-LONG ENERGETIC

**Parents/guardians will also be required to verify the entries of the student's physical activity log through a sign-off procedure.**

### Fitness Principles 30F/40F (Male/Female) (PEFF30F/40F & PEMF30F/40F)

This 100% "in-class" course will run every second day throughout the school year and will provide students an opportunity to focus on the health-related fitness components using a variety of training techniques. This course will develop the skills and knowledge necessary to support the development, and implementation of a personalized fitness plan. Students are required to participate in 55 hours of moderate to vigorous activity and complete the health component as outlined in the provincial curriculum.

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

### Principles of Basketball 30F/40F (Co-ed) (PEBB30/PEBB40)

This 100% "in-class" course will run every second day throughout the school year 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 curriculum will be offered in this course so it can be used as a Physical Education credit for Grade 11 and 12. There will be a user fee (approximately \$100) for the course to offset costs such as guest speakers and coaches who present in the class.

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



### Principles of Volleyball (Co-ed) (PEVB30F/PEVB40F)

This 100% "in-class" course will run every second day throughout the school year and will provide students a broader view of the game of volleyball. The course will cover technical aspects of volleyball, individual and team skills, but also training principles, coaching, refereeing, scorekeeping and other administrative areas of the game.

The Grade 11 and 12 health curriculum will be offered in this course so it can be used as a Physical Education credit for Grade 11 and 12. There will be a user fee (approximately \$100) for the course to offset costs such as guest speakers and coaches who present in the class.

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





### HOCKEY PROGRAM

At Shaftesbury, the hockey program includes a co-ed Hockey Skills Academy, male and female high school hockey league teams, and an elite boys' prep program.

### HOCKEY SKILLS ACADEMY 31G and 41G (HSA31G & HSA41G)

Shaftesbury is the only school in Pembina Trails to offer a Hockey Skills Academy course for high school credit. This program is certified by Hockey Canada and is open to both male and female students of all skill levels. The Hockey Skills Academy 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 Academy 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 50 hours of on-ice training and 60 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 Academy has ice at Varsity View Arena. The cost of the program is \$650.

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

### Program Components

The Hockey Skills Academy is broken up into three parts where students will participate in on-ice skills development (at the Varsity View hockey rink), in off-ice skills development (gym and weight room), and in theory and classroom instruction.



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. At Shaftesbury we believe in the multi-sport model, supporting individual student participation in many different athletic endeavours. The following boys and girls athletic programs are offered at Shaftesbury High School:

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







**SCIENCE**

## SCIENCE

### Science 10F (SCI10F)

Grade 9 science is a required course designed to lay the foundation for future science courses. The course investigates reproduction, chemistry, electricity, and astronomy. The development of skills, knowledge, and attitudes within the context of the nature of science and technology are embedded. A thorough understanding of the learning outcomes in this course will greatly enhance students' chances of success in higher level science courses.

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

### Science 20F (SCI20F)

Grade 10 science is a required general course which investigates ecology, chemistry, forces/motion, and weather. Upon successful completion of Science 20F students may enroll in their choice of: Biology 30S, Chemistry 30S and/or Physics 30S.

### Biology 30S (BI030S)

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



### Chemistry 30S (CH30S)

Students will investigate five main topics in this introductory chemistry course: physical properties of matter, gases and the atmosphere, chemical reactions, solutions, and organic chemistry. Students will be required to use math skills to solve word problems, write about and present their understanding of chemical concepts through performance based tasks, as well as work collaboratively as a member of a group. There is a significant laboratory component to the course which focuses on application of concepts and laboratory skills development. Successful completion of Chemistry 30S is recommended to pursue further studies in chemistry at the Grade 12 level.

### AP Chemistry 32S (CH32S)

Students will learn about the fundamental concepts of chemistry. Students will perform hands-on lab investigations and use chemical calculations to solve problems. While designing experiments and procedures to test predictions/theories, students will investigate the following: atomic, molecular and ionic structure and property, intermolecular forces and properties, and chemical reactions.

# INVESTIGATIVE ENCOURAGING FULFILLING



### Physics 30S (PHY30S)

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

### AP Physics 32S (PHY32S)

This course develops an understanding of the basic principles and concepts of physics. Topics in this course include an introduction to vectors, kinematics (1D and 2D motion), dynamics (forces), fields (gravitational, magnetic, electric, and electromagnetic), waves (one and two dimensional waves including an introduction to sound and light), momentum and impulse, and work and energy.





### **Biology 40S (BI040S)**

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

### **Chemistry 40S (CH40S)**

Chemistry 40S provides students with a background of theory and laboratory experiences in atomic structure, kinetics, equilibrium, and electrochemistry. Students enrolled in this course are expected to solve word problems requiring mathematical manipulation of variables, using such skills as interpreting fractions, manipulating power expressions, solving differences of squares and quadratic equations, and manipulating logarithms.

### **Chemistry 40SH Honours (CH40SH)**

This course includes the same topics as Chemistry 40S with additional concepts and a proportionately larger laboratory component.

### **AP Chemistry 42S (CH42S)**

In conjunction with CH30SH and CH40SH AP Chemistry is designed to complete the equivalent of a first year University level general chemistry course. There is an emphasis on the application of principles through guided laboratory investigations. In May, students can write The College Board's Advanced Placement Chemistry exam.

### **Physics 40S (PHY40S)**

This course develops students' understanding of the basic principles and concepts of physics. The course includes topics on two-dimensional motion (projectiles), two-dimensional dynamics, uniform circular motion, work, energy (and its conservation), forces and force fields, direct current electric circuits, and electromagnetic induction. It is strongly recommended that students take pre-calculus and/or applied math with physics.

### **Physics 40SH Honours (PHY40SH)**

This course includes the same topics as Physics 40S with a proportionally larger laboratory component. Students will explore topics in more depth and make connections to additional concepts.

### **AP Physics 42S (PHY42S)**

This course, offered in the second semester, follows the Advanced Placement Physics 1 syllabus and culminates with the College Board's Advanced Placement physics exam in May. The course expands on topics already studied in Physics 30SH and 40S and includes additional topics such as kinematics and rotational dynamics.







SOCIAL SCIENCES

SOCIAL  
SCIENCES

## SOCIAL SCIENCES

### Canada and the Contemporary World 10F (SSCCW10F)

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

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

### History of Rock and Roll 11G/21G (HOR(.5)11G/HOR(.5)21G)

This course will provide students with an overview of popular music since the beginning of Rock n' Roll to the present. The focus of study will examine the many genres/styles of music that have developed including punk, disco, new wave, and grunge. It will also explore significant events and issues and shaped the history of our society since the advent of Rock n' Roll (ex. Vietnam War) and will connect them to trends and developments in popular music. This course will use a variety of sources, including film and documentary, to explore the rich history of Rock n' Roll music and its significant artists.

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

This course will develop an understanding of the relationship between people and their environment. The following themes will be examined: geographic literacy, natural resources, food from the land, industry and trade, and urban places.



### History: American 20G (HIS20G)

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

### History: Canadian 30S (HIS30S)

This course develops an understanding of Canada by examining Canada's political, economic, and social history. It provides learning experiences that lead to an appreciation of our present day diverse community and of our place in the modern world.

### Cinema as a Witness to Modern History (CWMH40S)

This course allows students to study 20<sup>th</sup> century World History through critical analysis of films and movies. Students will 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 will 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)

This course explores past and current topics for First Nations, Metis, and Inuit peoples in Canada and around the world. It 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 will employ critical thinking, analytical and inquiry skills that will enable students 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.



### Global Issues: Citizenship and Sustainability 40S (GI40S)

This course provides learners with opportunities to reflect upon diverse worldviews and perspectives as they conduct inquiry into issues that are crucial to living in a contemporary, connected, interdependent world. This course is intended not only to enrich learners' awareness of significant global issues, but to develop an ethos of concern as they come to understand their own capacities as contributing members of their local, national and global communities. As they develop and practice the competencies of citizenship, students become able to envision and work toward a better future for all. They develop an ethos of engaged citizenship founded on the recognition of the importance of ecological principles as they address issues of social justice, economic sustainability and quality of life on the Earth.

### Law (LAW40S)

Students will become familiar with the Canadian legal system. Topics covered in the course include: historical foundation of the Canadian legal system, The Canadian Charter of Rights, copyright issues, and human rights. The course also focuses on a comprehensive study of criminal law, private/civil law (tort, family, contract, wills & estates, and employment law) and the Youth Criminal Justice Act. Much of the course will focus on current, relevant and groundbreaking cases that shape the legal landscape of our country as well as on a global level. Students will be encouraged to explore their own topics of interests and develop critical and analytical thinking skills to formulate their own judgments, attitudes and opinions. Students will also have the opportunity to experience a variety of guest speakers, and will participate in field-trips to the Law Courts and police-station. This course provides an excellent foundation for post-secondary programs such as Criminology & Justice, Law Enforcement, and those who are seeking careers in the Canadian legal system.





# ENGAGING

## COMPASSIONATE RECONCILIATORY

### **Sports Psychology 31G (SPORTPSY31G)**

Sport Psychology is an elective course intended for students, especially student-athletes, enrolled in grades 10, 11, and 12. This course will introduce and familiarize students with the important theories and concepts in the field of sport psychology, its objectives and its research methods, practical applications of psychology in the sports context, and capture some of the excitement of the world of sport and exercise. Topics of study include goal-setting, visualization, motivation, concussions, recovering from injury, and substance/steroid abuse. It is strongly recommended that students who take this course are involved in sport on a regular basis.

### **Psychology 40S (PSY40S)**

This course is an introduction to psychology. The focus of study will be on human behavior through an examination of the major theories, principles, and practices of the discipline. Students will study a variety of current sources that contain facts, studies, and basic theories on human behavior.

### **AP Psychology 42S (PSY42S)**

This course offers highly motivated students the opportunity to study psychology at a first year university level. Students will study the theories, principles, and practices of the discipline in each of the major subfields in psychology. The course will prepare students to write the Advanced Placement Psychology examination administered by The College Board in May of each year.

### **AP History 42S (HIS42S)**

This course offers motivated students a chance to study European history from the year 1450 AD to modern times. Major topics covered include war and civil conflict, royal families, the impact of religion, economic and political trends, industrialization and urbanization, and the growth of popular culture. Course materials and assignments are designed to help prepare students to write the AP European History examination in May.







**STUDENT SUPPORT  
SERVICES AND ADDITIONAL  
CREDIT OFFERINGS**

## STUDENT SUPPORT SERVICES AND ADDITIONAL CREDIT OFFERINGS

### STUDENT SUPPORT SERVICES

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

- Support academic and career planning for all students from Gr. 9 through to graduation and beyond
- Assist with support of students with diverse learning profiles within the school community
- Individual counselling/social-emotional support
- Collaborate with teachers, parents/guardian, and administration around students
- Timetable planning/consultation
- Working with teachers to program for students with additional needs
- Assist with transition into and out of high school
- Assess learning needs to further develop learning profile for most appropriate programming
- Liaise and collaborate with the divisional support team. The divisional support team includes clinicians, student services consultants, program consultants, school support teachers and senior administration. These professionals work with school-based staff to support teachers, students and families. Specific members of the support team may be involved in student assessment/interpretation, educational programming/planning and connecting/communicating with outside agencies.



# CARING KIND EMBRACING

### ADDITIONAL CREDIT OFFERINGS

#### ENGLISH AS AN ADDITIONAL LANGUAGE

EAL learners attend regular classes. Specialized courses are offered for basic language development (EAL11G, EAL21G, EAL31G, and EAL41G) where particular attention is given to vocabulary development, improving pronunciation, grammar skills, and conversation skills.

#### Continuing Education Program

This program is designed for students of varying abilities in Grade 10 through 12 who would benefit from a smaller class setting with additional adult support. Only compulsory courses are offered in this program.

Students may require additional time to complete course work and are given individual guidance to work to their potential. Students work towards a regular credit so there is a minimum number of class participation hours expected.

Selection for these classes occurs in collaboration with student, teachers, and student advisor.

#### CHALLENGE FOR CREDIT OPTION

In exceptional circumstances students may apply to challenge for credit in a course. Specific guidelines and requirements for this process can be obtained from Student Advisors.

#### SPECIAL LANGUAGE CREDITS

Students who demonstrate proficiency in an additional language (other than English and French) can write the special language exam and can receive up to four credits. Students should consult with their advisor for more information.

#### PEMBINA TRAILS VOICES (PTV10S/20S/30S/40S)

Pembina Trails Voices provides a choral experience that meets the individual singer at his/her point of challenge in the performance of a wide variety of choral repertoire. The student will learn how to develop professionalism in all performance aspects as he/she performs to the highest artistic standard. Students will develop musical independence, listening/aural skills, music reading skills, vocal technique, expressive and communicative skills and adaptability as a performer.

Students may enter the PTV program through an auditioning process. Rehearsals are held at central locations two days per week on an after-school basis. For more information, please contact the divisional office (204)488-1757.



## COMMUNITY SERVICE CREDIT

The civic skills, knowledge, and attitudes obtained from participating in a community service activity can increase a student's self-esteem and maturity, and provide more awareness of the needs of others in the community. Students can earn one full credit towards graduation by making a contribution while volunteering for worthwhile causes or organizations. This full credit requires 110 hours of volunteer time. Students are responsible to organize their own experience and must be done outside of the school and the school day. More information is available from the Student Advisors.

## CULTURAL EXPLORATION CREDIT 0.5 or 1.0 credit (CULTEX21G/31G/41G)

Students can enhance their knowledge of their own cultural origins, interaction with community members such as elders and other members of cultural organizations students will gain a valuable educational experience. The skill, knowledge and attitudes obtained from such activities can increase a student's self-esteem and maturity, strengthen cultural identity and/or promote greater intercultural understanding and an appreciation of cultural diversity. Some of the cultural exploration experiences will happen outside of the regular school day.

## CREDIT FOR EMPLOYMENT 0.5 or 1.0 credit

Prerequisite: Successful completion of any Life/Work course.

Credit for employment offers students, who are a minimum of 16 years of age and/or in grade 11 or grade 12, the opportunity to earn high-school credits. The credit for employment allows students to implement career development principles such as essential employability skills into the authentic context of work. Through their own part-time employment, students will have an opportunity to apply and refine the knowledge and skills acquired in the Career Development Life/Work courses. Furthermore, the CFE will provide students with valuable workplace experience that will contribute to their career life planning. This course is completed independently from school programming. Students must complete the necessary paperwork with their advisor.

## 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 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
- life-long skill and career development while still in high school

Students should see their 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 and their instructors. Applications are available from student advisors.

\*InformNet students are required to write the provincial exam(s) at their home school. All final marks issued by InformNet are based on a final mark of 100%. If a student has written a provincial exam, the student's home school is responsible for adjusting the student's final mark.

## Manitoba Institute of Trades and Technology

The Manitoba Institute of Trades and Technology offers the latest innovations in applied hands-on-learning with knowledgeable instruction in a modern well-equipped facility. Students in Pembina Trails are able to access this option at the beginning of Gr. 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 earn high school credits and if desired, can then pursue further accreditation after graduation. Students should see their student advisor for more information about these programs.



# ADVANCED PLACEMENT & HONOURS

## HONOURS PROGRAMMING

In addition to offering academically rigorous courses that are set at a faster pace, Shaftesbury's Honours Program staggers student course loads to help them better balance their workload and their learning. As a result, students should observe that some courses are offered a year earlier than their grade level suggests.

**Note: Students should have a mark of at least 85% in the respective course before registering for Honours or AP courses.**



At Shaftesbury these courses are designed for students who wish to challenge themselves academically.

Program	Grade 10	Grade 11	Grade 12
English		Semester 1	Semester 1
		ELALF30SH	ELALF40SH
		Semester 2	Semester 2
		LIT32S	LIT42S
Math	Semester 1	Semester 1	Semester 1
	MIAP20SH	MAD41G/45S	CAL32S
	Semester 2	Semester 2	Semester 2
	MPC30SH	MPC40SH	CAL42S
Science		Semester 1 or 2	Semester 1
		CHEM30SH	CHEM40SH
		PHY30SH	PHY42S
			Semester 2
			CHEM42S
Social Studies		Semester 1	Semester 1
		HIS42S	HIS42S
		Semester 2	Semester 2
		PSY42S	PSY42S

\*students may choose to take HIS42S or PSY42S in their Grade 11 year if space is available. This may allow for more flexibility in Grade 12.

Shaftesbury offers a wide variety of excellent AP courses and Shaftesbury students successfully earn a high number of AP credits annually.

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### What is an Advanced Placement (AP) course?

- AP courses are challenging and exciting courses which, when successfully completed, may be recognized at the discretion of the post-secondary institute as first year university courses at thousands of colleges and universities worldwide.
- An AP final exam grade of 4 or 5 earns students a university level credit, plus financial awards at U of M.
- AP courses at Shaftesbury include:

AP Calculus	AP Chemistry
AP History	AP English Literature
AP Psychology	AP Physics

### What are some advantages of taking AP courses while in Grade 12?

- AP credits earned in high school save hundreds or thousands of dollars in university tuition.
- Students taking five AP courses may qualify for the prestigious AP Scholar Awards.
- Shaftesbury graduates consistently indicate that their AP courses helped to better prepare them for university and that they made their university experience more successful.
- Many university first year courses can have extremely high class sizes in comparison to our AP class size. This allows for more attention and support for each student.
- AP Lit and AP History qualify as compulsory courses for University 1. AP Psychology fulfills the requirement for introduction to Psychology required in many university faculties.

### What is the process?

- Students should identify which AP courses they are interested in and register for them on the online registration system. (Some AP courses have prerequisites).
- Students should speak to the subject area teacher and their advisor about their desire to take their AP course. Students considering AP courses might wish to speak to their teachers in Grades 9 & 10 for appropriate programming advice.
- AP exams are written in May of each year with exam marks mailed to students in July.
- Shaftesbury AP courses have a final, school-based exam as well so that Shaftesbury students may receive a high school and a university credit for the same course.
- Shaftesbury graduates are able to receive university standing once they have successfully completed their AP courses and exam.
- The University of Manitoba allows students to include their AP courses in the calculation of their university grade point average (GPA).



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



### RINK HOCKEY ACADEMY (RHA)

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

# WALL OF FAME – HONOURING OUR ALUMNI

## 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 Burshtein	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)





## Shaftesbury High School

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[www.pembinatrails.ca/shaftesbury](http://www.pembinatrails.ca/shaftesbury)