

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
INFORMATION**

Pathway A is necessary for any students considering post-secondary programs in business, engineering, nursing, or science. Pathway B is sufficient for most students considering post-secondary programs in the arts or in the trades (exceptions do apply to some programs; please see guidance for clarification).

MIRAMICHI VALLEY HIGH SCHOOL



MIRAMICHI, NB

TELEPHONE: 627-4083

**MINI-BROCHURE GUIDE
FOR COURSE SELECTION**

2026-2027

GUIDANCE

M. O'Donnell-Students Last Names A-L

P. Landry-Students Last Names M-Z

J. Dedam-First Nations

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TYPES OF COURSES

There are two types of courses: Compulsory and Elective. Compulsory courses are required for graduation. Elective courses are available to support your interests and future career plans.

COURSE LEVELS

All course names include a three-digit number. The first two digits indicate the grade; the third digit indicates the level at which the course is offered. Level 1 – enriched university preparation; Level 2 – regular university, community college and private training institution preparation; Level 3 – non-technical community college, private training and business college preparation; Level 0 – not offered at another level and will vary in level of difficulty. Some qualify for university entrance and others do not.

VIRTUAL LEARNING

Several courses are offered through the New Brunswick Virtual Learning Centre (NBVLC) and may be available to meet specific circumstances. Virtual Learning courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. For further information go to: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html or see your Guidance Counsellor. Courses in French Immersion are available as well.

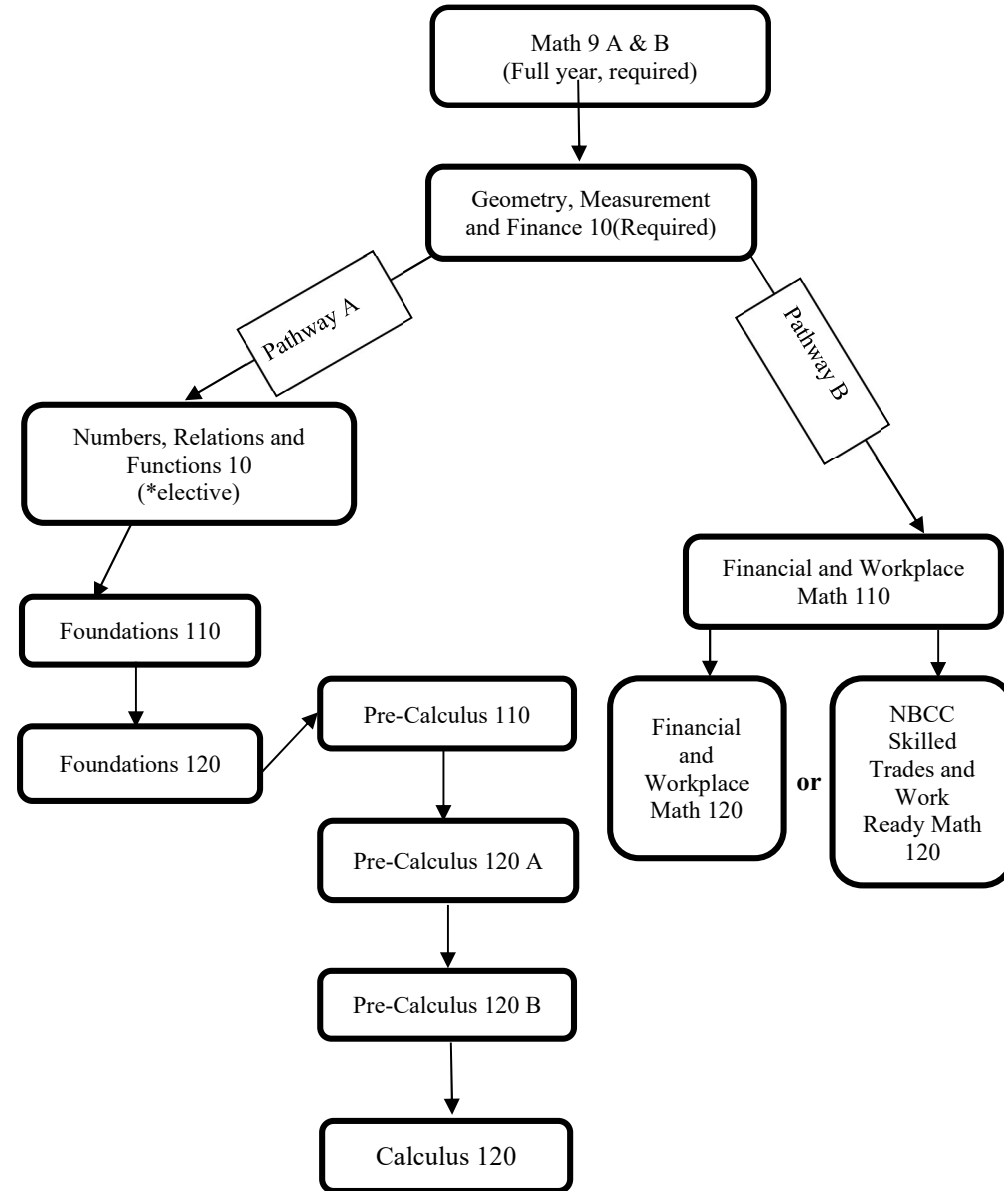
AWARD OF ACADEMIC EXCELLENCE

This requires a student to have an average of 85% on the 10 credits they have taken in a single academic year. If a student is taking a level 1 or an AP course and achieves a mark of 85% or higher, one percent will be added to their average to a maximum of 3 percent. Grade 12 recipients of the Award of Academic Excellence will be identified at graduation. Recipients of the award in grades 9-11 will be recognized at a ceremony at the beginning of the next academic year.

FRENCH IMMERSION PROGRAM

To graduate as a French Immersion (FI) student recognized by the province of New Brunswick, students must take a required number of FI designated courses. Specifically, 50% of the course load in grade 9 must be FI designated. They must also take a minimum of 10 courses with an FI designation between grades 10-12. Students who participate in the French Immersion program and complete the allotted number of courses will receive a French Immersion Completion Certificate upon graduation.

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Grade 12

- Students must successfully complete Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 before enrolling in Financial and Workplace Mathematics 120.
- Students must successfully complete Foundations of Mathematics 110 before enrolling in Foundations of Mathematics 120.
- Students must successfully complete Pre-Calculus 110 before enrolling in Pre-Calculus 120A.

Financial and Workplace Mathematics 120	Foundations of Mathematics 120	Pre-Calculus 120A
<i>Pre-requisite: Financial and Workplace Mathematics 110 or Foundations of Mathematics 110</i>	<i>Pre-requisite: Foundations of Mathematics 110</i>	<i>Pre-requisite: Pre-Calculus 110</i>
		Pre-Calculus 12B
		<i>Pre-requisite: Pre-Calculus 120A</i>
		Calculus 12
		<i>Pre-requisite: Pre-Calculus 120A and Pre-Calculus 120 B</i>

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HONOURS POLICY

HONOURS

- Average of 85% when all 25 boxes of student’s grad portfolio are averaged with no adjustments (double period classes like Co-op only count as 1 mark and average is from 24).
- Has never failed a class, received an “incomplete” or dropped a class after October 1st and March 1st.

HONOURS WITH DISTINCTION POLICY

- Average of 90% when all 25 boxes of student’s grad portfolio are averaged (double period classes like Co-op only count as 1 mark and average is from 24).
- Has been an MVHS student for 3 consecutive years.
- Has taken English 112 and 122 level courses.
- Has taken NRF 10 and Foundations 110.
- Has taken one academic science course (Biology 112, Biology 122, Chemistry 112, Chemistry 122, Physics 112, Physics 122, Aquatic Sciences 120, Environmental Science 120).
- Has taken one academic humanities course (Ancient and Medieval History 112, Canadian History 122, Modern History 112, Wabanaki Studies 120, World Issues 120).
- Has never failed a class (between grades 10-12), received an “incomplete” or dropped a class after October 1st and March 1st.

VALEDICTORIAN AND RANKINGS

- The Valedictorian, Salutatorian and subsequent grad class rankings will be done by taking the highest average of students who have Honours with Distinction.

COURSE CHANGES

Students, with the help of parents, are encouraged to consider carefully their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as your career interests. To aid in this selection, teachers and guidance counsellors are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

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Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for course change initiated once school opens in September must be submitted using a Guidance Request Form. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing there is available space in the course(s) requested.

GRADUATION REQUIREMENTS

Policy 316B, indicates that graduates must:

- Have met learning requirements prescribed in Grade 9 curriculum
- Have completed compulsory credit-hours in Grades 10 through 12
- Have accumulated 100 credit-hours to apply for graduation
- Have developed a documented career-life plan

The minimum acceptable grade of 60% will remain in place; however, students will start to accumulate credit-hours beginning in grade 10.

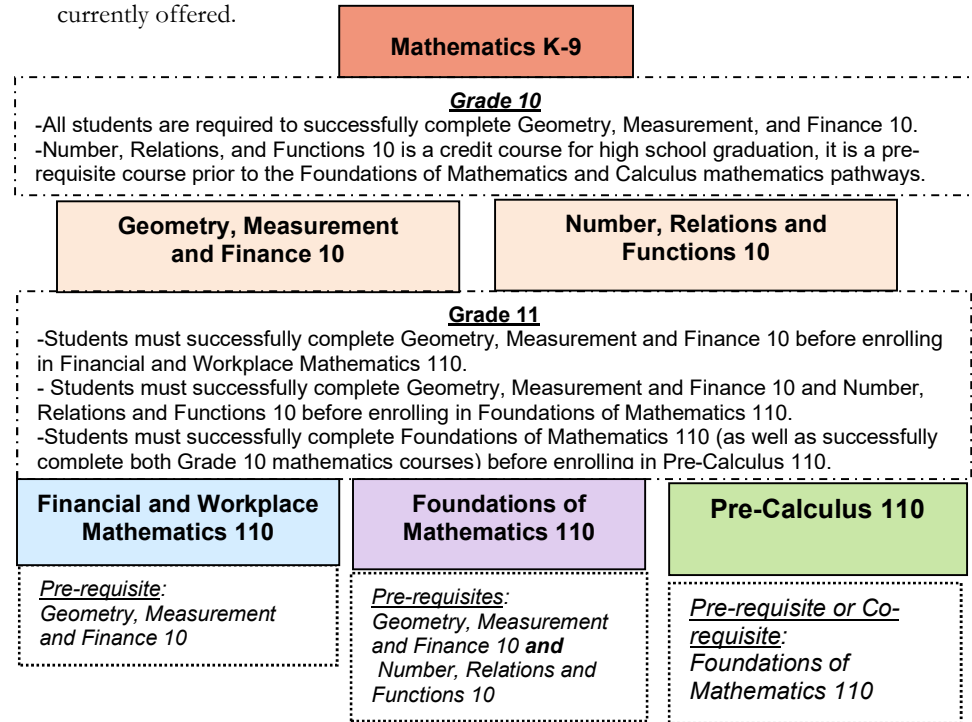
You must also pass the English Language Proficiency Assessment administered during Grade 9.

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Pathways and Courses

SUMMARY—The Conceptual Framework for Grades 10–12 Mathematics describes the nature of mathematics, the mathematical processes, the pathways and topics, and the role of outcomes and achievement indicators in grades 10–12 mathematics. Activities that take place in the mathematics classroom should be based on a problem-solving approach that incorporates the mathematical processes and leads students to an understanding of the nature of mathematics.

The graphic below summarizes the three mathematics pathways and courses currently offered.



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RESIDENTIAL FINISH 120

This course examines the work required to finish a family dwelling once it is framed in. Topics covered include insulation, wall cladding, doors, windows, cornice trim and roof covering. Students will study these topics both in theory and through practical project work. This course should be of interest and value to those students interested in pursuing a career related to the residential construction industry. Pre-Requisite: Framing & Sheathing 110

TUNE UP AND EMISSIONS 120

This is a course designed to provide students with a practical approach to diagnosing, servicing, and repairing of automotive fuel and emission systems and to performing engine tune-ups. Suggested Pre-requisite: Internal Combustion Engines 110 and Automotive Electrical Systems 120.

WELDING/METALS FABRICATION 110

This is a practical course involving both classroom and lab activities. The methods of fabricating and fastening components will be explored as will gas and electric welding, oxy-acetylene cutting, brazing and soldering through the completion of compulsory projects. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

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Compulsory Credits for Graduates

	Core Clusters	Required	Compulsory
	Language Arts and Languages	24 credit hours	PIF/FILA 10, ELA 10, ELA 11, ELA 12 (all of these are 4 credits hours) AND 8 credit hours of options from Language Arts and Languages Note: For Newcomer and Indigenous students there may be other options available. Mi'kmaw may replace French (PIF/FILA 10) as the language requirement for Indigenous students.
	Humanities	8 credit hours	Civics 10 and 4 credit hours from Designated History Course List
	Mathematics	12 credit hours	Geometry, Measurement and Finance 10 and 8 credit hours from Math Course List.
	Science	8 credit hours	Options from Science
Personalized Well-Being	Creative Arts	4 credit hours	Options from Creative Arts
	Wellness and Physical Education	4 credit hours	Options from Wellness and Physical Education
	Career-Connected	4 credit hours	Options from Career and Occupational, Information Communication Technology, and Skilled Trades
	Options from the three Personalized Well-being Clusters	8 credit hours	Creative Arts, Wellness and Physical Education, and Career-Connected (Career and Occupational, Information and Communication Technology, and Skilled Trades).
	Core Cluster	8 credit hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career Connected
	Clusters Credit-hours Total	80 credit hours	Prescribed courses only
	Flexible Credit-hours Total	20 credit hours	Includes all options for credit
	Minimum Total Credit-hours for Graduation	100 credit hours	To apply to graduate

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LANGUAGE ARTS AND LANGUAGES

ENGLISH LANGUAGE ARTS FOUNDATIONAL 10/EXTENDED 10

In grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 112/EXTENDED 112

This is an academically orientated program concentrating on the novel, short stories drama, the formal essay, and poetry. A compulsory examination is written in this course.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 113/EXTENDED 113

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

ENGLISH 122

This is an academically orientated program concentrating on literature and writing skills. A compulsory examination is written in this course.

ENGLISH 123

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

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emphasized. There is a final exam in this course, but exemptions do apply.

INTERNAL COMBUSTION ENGINES 110

This is a course designed to introduce the basics in the repair, overhaul, service and testing of the internal combustion engine. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits.

INTRO TO SKILLED TRADES 110

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. **This course will be required for further courses within the skilled trades.**

METALS PROCESSING 110

This is an introductory course involving classroom instruction and hands-on activities relating to industrial practices in the metals industry. Includes bench work, basic machine work, lathe operation, drill press and other machines. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

METALS PROCESSING 120

Metal Processing 120 allows students to advance basic skills developed in Metals Processing 110. Also, students will practice and develop new introductory skills that are required to pursue post-secondary learning in the Metals trades. Students enrolled in this course are encouraged to work both independently and in teams while achieving specific curriculum outcomes. Students must have successfully completed Metals Processing 110 as a pre-requisite.

MILL AND CABINET 120

This is a course designed to introduce students (through classroom instruction and hands-on activities) to the materials and processes involved in the manufacturing and installation of cabinets and interior finish components found in a typical house. Lab safety as well as hand tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply. (Suggested pre-requisite: Framing & Sheathing 110)

POWER TRAIN AND CHASSIS 110

This is a course designed to introduce the basics in the service and maintenance of the automobile chassis and power train.

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CULINARY TECHNOLOGY 110

This is an entry-level, hands-on food service training course. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills through enterprise activities in the student operated Culinary Café. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to:

- explore employment skills and career awareness in culinary arts and associated trades (cook, baker, pastry chef, server, steward, and management);
- identify potential employment options looking at provincial statistics and industry projections; and,
- identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

CULINARY TECHNOLOGY 120

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, along with large equipment and food preparation skills with a focus on scratch cookery and current trends in nutrition and industry. Culinary Technology 110 is a pre or co-requisite of Culinary Technology 120. Students will continue to study the theory of each skill and then be encouraged to practice those skills through enterprise activities. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to: 11 • explore employment skills and career awareness in Culinary Arts and associated trades (cook, baker, pastry chef, server, steward, and management); • identify potential employment options looking at provincial statistics and industry projections; and, • identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

ELECTRICAL WIRING 110

Students in this course will study the basic tools, materials and techniques used in residential wiring. Study includes the design and placement of circuits in a model family dwelling, according to the Canadian Electrical Code. The course will be of interest to students interested in exploring careers related to the electrical trade.

FRAMING AND SHEATHING 110

This course combines classroom instruction with hands-on activities to develop the skills and knowledge associated with the framing in or shell construction of a typical single-family dwelling. Lab safety as well as hand tools and equipment safety will be

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FRENCH IMMERSION LANGUAGE ARTS 10

This is a required course for French Immersion students and is required to graduate from the French Immersion program. The objectives of this course are:

- To understand a variety of oral interactions according to the situation of communication.
- To produce an oral message according to the intention of communication.
- To interact according to the situation of social and academic communication.
- To understand a variety of texts.
- To produce texts according to the intention of communication and the target audience

FRENCH IMMERSION LANGUAGE ARTS 110/120

This is a required course for French Immersion students where the development of the four language skills will be treated under vocabulary and oral expression/comprehension, literature, grammar, written expression and culture. This is required to graduate from the French Immersion program.

GRAPHIC NOVELS 120

Graphic Novels 120 will provide a unique opportunity for learners to examine this complex genre of visual storytelling in depth. The course will study the graphic novel, including the evolution of visual storytelling, text structure, artistic voice, artistic devices, and impact on the audience. Learners will read, discuss, and design a variety of visual texts, culminating in the creation of a graphic novel.

INTRODUCTORY MI'KMAW 110

This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

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INTERMEDIATE MI'KMAW 110

This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

JOURNALISM 120

This course is designed for students to develop communicative skills, to learn the principles of journalistic expression and the practice of both. Journalism is a creative process involving such skills as design, layout, creative writing and photography. Students learn to identify or generate story ideas, to gather information pertinent to the stories and to write and edit their stories.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

ORAL COMMUNICATION TECHNIQUES 110

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). It is aligned with the Common European Framework of Reference (CEFR).

This course is a language elective and may be taken as a Grade 11/12 credit. The intended audience may be learners in French Immersion or English Prime who have successfully completed the Grade 10 French requirement – French Immersion Language Arts (FILA) 10 or Post-Intensive French (PIF) 10. Learners will enroll in the course to supplement required French offerings to improve their oral French skills and in preparation for Oral Proficiency Interviews.

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- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

INFORMATION TECHNOLOGY 120

The Information Technology 120 curriculum will develop competencies that will prepare the student to work as a business/entrepreneur, systems or information analyst, or architect. A combination of information technology competencies with technical skills to analyze business needs, and problems with proposed solutions that incorporate technology effectively, are the areas which Information Technology 120 contributes to the FIT Program.

This course is designed to function with a range of business software but MVHS will focus on the Microsoft Office package (Word, Excel, PowerPoint and Access). The Information Technology 120 curriculum consists of the following three units:

- 1) IT Perspective
 - ♦ *Students will understand key IT function components and how they contribute to enterprise effectiveness. Students will gain perspective throughout the course as they accomplish the required activities.*
- 2) ICT Project Management
 - ♦ *Students will learn about, realize the importance of, and apply project management skills throughout the hands-on unit (Word Processing, Spreadsheets, Database, Presentations)*
- 3) Software Applications
 - ♦ *The majority of this course explores how productivity software is essential in business and industry. Students will learn how to recognize what combination of application software could help businesses and industry accomplish goals.*

SKILLED TRADES

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course meets the Science requirement for graduation.

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technologies including: Sparkfun Electronics, Makey Makey, Arduino Programming, Robotics, 3D Printing, Remote Operated Vehicles, Videography involving GoPro and Oculus Rift Technology.

COMPUTER SCIENCE 120

This course will teach programming using the computer language Java in a Windows environment. This course may help students planning on taking Computer Science/Engineering at university or community college. Computer Science 110 is highly recommended.

CYBERSECURITY AND TECHNICAL SUPPORT 110

The Cybersecurity and Technical Support 110 (CSTS110) course will inspire students through the experiential learning of the fundamentals of computer and network systems, the activities and processes involved in technical support, and the defensive strategies from cybersecurity. In CSTS110, students will be actively engaged in the design, development and evaluation of technical support and cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one and maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve this high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, formative and summative assessment.

CYBERSECURITY 120

The Cybersecurity 120 (CYBER120) course will inspire students through the experiential learning of the fundamentals and possibilities of cybersecurity. In Cybersecurity 120, students will be actively engaged in the design, development and evaluation of defensive cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one, while maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve a high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, and assessment.

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.

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POST INTENSIVE FRENCH 10

Post-Intensive French encourages authentic communication in French. The objective is to create a literacy experience for students and contribute to developing their ability to use language and images, in rich and varied forms to read, write, listen, speak, view, represent and think critically about ideas in their second language.

POST INTENSIVE FRENCH 110

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: mysteries, injustices and the power of photography.

**Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

POST INTENSIVE FRENCH 120

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers. **Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

READING TUTOR 120

Rationale: This course has been established for the purpose of providing assistance in achieving an acceptable standard of literacy for struggling readers and/or enabling speakers of other languages to improve their speaking, listening, reading, and writing skills in English.

Process: Grade 11/12 MVHS tutors are introduced to various techniques to assist struggling readers and students of other languages. Tutors are also immersed in the techniques of teaching. A variety of pertinent topics is explored, including how students learn, how comprehension is enhanced through experience, how learners have different styles, and how to teach and evaluate writing.

WRITING 110

This is a course in developing writing skills through practice and workshop techniques with other students. It is designed for both the creative writers and for those who demonstrate a definite proficiency in the writing process. Much time is spent writing in class and focusing on using peer editors to encourage and guide “works in progress”.

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HUMANITIES

ANCIENT AND MEDIEVAL HISTORY 112

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured. Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

CANADIAN HISTORY 122

This is an academic course of Canadian studies concentrating on the development of Canada since Confederation. This is a university accepted course.

CANADIAN GEOGRAPHY 120

This course is designed to provide an examination of the basic patterns of Canadian Geography, both physical and cultural. Students are encouraged to look for these patterns and relationships in order to develop an understanding of geographical concepts - like that of a region. This is a university accepted course.

CIVICS (FI)

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning

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consumers can help prepare learners to interact positively with digital media. Learners will develop skills to decode data and data visualizations to support critical thinking when interacting with information that surrounds them. Engaging with different marketing approaches will encourage learners to improve communication and negotiation skills, transferable skills outside of the classroom and beyond graduation.

SKILLS FOR SUCCESS (PREVIOUSLY GROWTH, GOALS, AND GRIT 120)

Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviours, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits. This course has a significant volunteer component outside of school hours.

INFORMATION AND COMMUNICATION TECHNOLOGY

COMPUTER AIDED DESIGN 110

This course is designed to assist students in understanding the relevance and importance of Computer Assisted Drafting and Design as it related to industry today. Students will use the widely popular AutoCAD program where skills in creating 2D drawings will be the focus. Students will be expected to become familiar with the various procedures required to complete technical drawings that include Isometric Drawings that allow for the creation of 3D drawings and Orthographic Projection Drawings that are used to illustrate floor plans, wall sections and elevation drawings. It will be important that students understand X, Y coordinates as well as Polar Coordinates. This course will be worthwhile to students considering the Civil Technology Program at NBCC or other related programs, as well as Bachelor of Science in Engineering or related courseware.

COMPUTER SCIENCE 110

This course is essentially an introduction to the computer programming using Visual Basic and possibly other programming languages. It focuses on developing the knowledge, skills and attitudes to solve real world problems via computer programming. Specifically, this course focuses on problem solving, technological competence and communication. This course will prepare the student to make an educated decision with respect to career opportunities at the post-secondary level. Students will have an opportunity to work on special projects involving new

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FINANCIAL ACCOUNTING 120

The focus of this course is to provide the essential understandings, economic framework, consumer skills and attitudes to successfully participate in a society influenced by financial and business decisions. Students will better manage personal finances, understand obligations of business owners and make informed decisions concerning life careers and choices. The intention of this course is to encourage students to further their education in a Bachelor of Business Administration or Bachelor of Commerce program. This is an academic course.

HOSPITALITY AND TOURISM 110

In this course students will be introduced to the Hospitality and Tourism Industry, particularly in the Atlantic tourism region. They will learn the workplace skills, knowledge, attitudes and marketing strategies for this industry, as well as safety skills. Various career paths for this industry will be explored.

HOUSING AND DESIGN 120

The overall aim of this course is to provide students with lifelong learning skills that are transferable to future learning related to the housing environment and interior décor. Students will:

- raise the students' awareness of architectural aesthetics;
- understand the motivating factors that have an impact on the economy and environment;
- utilize the elements and principles of design as they apply to interior décor;
- encourage individual creativity through interior design;
- incorporate technology options in the living environment; and,
- identify issues related to human needs and their impact on future housing trends.

HUMAN SERVICES 110

If you have an interest in nursing, social work or education, this course will focus on the skills needed to prepare you to work with the elderly and the handicapped. The overall aim of Human Services is to increase your awareness of the importance of human service work and to prepare you for future employment and/or post-secondary education. You will learn practical skills needed to work with and care for special needs students through participation in activities with students in our school. (May be used to satisfy the Wellness and PE option until June 2027 only)

MARKETING 120

Knowledge of marketing techniques and strategies enables learners to develop marketing plans that appeal to the consumer, by identifying and reflecting on the various wants, needs, and experiences of the target audience. Understanding the purpose of marketing and strategies used to evoke an emotional response in

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opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. Students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

FRENCH IMMERSION MODERN HISTORY 112

This is a French Immersion course for students taking Modern History.

FRENCH IMMERSION WORLD ISSUES 120

This course examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The future of the global community is also examined. Accent will be placed on a project/research-based approach in French.

LAW 120

This is an academic course that is sometimes accepted for university entrance. It is taught as a university preparatory course. This course is designed to help students become more aware and appreciative of the law and how it applies to them. Students are expected to read, and study related legal materials.

MODERN HISTORY 112

The focus of the course is European history from the French Revolution through to the Cold War. Topics include rights and revolution (French Revolution), Industrial Revolution, Pre-World War I, World War I & II, the Holocaust, and the Cold War.

MODERN HISTORY 113

This is a general history course dealing with events of the twentieth century.

NORTH SHORE LEGACY 120

Students will be given an in-depth experience of the exploits of the North Shore Regiment during the Second World War. Pre and Post war topics as they relate to the Regiment and the North Shore region will be analyzed as well. The course will give students experience in working with primary documents and developing their skills as historians by allowing them firsthand opportunities to conduct research, historical investigations, and international collaborative work. Students will learn the benefits of these skillsets and their contributions to our community's legacy, but also to themselves as lifelong learning adults.

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Historical content of the course will help complement students' exploration of themes related to remembrance and commemoration. Students will experience different ways society engages in remembrance and commemoration. The course will have unique opportunities to conduct research and commemoration work that will contribute to current work in the field at the local and international level. Final assessment in the course will be based on student project proposals related to the course material and themes.

POLITICAL SCIENCE 120

This is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons (particularly with respect to the Canadian system). This is a university recognized credit.

SOCIOLOGY 120

This course will introduce students to the basic theoretical development and scientific foundation of this discipline. Students will develop the ability to examine social phenomena objectively and increase their understanding of the components and dynamics of social groups as they affect culture. Many interesting topics such as culture, socialization, deviance and social control, religion and social movements will be covered. Each student will be required to prepare and deliver a seminar to the class.

WABANAKI STUDIES 120

This course is designed to promote understanding of the Mi'kmaq and Maliseet perspectives on life in the Maritime Provinces. Using the text Maritime Native Studies, students will learn about language and culture, religion and spirituality, ancient times, arts and crafts, the land and the Mi'kmaqs of the Miramichi region. This course offers a good look at the culture and lifestyle of the original Canadians. This course is open to all interested students. This is a university recognized credit.

WORLD ISSUES 120

This is an academic course that is sometimes accepted for university entrance. This course explores the idea that the world has become a global community with major obstacles to overcome. Students will compare the rich northern nations with the poor southern countries; study environmental problems; explore the Population "explosion"; examine earth's depleting resources; plus look at current social and political issues.

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EARLY CHILDHOOD SERVICES 120

The overall aim of this course is to prepare students for careers working with young children in relation to the New Brunswick Early Learning Framework. Students will evaluate their capacity as an early childhood educator and the requirements for employment in New Brunswick. The focus will be valuing the early years and the topics of: Well Being, Play and Playfulness, Communication and Literacy, Diversity and Social Responsibility. Post-secondary employment opportunities will be researched as well.

ENTREPRENEURSHIP 110

In this course attitudes and aptitudes will be covered to determine if you have the necessary skills involved in owning and operating a small business. Students will be required to work in small groups to plan and operate a business venture.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

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engage in informed career pathway planning through self-awareness, exploration of opportunities and engagement in authentic career connected experiences. Throughout the course, students will develop the skills and competencies to design personalized career pathways for high school and life after graduation.

CAREER CONNECTED EXPERIENCES 110

Whether you are planning a gap year, a once-in-a-lifetime summer experience or exploring opportunities beyond the classroom, this course will help you learn more about your personal and career pathway goals and discover non-traditional ways to experience life, learning and work. This course will explore local, provincial, national and international experiences and clarify how you may make the most of your time, money and energy while moving towards your preferred career pathway – you can expect to learn about building your resume, discovering new possibilities, earning money, seeing the world and/or developing a sense of confidence and independence. In addition to high school credits, students are eligible to earn the Student of Leadership & Humanity Award upon the completion of the required components within this course.

CAREER PATHWAY MENTORSHIP 120 (8 CREDIT HOURS)

This course is open to all Grade 12 students who wish to acquire on the job experiences in an area in which they plan to further their education. Students must apply in advance for this course, have acceptable grades, show maturity and have good attendance. Students will be considered for this course by application and interview. (This is a two-credit course/eight credit hours)

DEVELOP AND LEAD 110

This course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members. Participation results in a journey through which learners can create a positive legacy in their school and community.

***Please note that only the FSL version of this course will be offered at this time.**

EARLY CHILDHOOD SERVICES 110

This course helps students prepare for a career in teaching and/or in childcare. Students work in a group setting where they will be involved in planning curriculum, preparing lessons, organizing schedules required in the operation of a playschool for preschoolers. The student will learn practical skills for guiding children as they establish rules and handle daily activities. This is an independent course where self-motivation/direction is required. Attendance is critical.

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MATHEMATICS

GEOMETRY, MEASUREMENT AND FINANCE 10

Geometry, Measurement and Finance 10 provides foundations for further study in mathematics and along mathematics pathways, and includes concepts in geometry and measurement, and develops financial literacy. Learners will relate the properties and principles of lines and angles; compare and apply systems of measurement; apply financial literacy concepts to personal financial decisions and wellness; apply formulae to solve problems. Learners will enact and apply prior Mathematics K-9 knowledge, and personal financial decision making and wellness knowledge from Personal Wellness 6-8 curriculum. Geometry, Measurement and Finance 10 is the final compulsory mathematics course in New Brunswick. Topics include Pythagorean Theorem; polygons; angles; trigonometric ratios; metric and imperial systems of measurement; surface area and volume; unit pricing; currency exchange; income (gross and net pay); credit cards; loans; interest.

NUMBER, RELATIONS AND FUNCTIONS 10

This is a recommended course for grade 10 students and required if students are choosing an academic mathematics pathway. This is a pre-requisite for Foundations of Mathematics 110. The course includes the following topics: factors and multiples of whole numbers, perfect squares and cubes and their roots, common factors of a polynomial, factoring, irrational numbers, mixed and entire rationales, fractional and negative exponents, relations and functions, graphs, linear functions, systems of linear equations.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This is a compulsory course that meets the graduation requirement of ONE Mathematics course at the grade 11/12 level. This course will develop basic and practical skills that will ensure students develop basic life skills to deal with money, measurement, statistics, and basic number operations.

FINANCIAL WORKPLACE MATHEMATICS 120

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact

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on profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics.

NBCC SKILLED TRADES AND WORK-READY MATH 120

This course gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. Ideally, students will apply math concepts using a hands-on fashion in an authentic workplace or trades facility. However, safety restrictions and limitations of facilities in some schools require the flexibility to design activities that can also be completed in a community or classroom environment. Teachers should use a variety of learning situations that will address various learning styles of students and complement the resources available in the school and community.

Every concept and skill should be authentically contextualized. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Teachers are encouraged to be innovative in their methods of presentation of the material. Students should become familiar and proficient with the terms ‘accuracy’ and ‘precision,’ and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons should feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial and S.I. units should both be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

FOUNDATIONS OF MATHEMATICS 110

This course has the following pre-requisites: Geometry, Measurement & Finance 10 AND Numbers, Relations & Functions 10. This course is designed to ensure that students obtain the necessary foundation to pursue post-secondary programs that may require a Mathematical background. Upon completion, students may continue on to further study mathematics by enrolling in the Pre-Calculus 110 course. Otherwise, students will be able to take either the Workplace/Financial Mathematics 110 or Foundations of Mathematics 120.

FOUNDATIONS OF MATHEMATICS 120

This is the second of two courses in the Foundations of Mathematics pathway designed for entry into post-secondary academic programs not requiring pre-calculus. In statistics, students are introduced to normal curves, and learn to

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participation and attendance in the 9/10 Physical Education programs as a pre-requisite.

YOGA 110

Yoga is a lifestyle. Students will be given the opportunity to learn in a safe environment where they can have fun through movement, social interaction and independence. Through breathing, posture development, body awareness and body/mind integration, students will gain an understanding of health promoting practices and habits. Classroom sessions are designed to educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty, and respect in the context of challenging physical activity.

CAREER CONNECTED

CAREER AND OCCUPATIONAL

BUSINESS MANAGEMENT 120 (PREVIOUSLY BOM 120)

The course is designed to provide the student with skills in leadership, critical thinking and problem solving. Students will develop communication and collaboration skills while working on project-based learning assignments. Through this course students will develop 21st century skills which will help students to become creative innovators who will be able to quickly adapt to an ever-changing business environment. While students are engaged in their learning they will develop digital literacy skills. Main topics to be covered include Ethics, Business Environment, Management, Business Ownership and Human Resources. It is a good course if you are planning on taking Business in post-secondary school.

CAREER PATHWAY DESIGN 10

Career is the journey through life, learning and work. Not just employment. The vision for this course is to provide equitable and inclusive career pathway planning for each student. Career pathway planning plays an important role in one's sense of self and life satisfaction. Psychological wellbeing is directly linked to career pathway planning. This course is informed by evidence-based research as found in the New Brunswick Career Education Framework. It builds upon the Personal Wellness 3-9 continuum of learning and Career Connected Learning K-12. This course is an opportunity for further career pathway and transition planning allowing for informed high school and post-secondary life decisions. Participating in this course will provide learners with autonomy and increased engagement in their personalized high school pathway. This course will help contextualize high school learning with purpose and career pathway connections. Career Pathway Design 10 encourages students to

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interest in sport-specific skill development. At MVHS, this class currently focuses on hockey.

PSYCHOLOGY 110

The vision for this course is to introduce learners to the study of behaviour and mental processes. In Psychology 110 learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies. Learners in Psychology 11 will cover a variety of areas related to psychology including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.

SPORT AND RECREATION LEADERSHIP 120

The vision for this course is to have learners successfully plan, organize, and administer their own event, tournament, and program. Educators will facilitate opportunities for learners to develop sport and recreation leadership skills within their school, community and beyond.

The learner's leadership potential is developed when initiatives serve to reinforce skill development around leadership roles. This course seeks to use sport and recreational activities as a tool for creating concrete leadership experiences and develop leadership potential.

Learners will explore various roles in team dynamics including being a leader, mentor, and collaborating positively with others in inclusive experiences. The emphasis of this course focuses on planning, performance, evaluation, and reflection.

Planning and operation of events, tournaments, and programs will require learners to dedicate time outside of school hours (e.g., before school, after school, evenings, and/or weekends).

WELLNESS THROUGH PHYSICAL EDUCATION 110

The aim of Wellness through PE 110 is to promote healthy active living for life. The course goal is to explore a variety of activities highlighting non-traditional approaches to fitness and wellness. As a result, the course offers a range of learning experiences for students that encourage healthy active living. This course is intended to allow students the opportunity to be physically active, while further enhancing their decision-making skills towards personal wellness. This course requires excellent

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interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning students analyze puzzles and games, and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions and sinusoidal functions to solve problems.

PRE-CALCULUS 110

This elective course follows *Foundations of Mathematics 110* and is the first course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12A

This elective course follows *Pre-Calculus 110* and is the second course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12B

This elective course follows *Pre-Calculus 12A* and is the third course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

CALCULUS 120

This is the last course offered in the Pre-Calculus Pathway and follows *Pre-Calculus B 120*. The course will introduce derivatives of polynomial, trigonometric, inverse trigonometric, exponential and logarithmic functions, and the product, quotient and chain rules. Applications of derivatives will be explored including rates of change, increasing and decreasing functions, maximum and minimum values, optimization problems, concavity and the second derivative, curve sketching, indeterminate forms and l'Hopital's Rule. Integrals will also be explored including interpretations, properties and numerical approximations of definite integrals, applications of integrals, and techniques and applications of antidifferentiation.

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SCIENCE

AGRICULTURE 110

Agriculture 110 includes the history and evolution of Agriculture in New Brunswick which recognizes Indigenous and settler contributions, everyday impacts on life in New Brunswick, and specific types of Agriculture predominant in New Brunswick. Learners will apply knowledge of plants and animals to local contexts, to introductory plant growing and animal care research skills, this leads to creating quality Agriculture products and/or operations. Learners will apply skills during Agriculture experiences and/or work placements and will have build knowledge in Agricultural careers. Agriculture 110 allows the opportunity for a learner-led personal choice project or development of a business proposal and plan to summarize and demonstrate learning.

AQUATIC SCIENCES, AQUACULTURE AND FISHERIES 120

This course introduces learners to the blue economy. Learners will dive into inquiry-based learning while exploring the aquaculture industry, fisheries, and aquatic systems. In this context, learners will build scientific literacy skills such as observing, questioning, predicting, data collection, analysis, drawing conclusions, applying knowledge, and communicating results. This course explores career pathways. Learn about the vital role aquaculture and fisheries play in our daily lives and discover the diverse range of career opportunities available, from marine biology to environmental stewardship. Furthermore, this course emphasizes personal connections, sustainable practices, and respect of Indigenous ways of knowing, in a local and global context.

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course may be used to meet the science requirement for graduation.

BIOLOGY 112

This is an introductory course based on four units of study. The principle emphasis is on energy, water, equilibrium and systems. The units of study are: 1. Biodiversity; 2. Energy Flows and Cellular Matter; 3. Energy and Matter Exchange by Human and Other Organisms; 4. Energy and Matter Exchange in Ecosystems; 5. Animal Kingdom; 6. Digestion, Circulation, Blood and Immunity and Respiration.

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being by enhancing intrapersonal and interpersonal skills. Learners will utilize developed skills and group dynamics to plan, lead and evaluate out-trips and/or excursions that should include an overnight wilderness outing. This course exposes learners to the natural environment in unique and enriching ways that allow them to strengthen lifelong connections critical for personal wellness and a sustainable future. Frequent experiences in the outdoors develops an affiliation with nature that can evolve into informed, proactive, and lifelong responsible use and protection of the natural world. Outdoor Education 120 places an emphasis on learner-based leadership and autonomy. Learners must have demonstrated proficiency in skills obtained in Outdoor Education 110 prior to enrolling in Outdoor Education 120.

PHYSICAL EDUCATION 10

This course provides learners with introductory skills and concepts in the areas of sport and recreation leadership, outdoor education, kinesiology, and fitness. Skills developed through sport and recreation leadership benefit learners by improving communication, problem-solving, and decision-making. y engaging with the basics of leadership through sport and recreation, learners will understand the interrelationships among physical education, society, and the environment, and can become better equipped for future leadership roles.

Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork.

Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness.

Successful completion of Physical Education 10 will prepare learners for courses such as Outdoor Education, and Sport and Recreation Leadership.

PHYSICAL EDUCATION THROUGH SPORT 110

Physical Education Through Sport 110 is designed to support learners' experiences and understanding of the theoretical and practical aspects of sports. Learners will explore, connect, and participate in hands-on instructional practices, including individual and team sports. They will also engage in topics such as sociology of sport, mentorship, lifelong sport involvement, careers in physical education, ethical issues, and sport-specific skills, strategies, tactics, and training. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an

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in the fields of physical education, health education, physiotherapy, athletic therapy, nursing, athletic coaching, sport management, recreation, and leisure.

***Please note that only the FSL version of this course will be offered at this time.**

NUTRITION FOR HEALTHY LIVING 120

This is a university level course. This course is excellent for those concerned with personal wellness or for students who wish to pursue a career in Science and Nutrition, Nursing, Dietetics or the Social Sciences.

Nutrition for Healthy Eating 120 is designed to help students understand information to help make them healthy choices. They will become aware of strategies that contribute to overall wellness and strategies needed to maintain a balance between eating habits and physical activity. The roles of nutrients in the body-digestion, absorption, transportation of nutrients and metabolism are explained. Chronic conditions, lifestyles and food technologies will be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyle choices.

OUTDOOR EDUCATION 110

This course is a “selective-elective” with 9/10 physical education as a pre-requisite. The course will develop personal outdoor recreation skills based on environment ethics. Students must satisfy a requirement to complete a series of out-trips that may be day-trips, overnight or extended trips. The course will take advantage of local outdoor access and could include camping, hiking, canoeing and other outdoor adventure activities. Students must be prepared to plan, lead and evaluate out-trip experiences from personal and group dynamics perspectives by compiling a journal. Enrollment is limited to 18 students per semester and preference is given to grade 12 students. Students must apply.

OUTDOOR EDUCATION 120

This course builds upon skills from Outdoor Education 110 providing experiential learning related to the outdoors and involves wilderness-based experiences (e.g., navigation, fire building, survival skills) in which learners explore how to safely participate in and lead a variety of outdoor activities (e.g., hiking, climbing, canoeing). Outdoor education draws upon the theory, connection, and application of experiential and environmental education. By fostering a safe yet challenging setting, Outdoor Education 120 develops technical and adaptive skills for an environmentally sustainable life through outdoor activities and experiential learning. Through interaction with the natural world, learners develop leadership skills and an understanding of self, others, and the outdoors. Life and physical activity skills are achieved through the combination of challenge, mastery, and success in various activities. Outdoor Education 120 also leverages these skills to develop student well-

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BIOLOGY 122

This is a continuation of Biology 112. It is based on four units of study. The principal emphasis is on exchange, diversity, equilibrium, systems and models. The units of study are: 1. Systems Regulating Change in Human and Other Organisms; 2. Reproduction and Development; 3. Chromosomes, Genes and DNA; 4. Change in Populations, Communities and Species; 5. Protein Synthesis. (Biology 112 would be an asset and is recommended but is not a prerequisite.)

CHEMISTRY 112

This is the first of a two-semester sequential course designed for students who plan to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

CHEMISTRY 122

This is the second of a two-semester sequential course recommended for students planning to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Prerequisite: Chemistry 112.

ENVIRONMENTAL SCIENCE 120

The objective of this course is for students to develop the knowledge base and skills for investigating/analyzing environmental issues while communicating their findings to others. The units of study are: 1) An Overview of Environmental Science [Issues and Populations]; 2) Sustainable Development [Ecology, Environmental Awareness, Sustainable Ecosystems and Communities]; 3) Investigating Environmental Issues [Themed Project with a research paper, presentation, and eco-challenge activities].

HUMAN PHYSIOLOGY 120

This course is designed to appeal to a wide range of learners including students for whom this will serve to fulfill their science graduation requirement and students who will take additional science courses. A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. It will also be relevant to those students who will be going on to careers in the social sciences, kinesiology, and health care.

This course focuses on the biology and healthy functions of all of the major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices and disorders.

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PHYSICS 112

This is the first of a two-semester sequential course designed for students planning to pursue science/engineering courses at the university level or who plan to enroll in a technical program at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

PHYSICS 122

This is the second of a two-semester sequential course recommended for students planning to pursue science/engineering at the university level or who plan to enroll in a technical program at community college. Prerequisite: Physics 112.

SCIENCE 10: SCIENCE FOR SUSTAINABLE SOCIETIES

Learners enrolled in Science 10: Science for Sustainable Societies will consider the roles science and technology play in their lives and communities. Throughout the course, learners examine how scientific concepts and theories are applied to sustain the environment and natural resources we chemically transform.

The connections that exist between matter and energy are explored through systems thinking. Systems thinking helps learners determine ways to connect chemical reactions to planetary cycles, and to weave core concepts into sustainability discourse. Using systems thinking to consider the complex interplay of chemical processes with scientific, societal, and environmental systems provide learners with critical knowledge required for other high school science courses.

Through investigations learners will examine how matter is transformed into the products and technologies they use daily, how this matter flows through society, and explore emerging theories in sustainability and energy production. Learners gain deeper understandings of the complexities of societal development, apply critical analysis skills to design solutions for problems in their community, and connect their learning to Sustainable Development Goals.

PERSONALIZED WELL-BEING

CREATIVE ARTS

DIGITAL ANIMATION 120

which provides learners with opportunities to develop knowledge, skills, and competencies in digital animation through hands on experiential learning including using animation software. While some learning will be collaborative in nature, learners will be expected to independently work on tasks and projects to practice skill development, culminating in a final capstone project.

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WELLNESS AND PHYSICAL EDUCATION

ADVANCED TRAINING PRINCIPLES 120

This course is designed to support learners with theoretical and practical exercise physiology experience. This course is designed to enhance the planning and implementation of a personalized training program and create opportunities to improve individual health and well-being. Through daily training, learners will explore applied exercise physiology principles, functional movement, and technical and assessment skills in a wide range of training principles. Learners will develop, connect, and participate in engaging instructional practices and group activities. Learners will model respectful, ethical, and safe behaviours in Advanced Training Principles 120. Topics covered during this course will include foundational health and well-being, nutrition, fitness, human systems, careers, and training programs and assessment

EARLY CHILDHOOD DEVELOPMENT 120 (FORMERLY CHILD STUDIES 120)

This course is an in-depth study of children from conception to school age (6). Learning about children and their development can improve your understanding both of children and yourself. It can also help you think about your future in relation to parenthood and career choices.

INDIVIDUAL AND FAMILY WELLNESS 120

Students will see the connections made between the course content and their personal development and relationships. This curriculum will help prepare them to have a better understanding of themselves, their family and the world around them. Individual and Family Wellness 120 touches on aspects of sociology, psychology, economics and anthropology. The knowledge and skills presented in the course will benefit students who may wish to pursue fields of study such as: law enforcement, social services, family law, careers in counseling, psychotherapy and family medicine.

INTRO TO KINESIOLOGY 120

This course is designed to provide a foundation to support learners' experiences and understanding of the theoretical and practical aspects of Kinesiology. Learners will explore, connect, and participate in hands-on instructional practices, including group activities and labs. They will also engage in topics such as: historical physical activity and sport events, ethical issues, physical literacy, anatomy, physiology, human performance, biomechanics, and prevention and care of athletic injuries. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an interest in learning more about kinesiology including careers

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MUSIC 10

The grade 10 program is outcome-directed; that is, the knowledge and skills that students must demonstrate are articulated in outcome form. Every outcome is followed by an elaboration that provides further information on, and clarification of the outcome. This elaboration also includes a list of activities, experiences, and objectives that, if achieved, will help the student meet the outcome.

MUSIC 112

This course involves increased demands on ability of a major instrument, history and theory. NOTE: Participation in Concert Band and/or Jazz Ensembles is an element of this course.

WORLD MUSIC 120

This is a preparation course for university level music: performance, history and composition. There is a Band element also. Course selection is subject to approval. This is a university preparatory class.

VISUAL ARTS 10

This course is designed to continue developing artistic knowledge and skills from Visual Arts 9. This course is heavily project-based, and students are expected to create expressive works with a range of audiences, and purposes using a variety of different artistic techniques. Projects are broken down into four different categories: Art Processes, Forms & Applications, Self-Expression & Reflection, Socio & Cultural Art; Cumulative Art.

VISUAL ARTS 110

This course is designed to improve student skills and knowledge in a variety of areas: drawing, painting, color theory, sculpture, art history, sketchbooks.

VISUAL ARTS 120

This course is designed for motivated art students and those considering attending art school in the future. Studio projects will demand technical excellence and originality. Students will keep a sketch book and notebook and are required to supply some of their own materials. Art 110 is a prerequisite for Art 120.

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Storytelling is an essential piece to learner success, and it is therefore recommended learners have successfully completed English Language Arts 10. This will enable learners to draw from their experiences in writing for clarity in multi-modal works and defining topics which support identifiable purposes and specific audience.

Visual Art skills are also key to learner success, and so it is also **recommended learners successfully complete Visual Arts 10 prior to Digital Animation 120**. Visual Art 10 will provide learners the experience needed to create expressive works in visual arts for specific audience and purposes using a variety of art media.

*Locally Developed Course

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.
- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

DRAMATIC ARTS 110

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. In this course, students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purpose of creating, analyzing, conducting research, and performing. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) as the manifestations of theatre activities are many and varied. Students are also strongly encouraged to experience extracurricular and community-based opportunities.

DRAMATIC ARTS 120

This is an elective course that deals with the major aspects of theatre performance including acting, stage craft, play management and theatre history. Students are required to perform in public and must be prepared to memorize. Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110. While students are not

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

required to take Dramatic Arts 110 as a pre-requisite it would be beneficial. In Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

FILM 110

This course is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. Learners will get hands on experience in film production (basic camera operation, lighting, sound design and other elements) through purposeful creation of short film(s). Learners will practice implementing strategies to enhance clarity and the control of an intended message. Learning in and through the arts requires learners to create, connect, and communicate. Film 110 is appropriate for learners who are actively involved in filmmaking, and those who have an interest in learning more about film in a way that promotes a general knowledge of film and culture.

Film 110 is designed with learners who have successfully completed English Language Arts 10 in mind. Successful completion of this course will provide

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learners skills required to analyze and critique film, and to research, write persuasively and present ideas and opinions with sensitivity and decorum. While the focus of Film 110 is to create short film(s), viewing and analyzing film is also included to build understanding of the process and purpose of filmmaking. Learners will critically respond to film using the language of cinematic criticism, to create films using the cinematic conventions including shot composition, lighting, editing, sound design, and narrative structure. Learners may need to commit time beyond the common learning environment to meet their goals.

GRAPHIC ART AND DESIGN 110

This course is designed to provide students with a basic understanding of design and layout which will foster confidence in their own abilities. Throughout the course students will be asked to take ideas and requirements and make them visual and appealing using an assortment of software programs, such as Adobe Photoshop, to achieve desired effects with graphic images. Good attendance is extremely important in this course.

Students will develop various graphic projects starting with fundamental progressing on through advanced procedures.

Areas of study will include:

- The History of Graphic Arts
- Elements of Visual Perception
- Principles of Visual Perception
- Composing the Image Optically

Students considering a career in a graphic arts related area would benefit greatly from this course. Creativity and an interest/ability in art and drawing is an asset.

GRAPHIC ART AND DESIGN 120

This course is intended to be an opportunity to extend learning in concepts studies in Graphic Art & Design 110.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

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Pathway A is necessary for any students considering post-secondary programs in business, engineering, nursing, or science. Pathway B is sufficient for most students considering post-secondary programs in the arts or in the trades (exceptions do apply to some programs; please see guidance for clarification).

MIRAMICHI VALLEY HIGH SCHOOL



MIRAMICHI, NB

TELEPHONE: 627-4083

**MINI-BROCHURE GUIDE
FOR COURSE SELECTION**

2026-2027

GUIDANCE

M. O'Donnell-Students Last Names A-L

P. Landry-Students Last Names M-Z

J. Dedam-First Nations

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

TYPES OF COURSES

There are two types of courses: Compulsory and Elective. Compulsory courses are required for graduation. Elective courses are available to support your interests and future career plans.

COURSE LEVELS

All course names include a three-digit number. The first two digits indicate the grade; the third digit indicates the level at which the course is offered. Level 1 – enriched university preparation; Level 2 – regular university, community college and private training institution preparation; Level 3 – non-technical community college, private training and business college preparation; Level 0 – not offered at another level and will vary in level of difficulty. Some qualify for university entrance and others do not.

VIRTUAL LEARNING

Several courses are offered through the New Brunswick Virtual Learning Centre (NBVLC) and may be available to meet specific circumstances. Virtual Learning courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. For further information go to: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html or see your Guidance Counsellor. Courses in French Immersion are available as well.

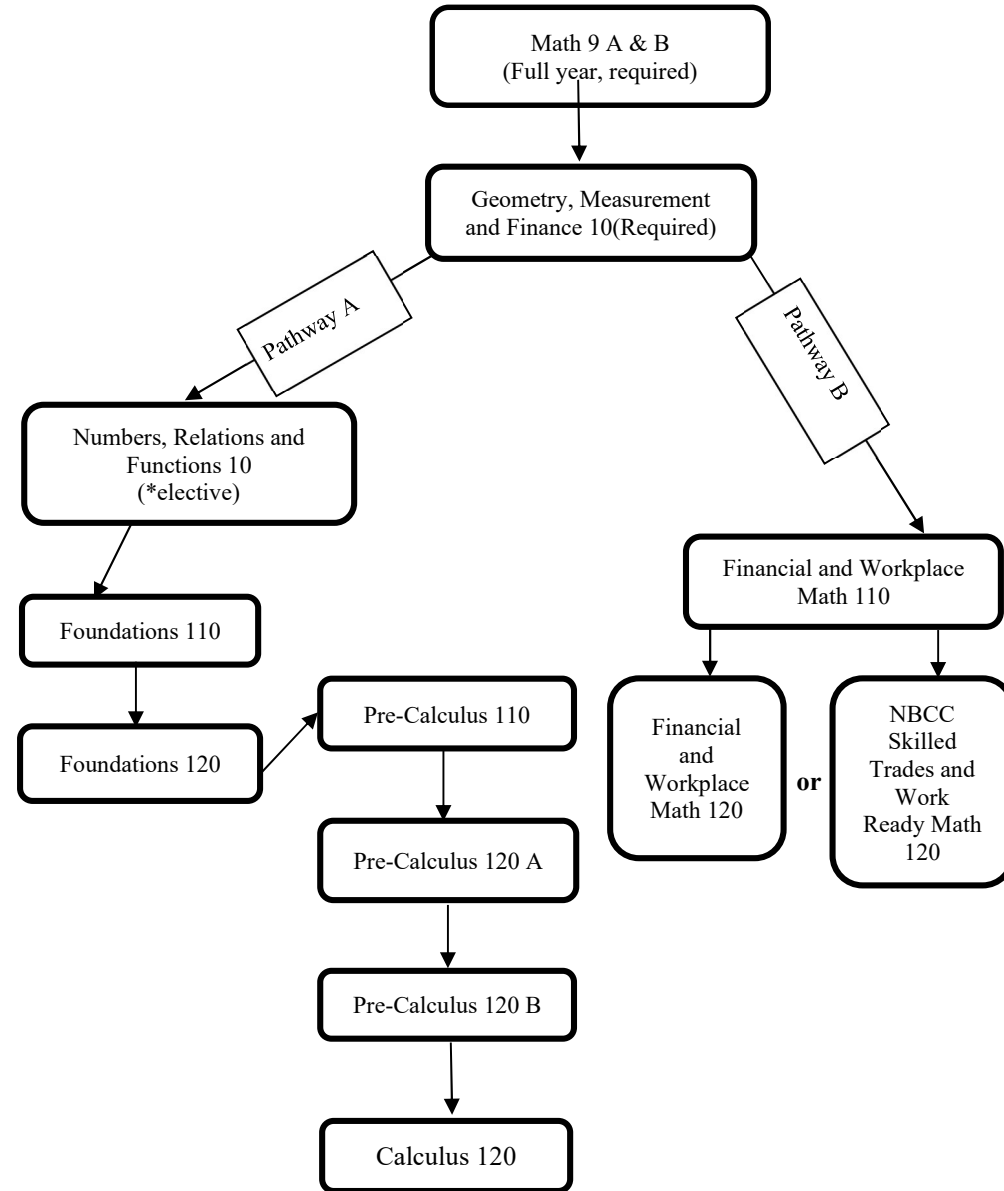
AWARD OF ACADEMIC EXCELLENCE

This requires a student to have an average of 85% on the 10 credits they have taken in a single academic year. If a student is taking a level 1 or an AP course and achieves a mark of 85% or higher, one percent will be added to their average to a maximum of 3 percent. Grade 12 recipients of the Award of Academic Excellence will be identified at graduation. Recipients of the award in grades 9-11 will be recognized at a ceremony at the beginning of the next academic year.

FRENCH IMMERSION PROGRAM

To graduate as a French Immersion (FI) student recognized by the province of New Brunswick, students must take a required number of FI designated courses. Specifically, 50% of the course load in grade 9 must be FI designated. They must also take a minimum of 10 courses with an FI designation between grades 10-12. Students who participate in the French Immersion program and complete the allotted number of courses will receive a French Immersion Completion Certificate upon graduation.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION



MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
INFORMATION

Grade 12

- Students must successfully complete Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 before enrolling in Financial and Workplace Mathematics 120.
- Students must successfully complete Foundations of Mathematics 110 before enrolling in Foundations of Mathematics 120.
- Students must successfully complete Pre-Calculus 110 before enrolling in Pre-Calculus 120A.

Financial and Workplace Mathematics 120	Foundations of Mathematics 120	Pre-Calculus 120A
<i>Pre-requisite: Financial and Workplace Mathematics 110 or Foundations of Mathematics 110</i>	<i>Pre-requisite: Foundations of Mathematics 110</i>	<i>Pre-requisite: Pre-Calculus 110</i>
		Pre-Calculus 12B
		<i>Pre-requisite: Pre-Calculus 120A</i>
		Calculus 12
		<i>Pre-requisite: Pre-Calculus 120A and Pre-Calculus 120 B</i>

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
INFORMATION

HONOURS POLICY

HONOURS

- Average of 85% when all 25 boxes of student’s grad portfolio are averaged with no adjustments (double period classes like Co-op only count as 1 mark and average is from 24).
- Has never failed a class, received an “incomplete” or dropped a class after October 1st and March 1st.

HONOURS WITH DISTINCTION POLICY

- Average of 90% when all 25 boxes of student’s grad portfolio are averaged (double period classes like Co-op only count as 1 mark and average is from 24).
- Has been an MVHS student for 3 consecutive years.
- Has taken English 112 and 122 level courses.
- Has taken NRF 10 and Foundations 110.
- Has taken one academic science course (Biology 112, Biology 122, Chemistry 112, Chemistry 122, Physics 112, Physics 122, Aquatic Sciences 120, Environmental Science 120).
- Has taken one academic humanities course (Ancient and Medieval History 112, Canadian History 122, Modern History 112, Wabanaki Studies 120, World Issues 120).
- Has never failed a class (between grades 10-12), received an “incomplete” or dropped a class after October 1st and March 1st.

VALEDICTORIAN AND RANKINGS

- The Valedictorian, Salutatorian and subsequent grad class rankings will be done by taking the highest average of students who have Honours with Distinction.

COURSE CHANGES

Students, with the help of parents, are encouraged to consider carefully their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as your career interests. To aid in this selection, teachers and guidance counsellors are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for course change initiated once school opens in September must be submitted using a Guidance Request Form. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing there is available space in the course(s) requested.

GRADUATION REQUIREMENTS

Policy 316B, indicates that graduates must:

- Have met learning requirements prescribed in Grade 9 curriculum
- Have completed compulsory credit-hours in Grades 10 through 12
- Have accumulated 100 credit-hours to apply for graduation
- Have developed a documented career-life plan

The minimum acceptable grade of 60% will remain in place; however, students will start to accumulate credit-hours beginning in grade 10.

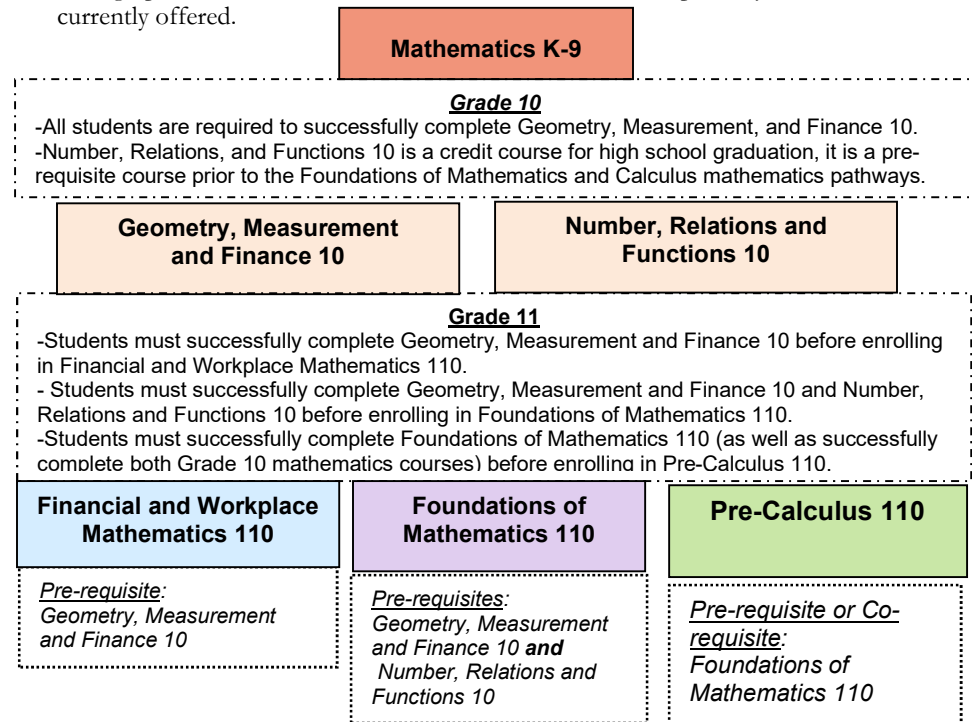
You must also pass the English Language Proficiency Assessment administered during Grade 9.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Pathways and Courses

SUMMARY—The Conceptual Framework for Grades 10–12 Mathematics describes the nature of mathematics, the mathematical processes, the pathways and topics, and the role of outcomes and achievement indicators in grades 10–12 mathematics. Activities that take place in the mathematics classroom should be based on a problem-solving approach that incorporates the mathematical processes and leads students to an understanding of the nature of mathematics.

The graphic below summarizes the three mathematics pathways and courses currently offered.



**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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RESIDENTIAL FINISH 120

This course examines the work required to finish a family dwelling once it is framed in. Topics covered include insulation, wall cladding, doors, windows, cornice trim and roof covering. Students will study these topics both in theory and through practical project work. This course should be of interest and value to those students interested in pursuing a career related to the residential construction industry. Pre-Requisite: Framing & Sheathing 110

TUNE UP AND EMISSIONS 120

This is a course designed to provide students with a practical approach to diagnosing, servicing, and repairing of automotive fuel and emission systems and to performing engine tune-ups. Suggested Pre-requisite: Internal Combustion Engines 110 and Automotive Electrical Systems 120.

WELDING/METALS FABRICATION 110

This is a practical course involving both classroom and lab activities. The methods of fabricating and fastening components will be explored as will gas and electric welding, oxy-acetylene cutting, brazing and soldering through the completion of compulsory projects. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Compulsory Credits for Graduates

	Core Clusters	Required	Compulsory
	Language Arts and Languages	24 credit hours	PIF/FILA 10, ELA 10, ELA 11, ELA 12 (all of these are 4 credits hours) AND 8 credit hours of options from Language Arts and Languages Note: For Newcomer and Indigenous students there may be other options available. Mi'kmaw may replace French (PIF/FILA 10) as the language requirement for Indigenous students.
	Humanities	8 credit hours	Civics 10 and 4 credit hours from Designated History Course List
	Mathematics	12 credit hours	Geometry, Measurement and Finance 10 and 8 credit hours from Math Course List.
	Science	8 credit hours	Options from Science
Personalized Well-Being	Creative Arts	4 credit hours	Options from Creative Arts
	Wellness and Physical Education	4 credit hours	Options from Wellness and Physical Education
	Career-Connected	4 credit hours	Options from Career and Occupational, Information Communication Technology, and Skilled Trades
	Options from the three Personalized Well-being Clusters	8 credit hours	Creative Arts, Wellness and Physical Education, and Career-Connected (Career and Occupational, Information and Communication Technology, and Skilled Trades).
	Core Cluster	8 credit hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career Connected
	Clusters Credit-hours Total	80 credit hours	Prescribed courses only
	Flexible Credit-hours Total	20 credit hours	Includes all options for credit
	Minimum Total Credit-hours for Graduation	100 credit hours	To apply to graduate

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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LANGUAGE ARTS AND LANGUAGES

ENGLISH LANGUAGE ARTS FOUNDATIONAL 10/EXTENDED 10

In grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 112/EXTENDED 112

This is an academically orientated program concentrating on the novel, short stories drama, the formal essay, and poetry. A compulsory examination is written in this course.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 113/EXTENDED 113

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

ENGLISH 122

This is an academically orientated program concentrating on literature and writing skills. A compulsory examination is written in this course.

ENGLISH 123

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

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emphasized. There is a final exam in this course, but exemptions do apply.

INTERNAL COMBUSTION ENGINES 110

This is a course designed to introduce the basics in the repair, overhaul, service and testing of the internal combustion engine. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits.

INTRO TO SKILLED TRADES 110

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. **This course will be required for further courses within the skilled trades.**

METALS PROCESSING 110

This is an introductory course involving classroom instruction and hands-on activities relating to industrial practices in the metals industry. Includes bench work, basic machine work, lathe operation, drill press and other machines. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

METALS PROCESSING 120

Metal Processing 120 allows students to advance basic skills developed in Metals Processing 110. Also, students will practice and develop new introductory skills that are required to pursue post-secondary learning in the Metals trades. Students enrolled in this course are encouraged to work both independently and in teams while achieving specific curriculum outcomes. Students must have successfully completed Metals Processing 110 as a pre-requisite.

MILL AND CABINET 120

This is a course designed to introduce students (through classroom instruction and hands-on activities) to the materials and processes involved in the manufacturing and installation of cabinets and interior finish components found in a typical house. Lab safety as well as hand tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply. (Suggested pre-requisite: Framing & Sheathing 110)

POWER TRAIN AND CHASSIS 110

This is a course designed to introduce the basics in the service and maintenance of the automobile chassis and power train.

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CULINARY TECHNOLOGY 110

This is an entry-level, hands-on food service training course. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills through enterprise activities in the student operated Culinary Café. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to:

- explore employment skills and career awareness in culinary arts and associated trades (cook, baker, pastry chef, server, steward, and management);
- identify potential employment options looking at provincial statistics and industry projections; and,
- identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

CULINARY TECHNOLOGY 120

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, along with large equipment and food preparation skills with a focus on scratch cookery and current trends in nutrition and industry. Culinary Technology 110 is a pre or co-requisite of Culinary Technology 120. Students will continue to study the theory of each skill and then be encouraged to practice those skills through enterprise activities. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to: 11 • explore employment skills and career awareness in Culinary Arts and associated trades (cook, baker, pastry chef, server, steward, and management); • identify potential employment options looking at provincial statistics and industry projections; and, • identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

ELECTRICAL WIRING 110

Students in this course will study the basic tools, materials and techniques used in residential wiring. Study includes the design and placement of circuits in a model family dwelling, according to the Canadian Electrical Code. The course will be of interest to students interested in exploring careers related to the electrical trade.

FRAMING AND SHEATHING 110

This course combines classroom instruction with hands-on activities to develop the skills and knowledge associated with the framing in or shell construction of a typical single-family dwelling. Lab safety as well as hand tools and equipment safety will be

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

FRENCH IMMERSION LANGUAGE ARTS 10

This is a required course for French Immersion students and is required to graduate from the French Immersion program. The objectives of this course are:

- To understand a variety of oral interactions according to the situation of communication.
- To produce an oral message according to the intention of communication.
- To interact according to the situation of social and academic communication.
- To understand a variety of texts.
- To produce texts according to the intention of communication and the target audience

FRENCH IMMERSION LANGUAGE ARTS 110/120

This is a required course for French Immersion students where the development of the four language skills will be treated under vocabulary and oral expression/comprehension, literature, grammar, written expression and culture. This is required to graduate from the French Immersion program.

GRAPHIC NOVELS 120

Graphic Novels 120 will provide a unique opportunity for learners to examine this complex genre of visual storytelling in depth. The course will study the graphic novel, including the evolution of visual storytelling, text structure, artistic voice, artistic devices, and impact on the audience. Learners will read, discuss, and design a variety of visual texts, culminating in the creation of a graphic novel.

INTRODUCTORY MI'KMAW 110

This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

INTERMEDIATE MI'KMAW 110

This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

JOURNALISM 120

This course is designed for students to develop communicative skills, to learn the principles of journalistic expression and the practice of both. Journalism is a creative process involving such skills as design, layout, creative writing and photography. Students learn to identify or generate story ideas, to gather information pertinent to the stories and to write and edit their stories.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

ORAL COMMUNICATION TECHNIQUES 110

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). It is aligned with the Common European Framework of Reference (CEFR).

This course is a language elective and may be taken as a Grade 11/12 credit. The intended audience may be learners in French Immersion or English Prime who have successfully completed the Grade 10 French requirement – French Immersion Language Arts (FILA) 10 or Post-Intensive French (PIF) 10. Learners will enroll in the course to supplement required French offerings to improve their oral French skills and in preparation for Oral Proficiency Interviews.

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- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

INFORMATION TECHNOLOGY 120

The Information Technology 120 curriculum will develop competencies that will prepare the student to work as a business/entrepreneur, systems or information analyst, or architect. A combination of information technology competencies with technical skills to analyze business needs, and problems with proposed solutions that incorporate technology effectively, are the areas which Information Technology 120 contributes to the FIT Program.

This course is designed to function with a range of business software but MVHS will focus on the Microsoft Office package (Word, Excel, PowerPoint and Access). The Information Technology 120 curriculum consists of the following three units:

- 1) IT Perspective
 - ♦ *Students will understand key IT function components and how they contribute to enterprise effectiveness. Students will gain perspective throughout the course as they accomplish the required activities.*
- 2) ICT Project Management
 - ♦ *Students will learn about, realize the importance of, and apply project management skills throughout the hands-on unit (Word Processing, Spreadsheets, Database, Presentations)*
- 3) Software Applications
 - ♦ *The majority of this course explores how productivity software is essential in business and industry. Students will learn how to recognize what combination of application software could help businesses and industry accomplish goals.*

SKILLED TRADES

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course meets the Science requirement for graduation.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

technologies including: Sparkfun Electronics, Makey Makey, Arduino Programming, Robotics, 3D Printing, Remote Operated Vehicles, Videography involving GoPro and Oculus Rift Technology.

COMPUTER SCIENCE 120

This course will teach programming using the computer language Java in a Windows environment. This course may help students planning on taking Computer Science/Engineering at university or community college. Computer Science 110 is highly recommended.

CYBERSECURITY AND TECHNICAL SUPPORT 110

The Cybersecurity and Technical Support 110 (CSTS110) course will inspire students through the experiential learning of the fundamentals of computer and network systems, the activities and processes involved in technical support, and the defensive strategies from cybersecurity. In CSTS110, students will be actively engaged in the design, development and evaluation of technical support and cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one and maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve this high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, formative and summative assessment.

CYBERSECURITY 120

The Cybersecurity 120 (CYBER120) course will inspire students through the experiential learning of the fundamentals and possibilities of cybersecurity. In Cybersecurity 120, students will be actively engaged in the design, development and evaluation of defensive cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one, while maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve a high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, and assessment.

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

POST INTENSIVE FRENCH 10

Post-Intensive French encourages authentic communication in French. The objective is to create a literacy experience for students and contribute to developing their ability to use language and images, in rich and varied forms to read, write, listen, speak, view, represent and think critically about ideas in their second language.

POST INTENSIVE FRENCH 110

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: mysteries, injustices and the power of photography.

**Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

POST INTENSIVE FRENCH 120

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers. **Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

READING TUTOR 120

Rationale: This course has been established for the purpose of providing assistance in achieving an acceptable standard of literacy for struggling readers and/or enabling speakers of other languages to improve their speaking, listening, reading, and writing skills in English.

Process: Grade 11/12 MVHS tutors are introduced to various techniques to assist struggling readers and students of other languages. Tutors are also immersed in the techniques of teaching. A variety of pertinent topics is explored, including how students learn, how comprehension is enhanced through experience, how learners have different styles, and how to teach and evaluate writing.

WRITING 110

This is a course in developing writing skills through practice and workshop techniques with other students. It is designed for both the creative writers and for those who demonstrate a definite proficiency in the writing process. Much time is spent writing in class and focusing on using peer editors to encourage and guide “works in progress”.

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HUMANITIES

ANCIENT AND MEDIEVAL HISTORY 112

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured. Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

CANADIAN HISTORY 122

This is an academic course of Canadian studies concentrating on the development of Canada since Confederation. This is a university accepted course.

CANADIAN GEOGRAPHY 120

This course is designed to provide an examination of the basic patterns of Canadian Geography, both physical and cultural. Students are encouraged to look for these patterns and relationships in order to develop an understanding of geographical concepts - like that of a region. This is a university accepted course.

CIVICS (FI)

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning

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consumers can help prepare learners to interact positively with digital media. Learners will develop skills to decode data and data visualizations to support critical thinking when interacting with information that surrounds them. Engaging with different marketing approaches will encourage learners to improve communication and negotiation skills, transferable skills outside of the classroom and beyond graduation.

SKILLS FOR SUCCESS (PREVIOUSLY GROWTH, GOALS, AND GRIT 120)

Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviours, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits. This course has a significant volunteer component outside of school hours.

INFORMATION AND COMMUNICATION TECHNOLOGY

COMPUTER AIDED DESIGN 110

This course is designed to assist students in understanding the relevance and importance of Computer Assisted Drafting and Design as it related to industry today. Students will use the widely popular AutoCAD program where skills in creating 2D drawings will be the focus. Students will be expected to become familiar with the various procedures required to complete technical drawings that include Isometric Drawings that allow for the creation of 3D drawings and Orthographic Projection Drawings that are used to illustrate floor plans, wall sections and elevation drawings. It will be important that students understand X, Y coordinates as well as Polar Coordinates. This course will be worthwhile to students considering the Civil Technology Program at NBCC or other related programs, as well as Bachelor of Science in Engineering or related courseware.

COMPUTER SCIENCE 110

This course is essentially an introduction to the computer programming using Visual Basic and possibly other programming languages. It focuses on developing the knowledge, skills and attitudes to solve real world problems via computer programming. Specifically, this course focuses on problem solving, technological competence and communication. This course will prepare the student to make an educated decision with respect to career opportunities at the post-secondary level. Students will have an opportunity to work on special projects involving new

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FINANCIAL ACCOUNTING 120

The focus of this course is to provide the essential understandings, economic framework, consumer skills and attitudes to successfully participate in a society influenced by financial and business decisions. Students will better manage personal finances, understand obligations of business owners and make informed decisions concerning life careers and choices. The intention of this course is to encourage students to further their education in a Bachelor of Business Administration or Bachelor of Commerce program. This is an academic course.

HOSPITALITY AND TOURISM 110

In this course students will be introduced to the Hospitality and Tourism Industry, particularly in the Atlantic tourism region. They will learn the workplace skills, knowledge, attitudes and marketing strategies for this industry, as well as safety skills. Various career paths for this industry will be explored.

HOUSING AND DESIGN 120

The overall aim of this course is to provide students with lifelong learning skills that are transferable to future learning related to the housing environment and interior décor. Students will:

- raise the students' awareness of architectural aesthetics;
- understand the motivating factors that have an impact on the economy and environment;
- utilize the elements and principles of design as they apply to interior décor;
- encourage individual creativity through interior design;
- incorporate technology options in the living environment; and,
- identify issues related to human needs and their impact on future housing trends.

HUMAN SERVICES 110

If you have an interest in nursing, social work or education, this course will focus on the skills needed to prepare you to work with the elderly and the handicapped. The overall aim of Human Services is to increase your awareness of the importance of human service work and to prepare you for future employment and/or post-secondary education. You will learn practical skills needed to work with and care for special needs students through participation in activities with students in our school. (May be used to satisfy the Wellness and PE option until June 2027 only)

MARKETING 120

Knowledge of marketing techniques and strategies enables learners to develop marketing plans that appeal to the consumer, by identifying and reflecting on the various wants, needs, and experiences of the target audience. Understanding the purpose of marketing and strategies used to evoke an emotional response in

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opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. Students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

FRENCH IMMERSION MODERN HISTORY 112

This is a French Immersion course for students taking Modern History.

FRENCH IMMERSION WORLD ISSUES 120

This course examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The future of the global community is also examined. Accent will be placed on a project/research-based approach in French.

LAW 120

This is an academic course that is sometimes accepted for university entrance. It is taught as a university preparatory course. This course is designed to help students become more aware and appreciative of the law and how it applies to them. Students are expected to read, and study related legal materials.

MODERN HISTORY 112

The focus of the course is European history from the French Revolution through to the Cold War. Topics include rights and revolution (French Revolution), Industrial Revolution, Pre-World War I, World War I & II, the Holocaust, and the Cold War.

MODERN HISTORY 113

This is a general history course dealing with events of the twentieth century.

NORTH SHORE LEGACY 120

Students will be given an in-depth experience of the exploits of the North Shore Regiment during the Second World War. Pre and Post war topics as they relate to the Regiment and the North Shore region will be analyzed as well. The course will give students experience in working with primary documents and developing their skills as historians by allowing them firsthand opportunities to conduct research, historical investigations, and international collaborative work. Students will learn the benefits of these skillsets and their contributions to our community's legacy, but also to themselves as lifelong learning adults.

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Historical content of the course will help complement students' exploration of themes related to remembrance and commemoration. Students will experience different ways society engages in remembrance and commemoration. The course will have unique opportunities to conduct research and commemoration work that will contribute to current work in the field at the local and international level. Final assessment in the course will be based on student project proposals related to the course material and themes.

POLITICAL SCIENCE 120

This is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons (particularly with respect to the Canadian system). This is a university recognized credit.

SOCIOLOGY 120

This course will introduce students to the basic theoretical development and scientific foundation of this discipline. Students will develop the ability to examine social phenomena objectively and increase their understanding of the components and dynamics of social groups as they affect culture. Many interesting topics such as culture, socialization, deviance and social control, religion and social movements will be covered. Each student will be required to prepare and deliver a seminar to the class.

WABANAKI STUDIES 120

This course is designed to promote understanding of the Mi'kmaq and Maliseet perspectives on life in the Maritime Provinces. Using the text *Maritime Native Studies*, students will learn about language and culture, religion and spirituality, ancient times, arts and crafts, the land and the Mi'kmaqs of the Miramichi region. This course offers a good look at the culture and lifestyle of the original Canadians. This course is open to all interested students. This is a university recognized credit.

WORLD ISSUES 120

This is an academic course that is sometimes accepted for university entrance. This course explores the idea that the world has become a global community with major obstacles to overcome. Students will compare the rich northern nations with the poor southern countries; study environmental problems; explore the Population "explosion"; examine earth's depleting resources; plus look at current social and political issues.

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EARLY CHILDHOOD SERVICES 120

The overall aim of this course is to prepare students for careers working with young children in relation to the New Brunswick Early Learning Framework. Students will evaluate their capacity as an early childhood educator and the requirements for employment in New Brunswick. The focus will be valuing the early years and the topics of: Well Being, Play and Playfulness, Communication and Literacy, Diversity and Social Responsibility. Post-secondary employment opportunities will be researched as well.

ENTREPRENEURSHIP 110

In this course attitudes and aptitudes will be covered to determine if you have the necessary skills involved in owning and operating a small business. Students will be required to work in small groups to plan and operate a business venture.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel. Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

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engage in informed career pathway planning through self-awareness, exploration of opportunities and engagement in authentic career connected experiences. Throughout the course, students will develop the skills and competencies to design personalized career pathways for high school and life after graduation.

CAREER CONNECTED EXPERIENCES 110

Whether you are planning a gap year, a once-in-a-lifetime summer experience or exploring opportunities beyond the classroom, this course will help you learn more about your personal and career pathway goals and discover non-traditional ways to experience life, learning and work. This course will explore local, provincial, national and international experiences and clarify how you may make the most of your time, money and energy while moving towards your preferred career pathway – you can expect to learn about building your resume, discovering new possibilities, earning money, seeing the world and/or developing a sense of confidence and independence. In addition to high school credits, students are eligible to earn the Student of Leadership & Humanity Award upon the completion of the required components within this course.

CAREER PATHWAY MENTORSHIP 120 (8 CREDIT HOURS)

This course is open to all Grade 12 students who wish to acquire on the job experiences in an area in which they plan to further their education. Students must apply in advance for this course, have acceptable grades, show maturity and have good attendance. Students will be considered for this course by application and interview. (This is a two-credit course/eight credit hours)

DEVELOP AND LEAD 110

This course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members. Participation results in a journey through which learners can create a positive legacy in their school and community.

***Please note that only the FSL version of this course will be offered at this time.**

EARLY CHILDHOOD SERVICES 110

This course helps students prepare for a career in teaching and/or in childcare. Students work in a group setting where they will be involved in planning curriculum, preparing lessons, organizing schedules required in the operation of a playschool for preschoolers. The student will learn practical skills for guiding children as they establish rules and handle daily activities. This is an independent course where self-motivation/direction is required. Attendance is critical.

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MATHEMATICS

GEOMETRY, MEASUREMENT AND FINANCE 10

Geometry, Measurement and Finance 10 provides foundations for further study in mathematics and along mathematics pathways, and includes concepts in geometry and measurement, and develops financial literacy. Learners will relate the properties and principles of lines and angles; compare and apply systems of measurement; apply financial literacy concepts to personal financial decisions and wellness; apply formulae to solve problems. Learners will enact and apply prior Mathematics K-9 knowledge, and personal financial decision making and wellness knowledge from Personal Wellness 6-8 curriculum. Geometry, Measurement and Finance 10 is the final compulsory mathematics course in New Brunswick. Topics include Pythagorean Theorem; polygons; angles; trigonometric ratios; metric and imperial systems of measurement; surface area and volume; unit pricing; currency exchange; income (gross and net pay); credit cards; loans; interest.

NUMBER, RELATIONS AND FUNCTIONS 10

This is a recommended course for grade 10 students and required if students are choosing an academic mathematics pathway. This is a pre-requisite for Foundations of Mathematics 110. The course includes the following topics: factors and multiples of whole numbers, perfect squares and cubes and their roots, common factors of a polynomial, factoring, irrational numbers, mixed and entire rationales, fractional and negative exponents, relations and functions, graphs, linear functions, systems of linear equations.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This is a compulsory course that meets the graduation requirement of ONE Mathematics course at the grade 11/12 level. This course will develop basic and practical skills that will ensure students develop basic life skills to deal with money, measurement, statistics, and basic number operations.

FINANCIAL WORKPLACE MATHEMATICS 120

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact

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on profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics.

NBCC SKILLED TRADES AND WORK-READY MATH 120

This course gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. Ideally, students will apply math concepts using a hands-on fashion in an authentic workplace or trades facility. However, safety restrictions and limitations of facilities in some schools require the flexibility to design activities that can also be completed in a community or classroom environment. Teachers should use a variety of learning situations that will address various learning styles of students and complement the resources available in the school and community.

Every concept and skill should be authentically contextualized. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Teachers are encouraged to be innovative in their methods of presentation of the material. Students should become familiar and proficient with the terms ‘accuracy’ and ‘precision,’ and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons should feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial and S.I. units should both be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

FOUNDATIONS OF MATHEMATICS 110

This course has the following pre-requisites: Geometry, Measurement & Finance 10 AND Numbers, Relations & Functions 10. This course is designed to ensure that students obtain the necessary foundation to pursue post-secondary programs that may require a Mathematical background. Upon completion, students may continue on to further study mathematics by enrolling in the Pre-Calculus 110 course. Otherwise, students will be able to take either the Workplace/Financial Mathematics 110 or Foundations of Mathematics 120.

FOUNDATIONS OF MATHEMATICS 120

This is the second of two courses in the Foundations of Mathematics pathway designed for entry into post-secondary academic programs not requiring pre-calculus. In statistics, students are introduced to normal curves, and learn to

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participation and attendance in the 9/10 Physical Education programs as a pre-requisite.

YOGA 110

Yoga is a lifestyle. Students will be given the opportunity to learn in a safe environment where they can have fun through movement, social interaction and independence. Through breathing, posture development, body awareness and body/mind integration, students will gain an understanding of health promoting practices and habits. Classroom sessions are designed to educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty, and respect in the context of challenging physical activity.

CAREER CONNECTED

CAREER AND OCCUPATIONAL

BUSINESS MANAGEMENT 120 (PREVIOUSLY BOM 120)

The course is designed to provide the student with skills in leadership, critical thinking and problem solving. Students will develop communication and collaboration skills while working on project-based learning assignments. Through this course students will develop 21st century skills which will help students to become creative innovators who will be able to quickly adapt to an ever-changing business environment. While students are engaged in their learning they will develop digital literacy skills. Main topics to be covered include Ethics, Business Environment, Management, Business Ownership and Human Resources. It is a good course if you are planning on taking Business in post-secondary school.

CAREER PATHWAY DESIGN 10

Career is the journey through life, learning and work. Not just employment. The vision for this course is to provide equitable and inclusive career pathway planning for each student. Career pathway planning plays an important role in one's sense of self and life satisfaction. Psychological wellbeing is directly linked to career pathway planning. This course is informed by evidence-based research as found in the New Brunswick Career Education Framework. It builds upon the Personal Wellness 3-9 continuum of learning and Career Connected Learning K-12. This course is an opportunity for further career pathway and transition planning allowing for informed high school and post-secondary life decisions. Participating in this course will provide learners with autonomy and increased engagement in their personalized high school pathway. This course will help contextualize high school learning with purpose and career pathway connections. Career Pathway Design 10 encourages students to

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interest in sport-specific skill development. At MVHS, this class currently focuses on hockey.

PSYCHOLOGY 110

The vision for this course is to introduce learners to the study of behaviour and mental processes. In Psychology 110 learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies. Learners in Psychology 11 will cover a variety of areas related to psychology including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.

SPORT AND RECREATION LEADERSHIP 120

The vision for this course is to have learners successfully plan, organize, and administer their own event, tournament, and program. Educators will facilitate opportunities for learners to develop sport and recreation leadership skills within their school, community and beyond.

The learner's leadership potential is developed when initiatives serve to reinforce skill development around leadership roles. This course seeks to use sport and recreational activities as a tool for creating concrete leadership experiences and develop leadership potential.

Learners will explore various roles in team dynamics including being a leader, mentor, and collaborating positively with others in inclusive experiences. The emphasis of this course focuses on planning, performance, evaluation, and reflection.

Planning and operation of events, tournaments, and programs will require learners to dedicate time outside of school hours (e.g., before school, after school, evenings, and/or weekends).

WELLNESS THROUGH PHYSICAL EDUCATION 110

The aim of Wellness through PE 110 is to promote healthy active living for life. The course goal is to explore a variety of activities highlighting non-traditional approaches to fitness and wellness. As a result, the course offers a range of learning experiences for students that encourage healthy active living. This course is intended to allow students the opportunity to be physically active, while further enhancing their decision-making skills towards personal wellness. This course requires excellent

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interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning students analyze puzzles and games, and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions and sinusoidal functions to solve problems.

PRE-CALCULUS 110

This elective course follows *Foundations of Mathematics 110* and is the first course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12A

This elective course follows *Pre-Calculus 110* and is the second course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12B

This elective course follows *Pre-Calculus 12A* and is the third course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

CALCULUS 120

This is the last course offered in the Pre-Calculus Pathway and follows *Pre-Calculus B 120*. The course will introduce derivatives of polynomial, trigonometric, inverse trigonometric, exponential and logarithmic functions, and the product, quotient and chain rules. Applications of derivatives will be explored including rates of change, increasing and decreasing functions, maximum and minimum values, optimization problems, concavity and the second derivative, curve sketching, indeterminate forms and l'Hopital's Rule. Integrals will also be explored including interpretations, properties and numerical approximations of definite integrals, applications of integrals, and techniques and applications of antidifferentiation.

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SCIENCE

AGRICULTURE 110

Agriculture 110 includes the history and evolution of Agriculture in New Brunswick which recognizes Indigenous and settler contributions, everyday impacts on life in New Brunswick, and specific types of Agriculture predominant in New Brunswick. Learners will apply knowledge of plants and animals to local contexts, to introductory plant growing and animal care research skills, this leads to creating quality Agriculture products and/or operations. Learners will apply skills during Agriculture experiences and/or work placements and will have build knowledge in Agricultural careers. Agriculture 110 allows the opportunity for a learner-led personal choice project or development of a business proposal and plan to summarize and demonstrate learning.

AQUATIC SCIENCES, AQUACULTURE AND FISHERIES 120

This course introduces learners to the blue economy. Learners will dive into inquiry-based learning while exploring the aquaculture industry, fisheries, and aquatic systems. In this context, learners will build scientific literacy skills such as observing, questioning, predicting, data collection, analysis, drawing conclusions, applying knowledge, and communicating results. This course explores career pathways. Learn about the vital role aquaculture and fisheries play in our daily lives and discover the diverse range of career opportunities available, from marine biology to environmental stewardship. Furthermore, this course emphasizes personal connections, sustainable practices, and respect of Indigenous ways of knowing, in a local and global context.

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course may be used to meet the science requirement for graduation.

BIOLOGY 112

This is an introductory course based on four units of study. The principle emphasis is on energy, water, equilibrium and systems. The units of study are: 1. Biodiversity; 2. Energy Flows and Cellular Matter; 3. Energy and Matter Exchange by Human and Other Organisms; 4. Energy and Matter Exchange in Ecosystems; 5. Animal Kingdom; 6. Digestion, Circulation, Blood and Immunity and Respiration.

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being by enhancing intrapersonal and interpersonal skills. Learners will utilize developed skills and group dynamics to plan, lead and evaluate out-trips and/or excursions that should include an overnight wilderness outing. This course exposes learners to the natural environment in unique and enriching ways that allow them to strengthen lifelong connections critical for personal wellness and a sustainable future. Frequent experiences in the outdoors develops an affiliation with nature that can evolve into informed, proactive, and lifelong responsible use and protection of the natural world. Outdoor Education 120 places an emphasis on learner-based leadership and autonomy. Learners must have demonstrated proficiency in skills obtained in Outdoor Education 110 prior to enrolling in Outdoor Education 120.

PHYSICAL EDUCATION 10

This course provides learners with introductory skills and concepts in the areas of sport and recreation leadership, outdoor education, kinesiology, and fitness. Skills developed through sport and recreation leadership benefit learners by improving communication, problem-solving, and decision-making. y engaging with the basics of leadership through sport and recreation, learners will understand the interrelationships among physical education, society, and the environment, and can become better equipped for future leadership roles.

Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork.

Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness.

Successful completion of Physical Education 10 will prepare learners for courses such as Outdoor Education, and Sport and Recreation Leadership.

PHYSICAL EDUCATION THROUGH SPORT 110

Physical Education Through Sport 110 is designed to support learners' experiences and understanding of the theoretical and practical aspects of sports. Learners will explore, connect, and participate in hands-on instructional practices, including individual and team sports. They will also engage in topics such as sociology of sport, mentorship, lifelong sport involvement, careers in physical education, ethical issues, and sport-specific skills, strategies, tactics, and training. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an

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in the fields of physical education, health education, physiotherapy, athletic therapy, nursing, athletic coaching, sport management, recreation, and leisure.

***Please note that only the FSL version of this course will be offered at this time.**

NUTRITION FOR HEALTHY LIVING 120

This is a university level course. This course is excellent for those concerned with personal wellness or for students who wish to pursue a career in Science and Nutrition, Nursing, Dietetics or the Social Sciences.

Nutrition for Healthy Eating 120 is designed to help students understand information to help make them healthy choices. They will become aware of strategies that contribute to overall wellness and strategies needed to maintain a balance between eating habits and physical activity. The roles of nutrients in the body-digestion, absorption, transportation of nutrients and metabolism are explained. Chronic conditions, lifestyles and food technologies will be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyle choices.

OUTDOOR EDUCATION 110

This course is a “selective-elective” with 9/10 physical education as a pre-requisite. The course will develop personal outdoor recreation skills based on environment ethics. Students must satisfy a requirement to complete a series of out-trips that may be day-trips, overnight or extended trips. The course will take advantage of local outdoor access and could include camping, hiking, canoeing and other outdoor adventure activities. Students must be prepared to plan, lead and evaluate out-trip experiences from personal and group dynamics perspectives by compiling a journal. Enrollment is limited to 18 students per semester and preference is given to grade 12 students. Students must apply.

OUTDOOR EDUCATION 120

This course builds upon skills from Outdoor Education 110 providing experiential learning related to the outdoors and involves wilderness-based experiences (e.g., navigation, fire building, survival skills) in which learners explore how to safely participate in and lead a variety of outdoor activities (e.g., hiking, climbing, canoeing). Outdoor education draws upon the theory, connection, and application of experiential and environmental education. By fostering a safe yet challenging setting, Outdoor Education 120 develops technical and adaptive skills for an environmentally sustainable life through outdoor activities and experiential learning. Through interaction with the natural world, learners develop leadership skills and an understanding of self, others, and the outdoors. Life and physical activity skills are achieved through the combination of challenge, mastery, and success in various activities. Outdoor Education 120 also leverages these skills to develop student well-

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BIOLOGY 122

This is a continuation of Biology 112. It is based on four units of study. The principal emphasis is on exchange, diversity, equilibrium, systems and models. The units of study are: 1. Systems Regulating Change in Human and Other Organisms; 2. Reproduction and Development; 3. Chromosomes, Genes and DNA; 4. Change in Populations, Communities and Species; 5. Protein Synthesis. (Biology 112 would be an asset and is recommended but is not a prerequisite.)

CHEMISTRY 112

This is the first of a two-semester sequential course designed for students who plan to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

CHEMISTRY 122

This is the second of a two-semester sequential course recommended for students planning to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Prerequisite: Chemistry 112.

ENVIRONMENTAL SCIENCE 120

The objective of this course is for students to develop the knowledge base and skills for investigating/analyzing environmental issues while communicating their findings to others. The units of study are: 1) An Overview of Environmental Science [Issues and Populations]; 2) Sustainable Development [Ecology, Environmental Awareness, Sustainable Ecosystems and Communities]; 3) Investigating Environmental Issues [Themed Project with a research paper, presentation, and eco-challenge activities].

HUMAN PHYSIOLOGY 120

This course is designed to appeal to a wide range of learners including students for whom this will serve to fulfill their science graduation requirement and students who will take additional science courses. A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. It will also be relevant to those students who will be going on to careers in the social sciences, kinesiology, and health care.

This course focuses on the biology and healthy functions of all of the major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices and disorders.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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PHYSICS 112

This is the first of a two-semester sequential course designed for students planning to pursue science/engineering courses at the university level or who plan to enroll in a technical program at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

PHYSICS 122

This is the second of a two-semester sequential course recommended for students planning to pursue science/engineering at the university level or who plan to enroll in a technical program at community college. Prerequisite: Physics 112.

SCIENCE 10: SCIENCE FOR SUSTAINABLE SOCIETIES

Learners enrolled in Science 10: Science for Sustainable Societies will consider the roles science and technology play in their lives and communities. Throughout the course, learners examine how scientific concepts and theories are applied to sustain the environment and natural resources we chemically transform.

The connections that exist between matter and energy are explored through systems thinking. Systems thinking helps learners determine ways to connect chemical reactions to planetary cycles, and to weave core concepts into sustainability discourse. Using systems thinking to consider the complex interplay of chemical processes with scientific, societal, and environmental systems provide learners with critical knowledge required for other high school science courses.

Through investigations learners will examine how matter is transformed into the products and technologies they use daily, how this matter flows through society, and explore emerging theories in sustainability and energy production. Learners gain deeper understandings of the complexities of societal development, apply critical analysis skills to design solutions for problems in their community, and connect their learning to Sustainable Development Goals.

PERSONALIZED WELL-BEING

CREATIVE ARTS

DIGITAL ANIMATION 120

which provides learners with opportunities to develop knowledge, skills, and competencies in digital animation through hands on experiential learning including using animation software. While some learning will be collaborative in nature, learners will be expected to independently work on tasks and projects to practice skill development, culminating in a final capstone project.

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WELLNESS AND PHYSICAL EDUCATION

ADVANCED TRAINING PRINCIPLES 120

This course is designed to support learners with theoretical and practical exercise physiology experience. This course is designed to enhance the planning and implementation of a personalized training program and create opportunities to improve individual health and well-being. Through daily training, learners will explore applied exercise physiology principles, functional movement, and technical and assessment skills in a wide range of training principles. Learners will develop, connect, and participate in engaging instructional practices and group activities. Learners will model respectful, ethical, and safe behaviours in Advanced Training Principles 120. Topics covered during this course will include foundational health and well-being, nutrition, fitness, human systems, careers, and training programs and assessment

EARLY CHILDHOOD DEVELOPMENT 120 (FORMERLY CHILD STUDIES 120)

This course is an in-depth study of children from conception to school age (6). Learning about children and their development can improve your understanding both of children and yourself. It can also help you think about your future in relation to parenthood and career choices.

INDIVIDUAL AND FAMILY WELLNESS 120

Students will see the connections made between the course content and their personal development and relationships. This curriculum will help prepare them to have a better understanding of themselves, their family and the world around them. Individual and Family Wellness 120 touches on aspects of sociology, psychology, economics and anthropology. The knowledge and skills presented in the course will benefit students who may wish to pursue fields of study such as: law enforcement, social services, family law, careers in counseling, psychotherapy and family medicine.

INTRO TO KINESIOLOGY 120

This course is designed to provide a foundation to support learners' experiences and understanding of the theoretical and practical aspects of Kinesiology. Learners will explore, connect, and participate in hands-on instructional practices, including group activities and labs. They will also engage in topics such as: historical physical activity and sport events, ethical issues, physical literacy, anatomy, physiology, human performance, biomechanics, and prevention and care of athletic injuries. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an interest in learning more about kinesiology including careers

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

MUSIC 10

The grade 10 program is outcome-directed; that is, the knowledge and skills that students must demonstrate are articulated in outcome form. Every outcome is followed by an elaboration that provides further information on, and clarification of the outcome. This elaboration also includes a list of activities, experiences, and objectives that, if achieved, will help the student meet the outcome.

MUSIC 112

This course involves increased demands on ability of a major instrument, history and theory. NOTE: Participation in Concert Band and/or Jazz Ensembles is an element of this course.

WORLD MUSIC 120

This is a preparation course for university level music: performance, history and composition. There is a Band element also. Course selection is subject to approval. This is a university preparatory class.

VISUAL ARTS 10

This course is designed to continue developing artistic knowledge and skills from Visual Arts 9. This course is heavily project-based, and students are expected to create expressive works with a range of audiences, and purposes using a variety of different artistic techniques. Projects are broken down into four different categories: Art Processes, Forms & Applications, Self-Expression & Reflection, Socio & Cultural Art; Cumulative Art.

VISUAL ARTS 110

This course is designed to improve student skills and knowledge in a variety of areas: drawing, painting, color theory, sculpture, art history, sketchbooks.

VISUAL ARTS 120

This course is designed for motivated art students and those considering attending art school in the future. Studio projects will demand technical excellence and originality. Students will keep a sketch book and notebook and are required to supply some of their own materials. Art 110 is a prerequisite for Art 120.

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Storytelling is an essential piece to learner success, and it is therefore recommended learners have successfully completed English Language Arts 10. This will enable learners to draw from their experiences in writing for clarity in multi-modal works and defining topics which support identifiable purposes and specific audience.

Visual Art skills are also key to learner success, and so it is also **recommended learners successfully complete Visual Arts 10 prior to Digital Animation 120**. Visual Art 10 will provide learners the experience needed to create expressive works in visual arts for specific audience and purposes using a variety of art media.

*Locally Developed Course

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.
- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

DRAMATIC ARTS 110

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. In this course, students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purpose of creating, analyzing, conducting research, and performing. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) as the manifestations of theatre activities are many and varied. Students are also strongly encouraged to experience extracurricular and community-based opportunities.

DRAMATIC ARTS 120

This is an elective course that deals with the major aspects of theatre performance including acting, stage craft, play management and theatre history. Students are required to perform in public and must be prepared to memorize. Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110. While students are not

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

required to take Dramatic Arts 110 as a pre-requisite it would be beneficial. In Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel. Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

FILM 110

This course is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. Learners will get hands on experience in film production (basic camera operation, lighting, sound design and other elements) through purposeful creation of short film(s). Learners will practice implementing strategies to enhance clarity and the control of an intended message. Learning in and through the arts requires learners to create, connect, and communicate. Film 110 is appropriate for learners who are actively involved in filmmaking, and those who have an interest in learning more about film in a way that promotes a general knowledge of film and culture.

Film 110 is designed with learners who have successfully completed English Language Arts 10 in mind. Successful completion of this course will provide

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learners skills required to analyze and critique film, and to research, write persuasively and present ideas and opinions with sensitivity and decorum. While the focus of Film 110 is to create short film(s), viewing and analyzing film is also included to build understanding of the process and purpose of filmmaking. Learners will critically respond to film using the language of cinematic criticism, to create films using the cinematic conventions including shot composition, lighting, editing, sound design, and narrative structure. Learners may need to commit time beyond the common learning environment to meet their goals.

GRAPHIC ART AND DESIGN 110

This course is designed to provide students with a basic understanding of design and layout which will foster confidence in their own abilities. Throughout the course students will be asked to take ideas and requirements and make them visual and appealing using an assortment of software programs, such as Adobe Photoshop, to achieve desired effects with graphic images. Good attendance is extremely important in this course.

Students will develop various graphic projects starting with fundamental progressing on through advanced procedures.

Areas of study will include:

- The History of Graphic Arts
- Elements of Visual Perception
- Principles of Visual Perception
- Composing the Image Optically

Students considering a career in a graphic arts related area would benefit greatly from this course. Creativity and an interest/ability in art and drawing is an asset.

GRAPHIC ART AND DESIGN 120

This course is intended to be an opportunity to extend learning in concepts studies in Graphic Art & Design 110.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

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Pathway A is necessary for any students considering post-secondary programs in business, engineering, nursing, or science. Pathway B is sufficient for most students considering post-secondary programs in the arts or in the trades (exceptions do apply to some programs; please see guidance for clarification).

MIRAMICHI VALLEY HIGH SCHOOL



MIRAMICHI, NB

TELEPHONE: 627-4083

**MINI-BROCHURE GUIDE
FOR COURSE SELECTION**

2026-2027

GUIDANCE

M. O'Donnell-Students Last Names A-L

P. Landry-Students Last Names M-Z

J. Dedam-First Nations

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TYPES OF COURSES

There are two types of courses: Compulsory and Elective. Compulsory courses are required for graduation. Elective courses are available to support your interests and future career plans.

COURSE LEVELS

All course names include a three-digit number. The first two digits indicate the grade; the third digit indicates the level at which the course is offered. Level 1 – enriched university preparation; Level 2 – regular university, community college and private training institution preparation; Level 3 – non-technical community college, private training and business college preparation; Level 0 – not offered at another level and will vary in level of difficulty. Some qualify for university entrance and others do not.

VIRTUAL LEARNING

Several courses are offered through the New Brunswick Virtual Learning Centre (NBVLC) and may be available to meet specific circumstances. Virtual Learning courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. For further information go to: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html or see your Guidance Counsellor. Courses in French Immersion are available as well.

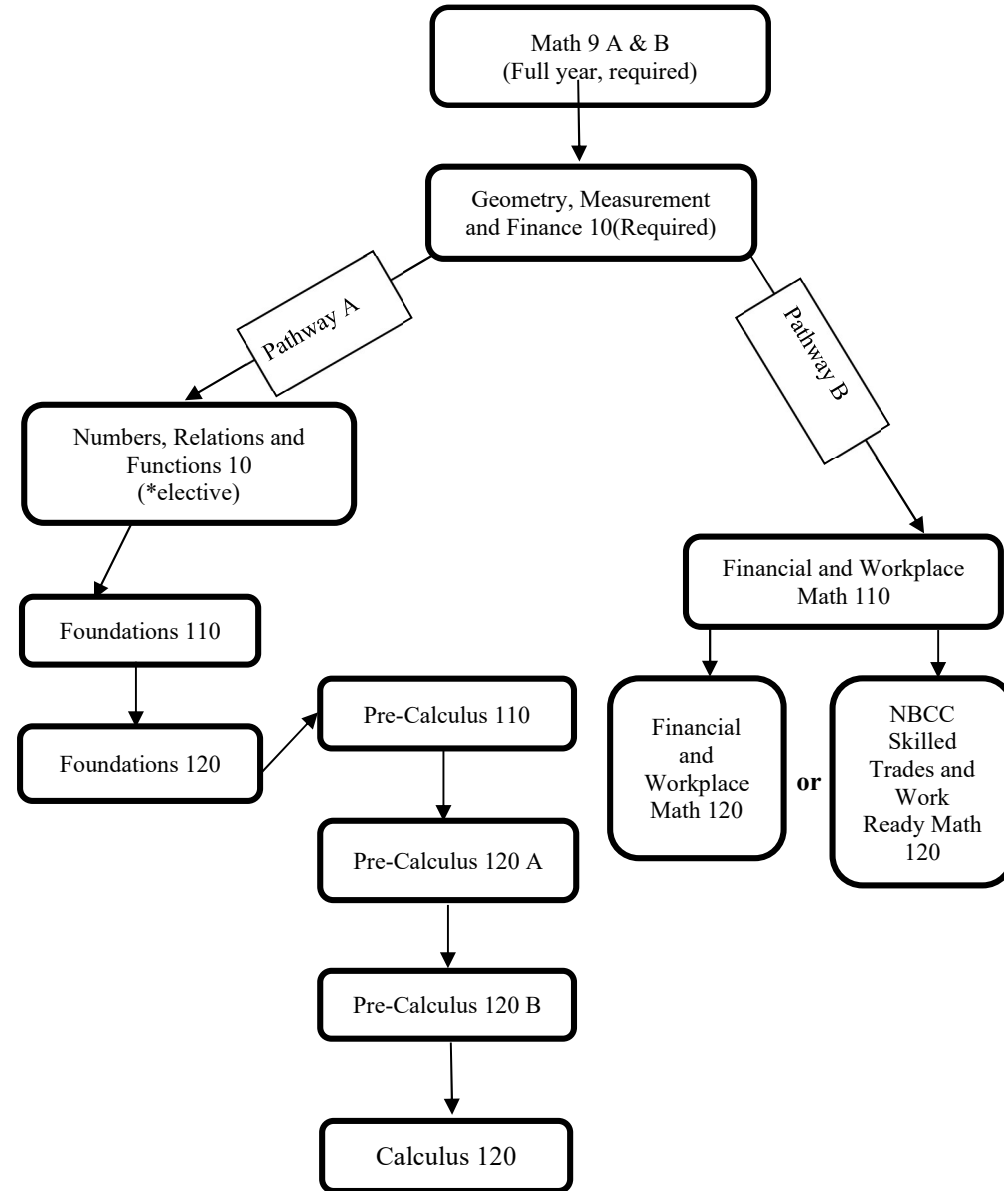
AWARD OF ACADEMIC EXCELLENCE

This requires a student to have an average of 85% on the 10 credits they have taken in a single academic year. If a student is taking a level 1 or an AP course and achieves a mark of 85% or higher, one percent will be added to their average to a maximum of 3 percent. Grade 12 recipients of the Award of Academic Excellence will be identified at graduation. Recipients of the award in grades 9-11 will be recognized at a ceremony at the beginning of the next academic year.

FRENCH IMMERSION PROGRAM

To graduate as a French Immersion (FI) student recognized by the province of New Brunswick, students must take a required number of FI designated courses. Specifically, 50% of the course load in grade 9 must be FI designated. They must also take a minimum of 10 courses with an FI designation between grades 10-12. Students who participate in the French Immersion program and complete the allotted number of courses will receive a French Immersion Completion Certificate upon graduation.

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Grade 12

- Students must successfully complete Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 before enrolling in Financial and Workplace Mathematics 120.
- Students must successfully complete Foundations of Mathematics 110 before enrolling in Foundations of Mathematics 120.
- Students must successfully complete Pre-Calculus 110 before enrolling in Pre-Calculus 120A.

Financial and Workplace Mathematics 120	Foundations of Mathematics 120	Pre-Calculus 120A
<i>Pre-requisite: Financial and Workplace Mathematics 110 or Foundations of Mathematics 110</i>	<i>Pre-requisite: Foundations of Mathematics 110</i>	<i>Pre-requisite: Pre-Calculus 110</i>
		Pre-Calculus 12B
		<i>Pre-requisite: Pre-Calculus 120A</i>
		Calculus 12
		<i>Pre-requisite: Pre-Calculus 120A and Pre-Calculus 120 B</i>

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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HONOURS POLICY

HONOURS

- Average of 85% when all 25 boxes of student’s grad portfolio are averaged with no adjustments (double period classes like Co-op only count as 1 mark and average is from 24).
- Has never failed a class, received an “incomplete” or dropped a class after October 1st and March 1st.

HONOURS WITH DISTINCTION POLICY

- Average of 90% when all 25 boxes of student’s grad portfolio are averaged (double period classes like Co-op only count as 1 mark and average is from 24).
- Has been an MVHS student for 3 consecutive years.
- Has taken English 112 and 122 level courses.
- Has taken NRF 10 and Foundations 110.
- Has taken one academic science course (Biology 112, Biology 122, Chemistry 112, Chemistry 122, Physics 112, Physics 122, Aquatic Sciences 120, Environmental Science 120).
- Has taken one academic humanities course (Ancient and Medieval History 112, Canadian History 122, Modern History 112, Wabanaki Studies 120, World Issues 120).
- Has never failed a class (between grades 10-12), received an “incomplete” or dropped a class after October 1st and March 1st.

VALEDICTORIAN AND RANKINGS

- The Valedictorian, Salutatorian and subsequent grad class rankings will be done by taking the highest average of students who have Honours with Distinction.

COURSE CHANGES

Students, with the help of parents, are encouraged to consider carefully their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as your career interests. To aid in this selection, teachers and guidance counsellors are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for course change initiated once school opens in September must be submitted using a Guidance Request Form. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing there is available space in the course(s) requested.

GRADUATION REQUIREMENTS

Policy 316B, indicates that graduates must:

- Have met learning requirements prescribed in Grade 9 curriculum
- Have completed compulsory credit-hours in Grades 10 through 12
- Have accumulated 100 credit-hours to apply for graduation
- Have developed a documented career-life plan

The minimum acceptable grade of 60% will remain in place; however, students will start to accumulate credit-hours beginning in grade 10.

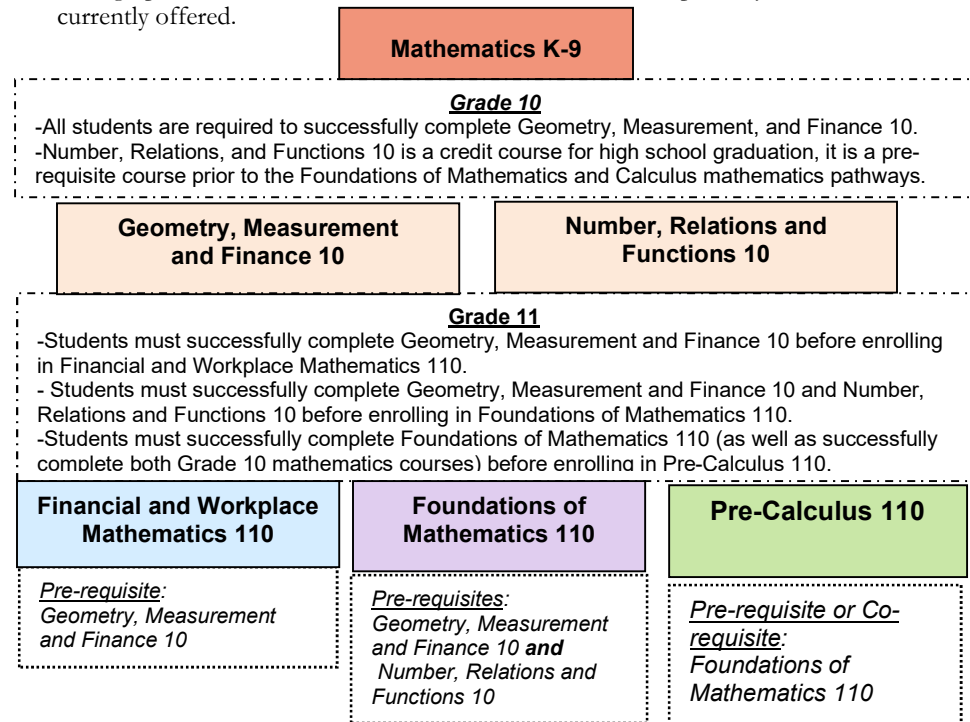
You must also pass the English Language Proficiency Assessment administered during Grade 9.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Pathways and Courses

SUMMARY—The Conceptual Framework for Grades 10–12 Mathematics describes the nature of mathematics, the mathematical processes, the pathways and topics, and the role of outcomes and achievement indicators in grades 10–12 mathematics. Activities that take place in the mathematics classroom should be based on a problem-solving approach that incorporates the mathematical processes and leads students to an understanding of the nature of mathematics.

The graphic below summarizes the three mathematics pathways and courses currently offered.



**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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RESIDENTIAL FINISH 120

This course examines the work required to finish a family dwelling once it is framed in. Topics covered include insulation, wall cladding, doors, windows, cornice trim and roof covering. Students will study these topics both in theory and through practical project work. This course should be of interest and value to those students interested in pursuing a career related to the residential construction industry. Pre-Requisite: Framing & Sheathing 110

TUNE UP AND EMISSIONS 120

This is a course designed to provide students with a practical approach to diagnosing, servicing, and repairing of automotive fuel and emission systems and to performing engine tune-ups. Suggested Pre-requisite: Internal Combustion Engines 110 and Automotive Electrical Systems 120.

WELDING/METALS FABRICATION 110

This is a practical course involving both classroom and lab activities. The methods of fabricating and fastening components will be explored as will gas and electric welding, oxy-acetylene cutting, brazing and soldering through the completion of compulsory projects. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Compulsory Credits for Graduates

	Core Clusters	Required	Compulsory
	Language Arts and Languages	24 credit hours	PIF/FILA 10, ELA 10, ELA 11, ELA 12 (all of these are 4 credits hours) AND 8 credit hours of options from Language Arts and Languages Note: For Newcomer and Indigenous students there may be other options available. Mi'kmaw may replace French (PIF/FILA 10) as the language requirement for Indigenous students.
	Humanities	8 credit hours	Civics 10 and 4 credit hours from Designated History Course List
	Mathematics	12 credit hours	Geometry, Measurement and Finance 10 and 8 credit hours from Math Course List.
	Science	8 credit hours	Options from Science
Personalized Well-Being	Creative Arts	4 credit hours	Options from Creative Arts
	Wellness and Physical Education	4 credit hours	Options from Wellness and Physical Education
	Career-Connected	4 credit hours	Options from Career and Occupational, Information Communication Technology, and Skilled Trades
	Options from the three Personalized Well-being Clusters	8 credit hours	Creative Arts, Wellness and Physical Education, and Career-Connected (Career and Occupational, Information and Communication Technology, and Skilled Trades).
	Core Cluster	8 credit hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career Connected
	Clusters Credit-hours Total	80 credit hours	Prescribed courses only
	Flexible Credit-hours Total	20 credit hours	Includes all options for credit
	Minimum Total Credit-hours for Graduation	100 credit hours	To apply to graduate

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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LANGUAGE ARTS AND LANGUAGES

ENGLISH LANGUAGE ARTS FOUNDATIONAL 10/EXTENDED 10

In grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 112/EXTENDED 112

This is an academically orientated program concentrating on the novel, short stories drama, the formal essay, and poetry. A compulsory examination is written in this course.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 113/EXTENDED 113

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

ENGLISH 122

This is an academically orientated program concentrating on literature and writing skills. A compulsory examination is written in this course.

ENGLISH 123

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

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emphasized. There is a final exam in this course, but exemptions do apply.

INTERNAL COMBUSTION ENGINES 110

This is a course designed to introduce the basics in the repair, overhaul, service and testing of the internal combustion engine. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits.

INTRO TO SKILLED TRADES 110

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. **This course will be required for further courses within the skilled trades.**

METALS PROCESSING 110

This is an introductory course involving classroom instruction and hands-on activities relating to industrial practices in the metals industry. Includes bench work, basic machine work, lathe operation, drill press and other machines. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

METALS PROCESSING 120

Metal Processing 120 allows students to advance basic skills developed in Metals Processing 110. Also, students will practice and develop new introductory skills that are required to pursue post-secondary learning in the Metals trades. Students enrolled in this course are encouraged to work both independently and in teams while achieving specific curriculum outcomes. Students must have successfully completed Metals Processing 110 as a pre-requisite.

MILL AND CABINET 120

This is a course designed to introduce students (through classroom instruction and hands-on activities) to the materials and processes involved in the manufacturing and installation of cabinets and interior finish components found in a typical house. Lab safety as well as hand tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply. (Suggested pre-requisite: Framing & Sheathing 110)

POWER TRAIN AND CHASSIS 110

This is a course designed to introduce the basics in the service and maintenance of the automobile chassis and power train.

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CULINARY TECHNOLOGY 110

This is an entry-level, hands-on food service training course. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills through enterprise activities in the student operated Culinary Café. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to:

- explore employment skills and career awareness in culinary arts and associated trades (cook, baker, pastry chef, server, steward, and management);
- identify potential employment options looking at provincial statistics and industry projections; and,
- identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

CULINARY TECHNOLOGY 120

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, along with large equipment and food preparation skills with a focus on scratch cookery and current trends in nutrition and industry. Culinary Technology 110 is a pre or co-requisite of Culinary Technology 120. Students will continue to study the theory of each skill and then be encouraged to practice those skills through enterprise activities. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to: 11 • explore employment skills and career awareness in Culinary Arts and associated trades (cook, baker, pastry chef, server, steward, and management); • identify potential employment options looking at provincial statistics and industry projections; and, • identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

ELECTRICAL WIRING 110

Students in this course will study the basic tools, materials and techniques used in residential wiring. Study includes the design and placement of circuits in a model family dwelling, according to the Canadian Electrical Code. The course will be of interest to students interested in exploring careers related to the electrical trade.

FRAMING AND SHEATHING 110

This course combines classroom instruction with hands-on activities to develop the skills and knowledge associated with the framing in or shell construction of a typical single-family dwelling. Lab safety as well as hand tools and equipment safety will be

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

FRENCH IMMERSION LANGUAGE ARTS 10

This is a required course for French Immersion students and is required to graduate from the French Immersion program. The objectives of this course are:

- To understand a variety of oral interactions according to the situation of communication.
- To produce an oral message according to the intention of communication.
- To interact according to the situation of social and academic communication.
- To understand a variety of texts.
- To produce texts according to the intention of communication and the target audience

FRENCH IMMERSION LANGUAGE ARTS 110/120

This is a required course for French Immersion students where the development of the four language skills will be treated under vocabulary and oral expression/comprehension, literature, grammar, written expression and culture. This is required to graduate from the French Immersion program.

GRAPHIC NOVELS 120

Graphic Novels 120 will provide a unique opportunity for learners to examine this complex genre of visual storytelling in depth. The course will study the graphic novel, including the evolution of visual storytelling, text structure, artistic voice, artistic devices, and impact on the audience. Learners will read, discuss, and design a variety of visual texts, culminating in the creation of a graphic novel.

INTRODUCTORY MI'KMAW 110

This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

INTERMEDIATE MI'KMAW 110

This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

JOURNALISM 120

This course is designed for students to develop communicative skills, to learn the principles of journalistic expression and the practice of both. Journalism is a creative process involving such skills as design, layout, creative writing and photography. Students learn to identify or generate story ideas, to gather information pertinent to the stories and to write and edit their stories.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

ORAL COMMUNICATION TECHNIQUES 110

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). It is aligned with the Common European Framework of Reference (CEFR).

This course is a language elective and may be taken as a Grade 11/12 credit. The intended audience may be learners in French Immersion or English Prime who have successfully completed the Grade 10 French requirement – French Immersion Language Arts (FILA) 10 or Post-Intensive French (PIF) 10. Learners will enroll in the course to supplement required French offerings to improve their oral French skills and in preparation for Oral Proficiency Interviews.

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- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

INFORMATION TECHNOLOGY 120

The Information Technology 120 curriculum will develop competencies that will prepare the student to work as a business/entrepreneur, systems or information analyst, or architect. A combination of information technology competencies with technical skills to analyze business needs, and problems with proposed solutions that incorporate technology effectively, are the areas which Information Technology 120 contributes to the FIT Program.

This course is designed to function with a range of business software but MVHS will focus on the Microsoft Office package (Word, Excel, PowerPoint and Access). The Information Technology 120 curriculum consists of the following three units:

- 1) IT Perspective
 - ♦ *Students will understand key IT function components and how they contribute to enterprise effectiveness. Students will gain perspective throughout the course as they accomplish the required activities.*
- 2) ICT Project Management
 - ♦ *Students will learn about, realize the importance of, and apply project management skills throughout the hands-on unit (Word Processing, Spreadsheets, Database, Presentations)*
- 3) Software Applications
 - ♦ *The majority of this course explores how productivity software is essential in business and industry. Students will learn how to recognize what combination of application software could help businesses and industry accomplish goals.*

SKILLED TRADES

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course meets the Science requirement for graduation.

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technologies including: Sparkfun Electronics, Makey Makey, Arduino Programming, Robotics, 3D Printing, Remote Operated Vehicles, Videography involving GoPro and Oculus Rift Technology.

COMPUTER SCIENCE 120

This course will teach programming using the computer language Java in a Windows environment. This course may help students planning on taking Computer Science/Engineering at university or community college. Computer Science 110 is highly recommended.

CYBERSECURITY AND TECHNICAL SUPPORT 110

The Cybersecurity and Technical Support 110 (CSTS110) course will inspire students through the experiential learning of the fundamentals of computer and network systems, the activities and processes involved in technical support, and the defensive strategies from cybersecurity. In CSTS110, students will be actively engaged in the design, development and evaluation of technical support and cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one and maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve this high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, formative and summative assessment.

CYBERSECURITY 120

The Cybersecurity 120 (CYBER120) course will inspire students through the experiential learning of the fundamentals and possibilities of cybersecurity. In Cybersecurity 120, students will be actively engaged in the design, development and evaluation of defensive cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one, while maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve a high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, and assessment.

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.

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POST INTENSIVE FRENCH 10

Post-Intensive French encourages authentic communication in French. The objective is to create a literacy experience for students and contribute to developing their ability to use language and images, in rich and varied forms to read, write, listen, speak, view, represent and think critically about ideas in their second language.

POST INTENSIVE FRENCH 110

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: mysteries, injustices and the power of photography.

**Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

POST INTENSIVE FRENCH 120

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers. **Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

READING TUTOR 120

Rationale: This course has been established for the purpose of providing assistance in achieving an acceptable standard of literacy for struggling readers and/or enabling speakers of other languages to improve their speaking, listening, reading, and writing skills in English.

Process: Grade 11/12 MVHS tutors are introduced to various techniques to assist struggling readers and students of other languages. Tutors are also immersed in the techniques of teaching. A variety of pertinent topics is explored, including how students learn, how comprehension is enhanced through experience, how learners have different styles, and how to teach and evaluate writing.

WRITING 110

This is a course in developing writing skills through practice and workshop techniques with other students. It is designed for both the creative writers and for those who demonstrate a definite proficiency in the writing process. Much time is spent writing in class and focusing on using peer editors to encourage and guide “works in progress”.

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HUMANITIES

ANCIENT AND MEDIEVAL HISTORY 112

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured. Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

CANADIAN HISTORY 122

This is an academic course of Canadian studies concentrating on the development of Canada since Confederation. This is a university accepted course.

CANADIAN GEOGRAPHY 120

This course is designed to provide an examination of the basic patterns of Canadian Geography, both physical and cultural. Students are encouraged to look for these patterns and relationships in order to develop an understanding of geographical concepts - like that of a region. This is a university accepted course.

CIVICS (FI)

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning

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consumers can help prepare learners to interact positively with digital media. Learners will develop skills to decode data and data visualizations to support critical thinking when interacting with information that surrounds them. Engaging with different marketing approaches will encourage learners to improve communication and negotiation skills, transferable skills outside of the classroom and beyond graduation.

SKILLS FOR SUCCESS (PREVIOUSLY GROWTH, GOALS, AND GRIT 120)

Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviours, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits. This course has a significant volunteer component outside of school hours.

INFORMATION AND COMMUNICATION TECHNOLOGY

COMPUTER AIDED DESIGN 110

This course is designed to assist students in understanding the relevance and importance of Computer Assisted Drafting and Design as it related to industry today. Students will use the widely popular AutoCAD program where skills in creating 2D drawings will be the focus. Students will be expected to become familiar with the various procedures required to complete technical drawings that include Isometric Drawings that allow for the creation of 3D drawings and Orthographic Projection Drawings that are used to illustrate floor plans, wall sections and elevation drawings. It will be important that students understand X, Y coordinates as well as Polar Coordinates. This course will be worthwhile to students considering the Civil Technology Program at NBCC or other related programs, as well as Bachelor of Science in Engineering or related courseware.

COMPUTER SCIENCE 110

This course is essentially an introduction to the computer programming using Visual Basic and possibly other programming languages. It focuses on developing the knowledge, skills and attitudes to solve real world problems via computer programming. Specifically, this course focuses on problem solving, technological competence and communication. This course will prepare the student to make an educated decision with respect to career opportunities at the post-secondary level. Students will have an opportunity to work on special projects involving new

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FINANCIAL ACCOUNTING 120

The focus of this course is to provide the essential understandings, economic framework, consumer skills and attitudes to successfully participate in a society influenced by financial and business decisions. Students will better manage personal finances, understand obligations of business owners and make informed decisions concerning life careers and choices. The intention of this course is to encourage students to further their education in a Bachelor of Business Administration or Bachelor of Commerce program. This is an academic course.

HOSPITALITY AND TOURISM 110

In this course students will be introduced to the Hospitality and Tourism Industry, particularly in the Atlantic tourism region. They will learn the workplace skills, knowledge, attitudes and marketing strategies for this industry, as well as safety skills. Various career paths for this industry will be explored.

HOUSING AND DESIGN 120

The overall aim of this course is to provide students with lifelong learning skills that are transferable to future learning related to the housing environment and interior décor. Students will:

- raise the students' awareness of architectural aesthetics;
- understand the motivating factors that have an impact on the economy and environment;
- utilize the elements and principles of design as they apply to interior décor;
- encourage individual creativity through interior design;
- incorporate technology options in the living environment; and,
- identify issues related to human needs and their impact on future housing trends.

HUMAN SERVICES 110

If you have an interest in nursing, social work or education, this course will focus on the skills needed to prepare you to work with the elderly and the handicapped. The overall aim of Human Services is to increase your awareness of the importance of human service work and to prepare you for future employment and/or post-secondary education. You will learn practical skills needed to work with and care for special needs students through participation in activities with students in our school. (May be used to satisfy the Wellness and PE option until June 2027 only)

MARKETING 120

Knowledge of marketing techniques and strategies enables learners to develop marketing plans that appeal to the consumer, by identifying and reflecting on the various wants, needs, and experiences of the target audience. Understanding the purpose of marketing and strategies used to evoke an emotional response in

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opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. Students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

FRENCH IMMERSION MODERN HISTORY 112

This is a French Immersion course for students taking Modern History.

FRENCH IMMERSION WORLD ISSUES 120

This course examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The future of the global community is also examined. Accent will be placed on a project/research-based approach in French.

LAW 120

This is an academic course that is sometimes accepted for university entrance. It is taught as a university preparatory course. This course is designed to help students become more aware and appreciative of the law and how it applies to them. Students are expected to read, and study related legal materials.

MODERN HISTORY 112

The focus of the course is European history from the French Revolution through to the Cold War. Topics include rights and revolution (French Revolution), Industrial Revolution, Pre-World War I, World War I & II, the Holocaust, and the Cold War.

MODERN HISTORY 113

This is a general history course dealing with events of the twentieth century.

NORTH SHORE LEGACY 120

Students will be given an in-depth experience of the exploits of the North Shore Regiment during the Second World War. Pre and Post war topics as they relate to the Regiment and the North Shore region will be analyzed as well. The course will give students experience in working with primary documents and developing their skills as historians by allowing them firsthand opportunities to conduct research, historical investigations, and international collaborative work. Students will learn the benefits of these skillsets and their contributions to our community's legacy, but also to themselves as lifelong learning adults.

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Historical content of the course will help complement students' exploration of themes related to remembrance and commemoration. Students will experience different ways society engages in remembrance and commemoration. The course will have unique opportunities to conduct research and commemoration work that will contribute to current work in the field at the local and international level. Final assessment in the course will be based on student project proposals related to the course material and themes.

POLITICAL SCIENCE 120

This is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons (particularly with respect to the Canadian system). This is a university recognized credit.

SOCIOLOGY 120

This course will introduce students to the basic theoretical development and scientific foundation of this discipline. Students will develop the ability to examine social phenomena objectively and increase their understanding of the components and dynamics of social groups as they affect culture. Many interesting topics such as culture, socialization, deviance and social control, religion and social movements will be covered. Each student will be required to prepare and deliver a seminar to the class.

WABANAKI STUDIES 120

This course is designed to promote understanding of the Mi'kmaq and Maliseet perspectives on life in the Maritime Provinces. Using the text *Maritime Native Studies*, students will learn about language and culture, religion and spirituality, ancient times, arts and crafts, the land and the Mi'kmaqs of the Miramichi region. This course offers a good look at the culture and lifestyle of the original Canadians. This course is open to all interested students. This is a university recognized credit.

WORLD ISSUES 120

This is an academic course that is sometimes accepted for university entrance. This course explores the idea that the world has become a global community with major obstacles to overcome. Students will compare the rich northern nations with the poor southern countries; study environmental problems; explore the Population "explosion"; examine earth's depleting resources; plus look at current social and political issues.

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EARLY CHILDHOOD SERVICES 120

The overall aim of this course is to prepare students for careers working with young children in relation to the New Brunswick Early Learning Framework. Students will evaluate their capacity as an early childhood educator and the requirements for employment in New Brunswick. The focus will be valuing the early years and the topics of: Well Being, Play and Playfulness, Communication and Literacy, Diversity and Social Responsibility. Post-secondary employment opportunities will be researched as well.

ENTREPRENEURSHIP 110

In this course attitudes and aptitudes will be covered to determine if you have the necessary skills involved in owning and operating a small business. Students will be required to work in small groups to plan and operate a business venture.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel. Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

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engage in informed career pathway planning through self-awareness, exploration of opportunities and engagement in authentic career connected experiences. Throughout the course, students will develop the skills and competencies to design personalized career pathways for high school and life after graduation.

CAREER CONNECTED EXPERIENCES 110

Whether you are planning a gap year, a once-in-a-lifetime summer experience or exploring opportunities beyond the classroom, this course will help you learn more about your personal and career pathway goals and discover non-traditional ways to experience life, learning and work. This course will explore local, provincial, national and international experiences and clarify how you may make the most of your time, money and energy while moving towards your preferred career pathway – you can expect to learn about building your resume, discovering new possibilities, earning money, seeing the world and/or developing a sense of confidence and independence. In addition to high school credits, students are eligible to earn the Student of Leadership & Humanity Award upon the completion of the required components within this course.

CAREER PATHWAY MENTORSHIP 120 (8 CREDIT HOURS)

This course is open to all Grade 12 students who wish to acquire on the job experiences in an area in which they plan to further their education. Students must apply in advance for this course, have acceptable grades, show maturity and have good attendance. Students will be considered for this course by application and interview. (This is a two-credit course/eight credit hours)

DEVELOP AND LEAD 110

This course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members. Participation results in a journey through which learners can create a positive legacy in their school and community.

***Please note that only the FSL version of this course will be offered at this time.**

EARLY CHILDHOOD SERVICES 110

This course helps students prepare for a career in teaching and/or in childcare. Students work in a group setting where they will be involved in planning curriculum, preparing lessons, organizing schedules required in the operation of a playschool for preschoolers. The student will learn practical skills for guiding children as they establish rules and handle daily activities. This is an independent course where self-motivation/direction is required. Attendance is critical.

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MATHEMATICS

GEOMETRY, MEASUREMENT AND FINANCE 10

Geometry, Measurement and Finance 10 provides foundations for further study in mathematics and along mathematics pathways, and includes concepts in geometry and measurement, and develops financial literacy. Learners will relate the properties and principles of lines and angles; compare and apply systems of measurement; apply financial literacy concepts to personal financial decisions and wellness; apply formulae to solve problems. Learners will enact and apply prior Mathematics K-9 knowledge, and personal financial decision making and wellness knowledge from Personal Wellness 6-8 curriculum. Geometry, Measurement and Finance 10 is the final compulsory mathematics course in New Brunswick. Topics include Pythagorean Theorem; polygons; angles; trigonometric ratios; metric and imperial systems of measurement; surface area and volume; unit pricing; currency exchange; income (gross and net pay); credit cards; loans; interest.

NUMBER, RELATIONS AND FUNCTIONS 10

This is a recommended course for grade 10 students and required if students are choosing an academic mathematics pathway. This is a pre-requisite for Foundations of Mathematics 110. The course includes the following topics: factors and multiples of whole numbers, perfect squares and cubes and their roots, common factors of a polynomial, factoring, irrational numbers, mixed and entire rationales, fractional and negative exponents, relations and functions, graphs, linear functions, systems of linear equations.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This is a compulsory course that meets the graduation requirement of ONE Mathematics course at the grade 11/12 level. This course will develop basic and practical skills that will ensure students develop basic life skills to deal with money, measurement, statistics, and basic number operations.

FINANCIAL WORKPLACE MATHEMATICS 120

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact

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on profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics.

NBCC SKILLED TRADES AND WORK-READY MATH 120

This course gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. Ideally, students will apply math concepts using a hands-on fashion in an authentic workplace or trades facility. However, safety restrictions and limitations of facilities in some schools require the flexibility to design activities that can also be completed in a community or classroom environment. Teachers should use a variety of learning situations that will address various learning styles of students and complement the resources available in the school and community.

Every concept and skill should be authentically contextualized. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Teachers are encouraged to be innovative in their methods of presentation of the material. Students should become familiar and proficient with the terms ‘accuracy’ and ‘precision,’ and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons should feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial and S.I. units should both be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

FOUNDATIONS OF MATHEMATICS 110

This course has the following pre-requisites: Geometry, Measurement & Finance 10 AND Numbers, Relations & Functions 10. This course is designed to ensure that students obtain the necessary foundation to pursue post-secondary programs that may require a Mathematical background. Upon completion, students may continue on to further study mathematics by enrolling in the Pre-Calculus 110 course. Otherwise, students will be able to take either the Workplace/Financial Mathematics 110 or Foundations of Mathematics 120.

FOUNDATIONS OF MATHEMATICS 120

This is the second of two courses in the Foundations of Mathematics pathway designed for entry into post-secondary academic programs not requiring pre-calculus. In statistics, students are introduced to normal curves, and learn to

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participation and attendance in the 9/10 Physical Education programs as a pre-requisite.

YOGA 110

Yoga is a lifestyle. Students will be given the opportunity to learn in a safe environment where they can have fun through movement, social interaction and independence. Through breathing, posture development, body awareness and body/mind integration, students will gain an understanding of health promoting practices and habits. Classroom sessions are designed to educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty, and respect in the context of challenging physical activity.

CAREER CONNECTED

CAREER AND OCCUPATIONAL

BUSINESS MANAGEMENT 120 (PREVIOUSLY BOM 120)

The course is designed to provide the student with skills in leadership, critical thinking and problem solving. Students will develop communication and collaboration skills while working on project-based learning assignments. Through this course students will develop 21st century skills which will help students to become creative innovators who will be able to quickly adapt to an ever-changing business environment. While students are engaged in their learning they will develop digital literacy skills. Main topics to be covered include Ethics, Business Environment, Management, Business Ownership and Human Resources. It is a good course if you are planning on taking Business in post-secondary school.

CAREER PATHWAY DESIGN 10

Career is the journey through life, learning and work. Not just employment. The vision for this course is to provide equitable and inclusive career pathway planning for each student. Career pathway planning plays an important role in one's sense of self and life satisfaction. Psychological wellbeing is directly linked to career pathway planning. This course is informed by evidence-based research as found in the New Brunswick Career Education Framework. It builds upon the Personal Wellness 3-9 continuum of learning and Career Connected Learning K-12. This course is an opportunity for further career pathway and transition planning allowing for informed high school and post-secondary life decisions. Participating in this course will provide learners with autonomy and increased engagement in their personalized high school pathway. This course will help contextualize high school learning with purpose and career pathway connections. Career Pathway Design 10 encourages students to

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interest in sport-specific skill development. At MVHS, this class currently focuses on hockey.

PSYCHOLOGY 110

The vision for this course is to introduce learners to the study of behaviour and mental processes. In Psychology 110 learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies. Learners in Psychology 11 will cover a variety of areas related to psychology including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.

SPORT AND RECREATION LEADERSHIP 120

The vision for this course is to have learners successfully plan, organize, and administer their own event, tournament, and program. Educators will facilitate opportunities for learners to develop sport and recreation leadership skills within their school, community and beyond.

The learner's leadership potential is developed when initiatives serve to reinforce skill development around leadership roles. This course seeks to use sport and recreational activities as a tool for creating concrete leadership experiences and develop leadership potential.

Learners will explore various roles in team dynamics including being a leader, mentor, and collaborating positively with others in inclusive experiences. The emphasis of this course focuses on planning, performance, evaluation, and reflection.

Planning and operation of events, tournaments, and programs will require learners to dedicate time outside of school hours (e.g., before school, after school, evenings, and/or weekends).

WELLNESS THROUGH PHYSICAL EDUCATION 110

The aim of Wellness through PE 110 is to promote healthy active living for life. The course goal is to explore a variety of activities highlighting non-traditional approaches to fitness and wellness. As a result, the course offers a range of learning experiences for students that encourage healthy active living. This course is intended to allow students the opportunity to be physically active, while further enhancing their decision-making skills towards personal wellness. This course requires excellent

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interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning students analyze puzzles and games, and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions and sinusoidal functions to solve problems.

PRE-CALCULUS 110

This elective course follows *Foundations of Mathematics 110* and is the first course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12A

This elective course follows *Pre-Calculus 110* and is the second course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12B

This elective course follows *Pre-Calculus 12A* and is the third course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

CALCULUS 120

This is the last course offered in the Pre-Calculus Pathway and follows *Pre-Calculus B 120*. The course will introduce derivatives of polynomial, trigonometric, inverse trigonometric, exponential and logarithmic functions, and the product, quotient and chain rules. Applications of derivatives will be explored including rates of change, increasing and decreasing functions, maximum and minimum values, optimization problems, concavity and the second derivative, curve sketching, indeterminate forms and l'Hopital's Rule. Integrals will also be explored including interpretations, properties and numerical approximations of definite integrals, applications of integrals, and techniques and applications of antidifferentiation.

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SCIENCE

AGRICULTURE 110

Agriculture 110 includes the history and evolution of Agriculture in New Brunswick which recognizes Indigenous and settler contributions, everyday impacts on life in New Brunswick, and specific types of Agriculture predominant in New Brunswick. Learners will apply knowledge of plants and animals to local contexts, to introductory plant growing and animal care research skills, this leads to creating quality Agriculture products and/or operations. Learners will apply skills during Agriculture experiences and/or work placements and will have build knowledge in Agricultural careers. Agriculture 110 allows the opportunity for a learner-led personal choice project or development of a business proposal and plan to summarize and demonstrate learning.

AQUATIC SCIENCES, AQUACULTURE AND FISHERIES 120

This course introduces learners to the blue economy. Learners will dive into inquiry-based learning while exploring the aquaculture industry, fisheries, and aquatic systems. In this context, learners will build scientific literacy skills such as observing, questioning, predicting, data collection, analysis, drawing conclusions, applying knowledge, and communicating results. This course explores career pathways. Learn about the vital role aquaculture and fisheries play in our daily lives and discover the diverse range of career opportunities available, from marine biology to environmental stewardship. Furthermore, this course emphasizes personal connections, sustainable practices, and respect of Indigenous ways of knowing, in a local and global context.

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course may be used to meet the science requirement for graduation.

BIOLOGY 112

This is an introductory course based on four units of study. The principle emphasis is on energy, water, equilibrium and systems. The units of study are: 1. Biodiversity; 2. Energy Flows and Cellular Matter; 3. Energy and Matter Exchange by Human and Other Organisms; 4. Energy and Matter Exchange in Ecosystems; 5. Animal Kingdom; 6. Digestion, Circulation, Blood and Immunity and Respiration.

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being by enhancing intrapersonal and interpersonal skills. Learners will utilize developed skills and group dynamics to plan, lead and evaluate out-trips and/or excursions that should include an overnight wilderness outing. This course exposes learners to the natural environment in unique and enriching ways that allow them to strengthen lifelong connections critical for personal wellness and a sustainable future. Frequent experiences in the outdoors develops an affiliation with nature that can evolve into informed, proactive, and lifelong responsible use and protection of the natural world. Outdoor Education 120 places an emphasis on learner-based leadership and autonomy. Learners must have demonstrated proficiency in skills obtained in Outdoor Education 110 prior to enrolling in Outdoor Education 120.

PHYSICAL EDUCATION 10

This course provides learners with introductory skills and concepts in the areas of sport and recreation leadership, outdoor education, kinesiology, and fitness. Skills developed through sport and recreation leadership benefit learners by improving communication, problem-solving, and decision-making. y engaging with the basics of leadership through sport and recreation, learners will understand the interrelationships among physical education, society, and the environment, and can become better equipped for future leadership roles.

Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork.

Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness.

Successful completion of Physical Education 10 will prepare learners for courses such as Outdoor Education, and Sport and Recreation Leadership.

PHYSICAL EDUCATION THROUGH SPORT 110

Physical Education Through Sport 110 is designed to support learners' experiences and understanding of the theoretical and practical aspects of sports. Learners will explore, connect, and participate in hands-on instructional practices, including individual and team sports. They will also engage in topics such as sociology of sport, mentorship, lifelong sport involvement, careers in physical education, ethical issues, and sport-specific skills, strategies, tactics, and training. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an

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in the fields of physical education, health education, physiotherapy, athletic therapy, nursing, athletic coaching, sport management, recreation, and leisure.

***Please note that only the FSL version of this course will be offered at this time.**

NUTRITION FOR HEALTHY LIVING 120

This is a university level course. This course is excellent for those concerned with personal wellness or for students who wish to pursue a career in Science and Nutrition, Nursing, Dietetics or the Social Sciences.

Nutrition for Healthy Eating 120 is designed to help students understand information to help make them healthy choices. They will become aware of strategies that contribute to overall wellness and strategies needed to maintain a balance between eating habits and physical activity. The roles of nutrients in the body-digestion, absorption, transportation of nutrients and metabolism are explained. Chronic conditions, lifestyles and food technologies will be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyle choices.

OUTDOOR EDUCATION 110

This course is a “selective-elective” with 9/10 physical education as a pre-requisite. The course will develop personal outdoor recreation skills based on environment ethics. Students must satisfy a requirement to complete a series of out-trips that may be day-trips, overnight or extended trips. The course will take advantage of local outdoor access and could include camping, hiking, canoeing and other outdoor adventure activities. Students must be prepared to plan, lead and evaluate out-trip experiences from personal and group dynamics perspectives by compiling a journal. Enrollment is limited to 18 students per semester and preference is given to grade 12 students. Students must apply.

OUTDOOR EDUCATION 120

This course builds upon skills from Outdoor Education 110 providing experiential learning related to the outdoors and involves wilderness-based experiences (e.g., navigation, fire building, survival skills) in which learners explore how to safely participate in and lead a variety of outdoor activities (e.g., hiking, climbing, canoeing). Outdoor education draws upon the theory, connection, and application of experiential and environmental education. By fostering a safe yet challenging setting, Outdoor Education 120 develops technical and adaptive skills for an environmentally sustainable life through outdoor activities and experiential learning. Through interaction with the natural world, learners develop leadership skills and an understanding of self, others, and the outdoors. Life and physical activity skills are achieved through the combination of challenge, mastery, and success in various activities. Outdoor Education 120 also leverages these skills to develop student well-

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BIOLOGY 122

This is a continuation of Biology 112. It is based on four units of study. The principal emphasis is on exchange, diversity, equilibrium, systems and models. The units of study are: 1. Systems Regulating Change in Human and Other Organisms; 2. Reproduction and Development; 3. Chromosomes, Genes and DNA; 4. Change in Populations, Communities and Species; 5. Protein Synthesis. (Biology 112 would be an asset and is recommended but is not a prerequisite.)

CHEMISTRY 112

This is the first of a two-semester sequential course designed for students who plan to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

CHEMISTRY 122

This is the second of a two-semester sequential course recommended for students planning to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Prerequisite: Chemistry 112.

ENVIRONMENTAL SCIENCE 120

The objective of this course is for students to develop the knowledge base and skills for investigating/analyzing environmental issues while communicating their findings to others. The units of study are: 1) An Overview of Environmental Science [Issues and Populations]; 2) Sustainable Development [Ecology, Environmental Awareness, Sustainable Ecosystems and Communities]; 3) Investigating Environmental Issues [Themed Project with a research paper, presentation, and eco-challenge activities].

HUMAN PHYSIOLOGY 120

This course is designed to appeal to a wide range of learners including students for whom this will serve to fulfill their science graduation requirement and students who will take additional science courses. A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. It will also be relevant to those students who will be going on to careers in the social sciences, kinesiology, and health care.

This course focuses on the biology and healthy functions of all of the major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices and disorders.

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PHYSICS 112

This is the first of a two-semester sequential course designed for students planning to pursue science/engineering courses at the university level or who plan to enroll in a technical program at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

PHYSICS 122

This is the second of a two-semester sequential course recommended for students planning to pursue science/engineering at the university level or who plan to enroll in a technical program at community college. Prerequisite: Physics 112.

SCIENCE 10: SCIENCE FOR SUSTAINABLE SOCIETIES

Learners enrolled in Science 10: Science for Sustainable Societies will consider the roles science and technology play in their lives and communities. Throughout the course, learners examine how scientific concepts and theories are applied to sustain the environment and natural resources we chemically transform.

The connections that exist between matter and energy are explored through systems thinking. Systems thinking helps learners determine ways to connect chemical reactions to planetary cycles, and to weave core concepts into sustainability discourse. Using systems thinking to consider the complex interplay of chemical processes with scientific, societal, and environmental systems provide learners with critical knowledge required for other high school science courses.

Through investigations learners will examine how matter is transformed into the products and technologies they use daily, how this matter flows through society, and explore emerging theories in sustainability and energy production. Learners gain deeper understandings of the complexities of societal development, apply critical analysis skills to design solutions for problems in their community, and connect their learning to Sustainable Development Goals.

PERSONALIZED WELL-BEING

CREATIVE ARTS

DIGITAL ANIMATION 120

which provides learners with opportunities to develop knowledge, skills, and competencies in digital animation through hands on experiential learning including using animation software. While some learning will be collaborative in nature, learners will be expected to independently work on tasks and projects to practice skill development, culminating in a final capstone project.

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WELLNESS AND PHYSICAL EDUCATION

ADVANCED TRAINING PRINCIPLES 120

This course is designed to support learners with theoretical and practical exercise physiology experience. This course is designed to enhance the planning and implementation of a personalized training program and create opportunities to improve individual health and well-being. Through daily training, learners will explore applied exercise physiology principles, functional movement, and technical and assessment skills in a wide range of training principles. Learners will develop, connect, and participate in engaging instructional practices and group activities. Learners will model respectful, ethical, and safe behaviours in Advanced Training Principles 120. Topics covered during this course will include foundational health and well-being, nutrition, fitness, human systems, careers, and training programs and assessment

EARLY CHILDHOOD DEVELOPMENT 120 (FORMERLY CHILD STUDIES 120)

This course is an in-depth study of children from conception to school age (6). Learning about children and their development can improve your understanding both of children and yourself. It can also help you think about your future in relation to parenthood and career choices.

INDIVIDUAL AND FAMILY WELLNESS 120

Students will see the connections made between the course content and their personal development and relationships. This curriculum will help prepare them to have a better understanding of themselves, their family and the world around them. Individual and Family Wellness 120 touches on aspects of sociology, psychology, economics and anthropology. The knowledge and skills presented in the course will benefit students who may wish to pursue fields of study such as: law enforcement, social services, family law, careers in counseling, psychotherapy and family medicine.

INTRO TO KINESIOLOGY 120

This course is designed to provide a foundation to support learners' experiences and understanding of the theoretical and practical aspects of Kinesiology. Learners will explore, connect, and participate in hands-on instructional practices, including group activities and labs. They will also engage in topics such as: historical physical activity and sport events, ethical issues, physical literacy, anatomy, physiology, human performance, biomechanics, and prevention and care of athletic injuries. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an interest in learning more about kinesiology including careers

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MUSIC 10

The grade 10 program is outcome-directed; that is, the knowledge and skills that students must demonstrate are articulated in outcome form. Every outcome is followed by an elaboration that provides further information on, and clarification of the outcome. This elaboration also includes a list of activities, experiences, and objectives that, if achieved, will help the student meet the outcome.

MUSIC 112

This course involves increased demands on ability of a major instrument, history and theory. NOTE: Participation in Concert Band and/or Jazz Ensembles is an element of this course.

WORLD MUSIC 120

This is a preparation course for university level music: performance, history and composition. There is a Band element also. Course selection is subject to approval. This is a university preparatory class.

VISUAL ARTS 10

This course is designed to continue developing artistic knowledge and skills from Visual Arts 9. This course is heavily project-based, and students are expected to create expressive works with a range of audiences, and purposes using a variety of different artistic techniques. Projects are broken down into four different categories: Art Processes, Forms & Applications, Self-Expression & Reflection, Socio & Cultural Art; Cumulative Art.

VISUAL ARTS 110

This course is designed to improve student skills and knowledge in a variety of areas: drawing, painting, color theory, sculpture, art history, sketchbooks.

VISUAL ARTS 120

This course is designed for motivated art students and those considering attending art school in the future. Studio projects will demand technical excellence and originality. Students will keep a sketch book and notebook and are required to supply some of their own materials. Art 110 is a prerequisite for Art 120.

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Storytelling is an essential piece to learner success, and it is therefore recommended learners have successfully completed English Language Arts 10. This will enable learners to draw from their experiences in writing for clarity in multi-modal works and defining topics which support identifiable purposes and specific audience.

Visual Art skills are also key to learner success, and so it is also **recommended learners successfully complete Visual Arts 10 prior to Digital Animation 120**. Visual Art 10 will provide learners the experience needed to create expressive works in visual arts for specific audience and purposes using a variety of art media.

*Locally Developed Course

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.
- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

DRAMATIC ARTS 110

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. In this course, students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purpose of creating, analyzing, conducting research, and performing. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) as the manifestations of theatre activities are many and varied. Students are also strongly encouraged to experience extracurricular and community-based opportunities.

DRAMATIC ARTS 120

This is an elective course that deals with the major aspects of theatre performance including acting, stage craft, play management and theatre history. Students are required to perform in public and must be prepared to memorize. Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110. While students are not

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required to take Dramatic Arts 110 as a pre-requisite it would be beneficial. In Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel. Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

FILM 110

This course is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. Learners will get hands on experience in film production (basic camera operation, lighting, sound design and other elements) through purposeful creation of short film(s). Learners will practice implementing strategies to enhance clarity and the control of an intended message. Learning in and through the arts requires learners to create, connect, and communicate. Film 110 is appropriate for learners who are actively involved in filmmaking, and those who have an interest in learning more about film in a way that promotes a general knowledge of film and culture.

Film 110 is designed with learners who have successfully completed English Language Arts 10 in mind. Successful completion of this course will provide

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learners skills required to analyze and critique film, and to research, write persuasively and present ideas and opinions with sensitivity and decorum. While the focus of Film 110 is to create short film(s), viewing and analyzing film is also included to build understanding of the process and purpose of filmmaking. Learners will critically respond to film using the language of cinematic criticism, to create films using the cinematic conventions including shot composition, lighting, editing, sound design, and narrative structure. Learners may need to commit time beyond the common learning environment to meet their goals.

GRAPHIC ART AND DESIGN 110

This course is designed to provide students with a basic understanding of design and layout which will foster confidence in their own abilities. Throughout the course students will be asked to take ideas and requirements and make them visual and appealing using an assortment of software programs, such as Adobe Photoshop, to achieve desired effects with graphic images. Good attendance is extremely important in this course.

Students will develop various graphic projects starting with fundamental progressing on through advanced procedures.

Areas of study will include:

- The History of Graphic Arts
- Elements of Visual Perception
- Principles of Visual Perception
- Composing the Image Optically

Students considering a career in a graphic arts related area would benefit greatly from this course. Creativity and an interest/ability in art and drawing is an asset.

GRAPHIC ART AND DESIGN 120

This course is intended to be an opportunity to extend learning in concepts studies in Graphic Art & Design 110.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

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Pathway A is necessary for any students considering post-secondary programs in business, engineering, nursing, or science. Pathway B is sufficient for most students considering post-secondary programs in the arts or in the trades (exceptions do apply to some programs; please see guidance for clarification).

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MIRAMICHI, NB

TELEPHONE: 627-4083

**MINI-BROCHURE GUIDE
FOR COURSE SELECTION**

2026-2027

GUIDANCE

M. O'Donnell-Students Last Names A-L

P. Landry-Students Last Names M-Z

J. Dedam-First Nations

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TYPES OF COURSES

There are two types of courses: Compulsory and Elective. Compulsory courses are required for graduation. Elective courses are available to support your interests and future career plans.

COURSE LEVELS

All course names include a three-digit number. The first two digits indicate the grade; the third digit indicates the level at which the course is offered. Level 1 – enriched university preparation; Level 2 – regular university, community college and private training institution preparation; Level 3 – non-technical community college, private training and business college preparation; Level 0 – not offered at another level and will vary in level of difficulty. Some qualify for university entrance and others do not.

VIRTUAL LEARNING

Several courses are offered through the New Brunswick Virtual Learning Centre (NBVLC) and may be available to meet specific circumstances. Virtual Learning courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. For further information go to: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html or see your Guidance Counsellor. Courses in French Immersion are available as well.

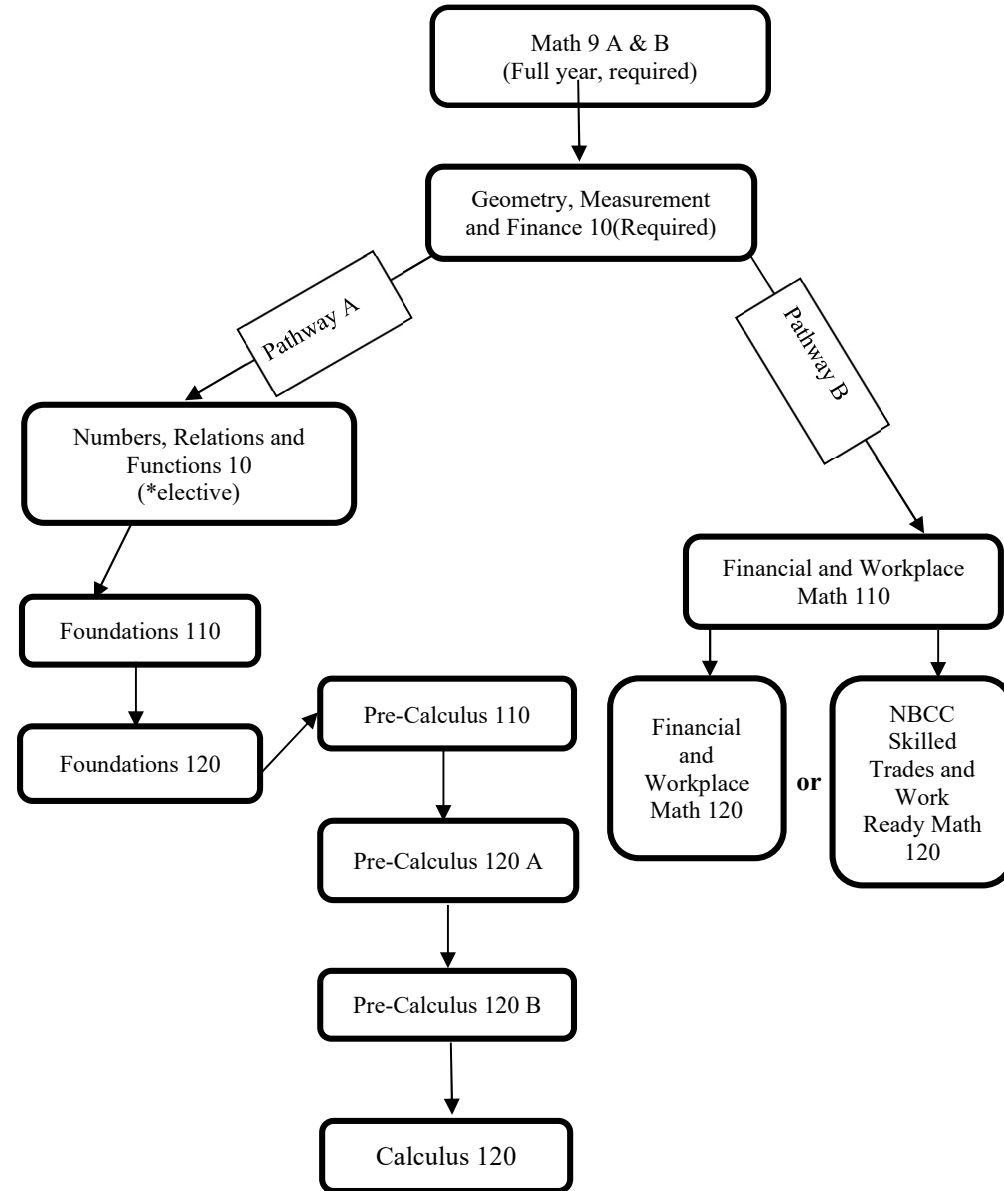
AWARD OF ACADEMIC EXCELLENCE

This requires a student to have an average of 85% on the 10 credits they have taken in a single academic year. If a student is taking a level 1 or an AP course and achieves a mark of 85% or higher, one percent will be added to their average to a maximum of 3 percent. Grade 12 recipients of the Award of Academic Excellence will be identified at graduation. Recipients of the award in grades 9-11 will be recognized at a ceremony at the beginning of the next academic year.

FRENCH IMMERSION PROGRAM

To graduate as a French Immersion (FI) student recognized by the province of New Brunswick, students must take a required number of FI designated courses. Specifically, 50% of the course load in grade 9 must be FI designated. They must also take a minimum of 10 courses with an FI designation between grades 10-12. Students who participate in the French Immersion program and complete the allotted number of courses will receive a French Immersion Completion Certificate upon graduation.

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Grade 12

- Students must successfully complete Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 before enrolling in Financial and Workplace Mathematics 120.
- Students must successfully complete Foundations of Mathematics 110 before enrolling in Foundations of Mathematics 120.
- Students must successfully complete Pre-Calculus 110 before enrolling in Pre-Calculus 120A.

Financial and Workplace Mathematics 120	Foundations of Mathematics 120	Pre-Calculus 120A
<i>Pre-requisite: Financial and Workplace Mathematics 110 or Foundations of Mathematics 110</i>	<i>Pre-requisite: Foundations of Mathematics 110</i>	<i>Pre-requisite: Pre-Calculus 110</i>
		Pre-Calculus 12B
		<i>Pre-requisite: Pre-Calculus 120A</i>
		Calculus 12
		<i>Pre-requisite: Pre-Calculus 120A and Pre-Calculus 120 B</i>

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HONOURS POLICY

HONOURS

- Average of 85% when all 25 boxes of student’s grad portfolio are averaged with no adjustments (double period classes like Co-op only count as 1 mark and average is from 24).
- Has never failed a class, received an “incomplete” or dropped a class after October 1st and March 1st.

HONOURS WITH DISTINCTION POLICY

- Average of 90% when all 25 boxes of student’s grad portfolio are averaged (double period classes like Co-op only count as 1 mark and average is from 24).
- Has been an MVHS student for 3 consecutive years.
- Has taken English 112 and 122 level courses.
- Has taken NRF 10 and Foundations 110.
- Has taken one academic science course (Biology 112, Biology 122, Chemistry 112, Chemistry 122, Physics 112, Physics 122, Aquatic Sciences 120, Environmental Science 120).
- Has taken one academic humanities course (Ancient and Medieval History 112, Canadian History 122, Modern History 112, Wabanaki Studies 120, World Issues 120).
- Has never failed a class (between grades 10-12), received an “incomplete” or dropped a class after October 1st and March 1st.

VALEDICTORIAN AND RANKINGS

- The Valedictorian, Salutatorian and subsequent grad class rankings will be done by taking the highest average of students who have Honours with Distinction.

COURSE CHANGES

Students, with the help of parents, are encouraged to consider carefully their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as your career interests. To aid in this selection, teachers and guidance counsellors are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

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Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for course change initiated once school opens in September must be submitted using a Guidance Request Form. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing there is available space in the course(s) requested.

GRADUATION REQUIREMENTS

Policy 316B, indicates that graduates must:

- Have met learning requirements prescribed in Grade 9 curriculum
- Have completed compulsory credit-hours in Grades 10 through 12
- Have accumulated 100 credit-hours to apply for graduation
- Have developed a documented career-life plan

The minimum acceptable grade of 60% will remain in place; however, students will start to accumulate credit-hours beginning in grade 10.

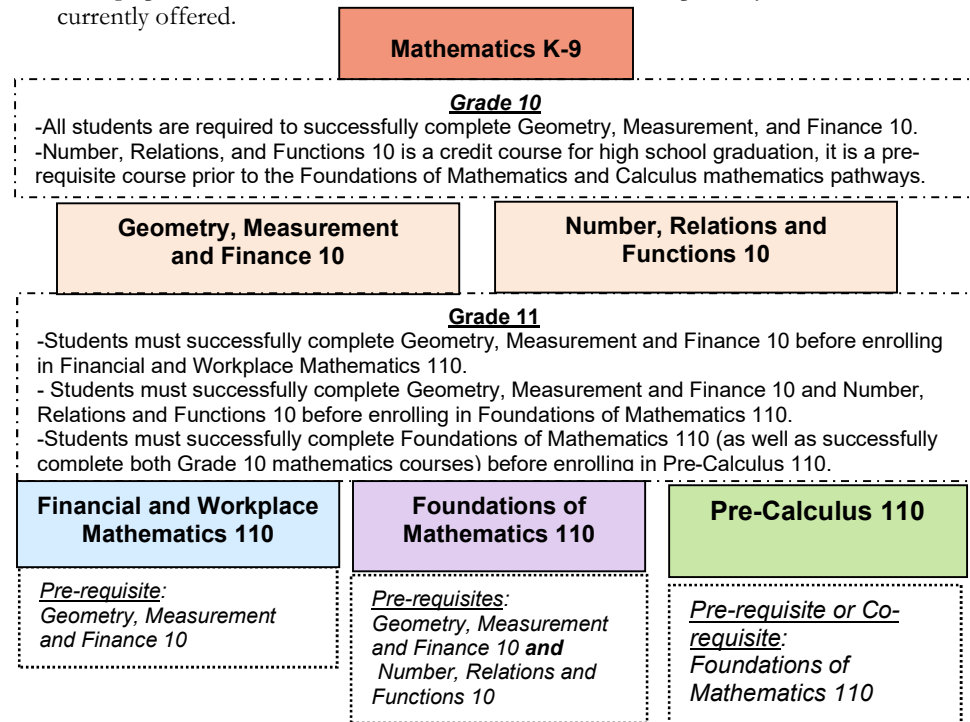
You must also pass the English Language Proficiency Assessment administered during Grade 9.

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Pathways and Courses

SUMMARY—The Conceptual Framework for Grades 10–12 Mathematics describes the nature of mathematics, the mathematical processes, the pathways and topics, and the role of outcomes and achievement indicators in grades 10–12 mathematics. Activities that take place in the mathematics classroom should be based on a problem-solving approach that incorporates the mathematical processes and leads students to an understanding of the nature of mathematics.

The graphic below summarizes the three mathematics pathways and courses currently offered.



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RESIDENTIAL FINISH 120

This course examines the work required to finish a family dwelling once it is framed in. Topics covered include insulation, wall cladding, doors, windows, cornice trim and roof covering. Students will study these topics both in theory and through practical project work. This course should be of interest and value to those students interested in pursuing a career related to the residential construction industry. Pre-Requisite: Framing & Sheathing 110

TUNE UP AND EMISSIONS 120

This is a course designed to provide students with a practical approach to diagnosing, servicing, and repairing of automotive fuel and emission systems and to performing engine tune-ups. Suggested Pre-requisite: Internal Combustion Engines 110 and Automotive Electrical Systems 120.

WELDING/METALS FABRICATION 110

This is a practical course involving both classroom and lab activities. The methods of fabricating and fastening components will be explored as will gas and electric welding, oxy-acetylene cutting, brazing and soldering through the completion of compulsory projects. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

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Compulsory Credits for Graduates

	Core Clusters	Required	Compulsory
	Language Arts and Languages	24 credit hours	PIF/FILA 10, ELA 10, ELA 11, ELA 12 (all of these are 4 credits hours) AND 8 credit hours of options from Language Arts and Languages Note: For Newcomer and Indigenous students there may be other options available. Mi'kmaw may replace French (PIF/FILA 10) as the language requirement for Indigenous students.
	Humanities	8 credit hours	Civics 10 and 4 credit hours from Designated History Course List
	Mathematics	12 credit hours	Geometry, Measurement and Finance 10 and 8 credit hours from Math Course List.
	Science	8 credit hours	Options from Science
Personalized Well-Being	Creative Arts	4 credit hours	Options from Creative Arts
	Wellness and Physical Education	4 credit hours	Options from Wellness and Physical Education
	Career-Connected	4 credit hours	Options from Career and Occupational, Information Communication Technology, and Skilled Trades
	Options from the three Personalized Well-being Clusters	8 credit hours	Creative Arts, Wellness and Physical Education, and Career-Connected (Career and Occupational, Information and Communication Technology, and Skilled Trades).
	Core Cluster	8 credit hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career Connected
	Clusters Credit-hours Total	80 credit hours	Prescribed courses only
	Flexible Credit-hours Total	20 credit hours	Includes all options for credit
	Minimum Total Credit-hours for Graduation	100 credit hours	To apply to graduate

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LANGUAGE ARTS AND LANGUAGES

ENGLISH LANGUAGE ARTS FOUNDATIONAL 10/EXTENDED 10

In grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 112/EXTENDED 112

This is an academically orientated program concentrating on the novel, short stories drama, the formal essay, and poetry. A compulsory examination is written in this course.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 113/EXTENDED 113

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

ENGLISH 122

This is an academically orientated program concentrating on literature and writing skills. A compulsory examination is written in this course.

ENGLISH 123

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

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emphasized. There is a final exam in this course, but exemptions do apply.

INTERNAL COMBUSTION ENGINES 110

This is a course designed to introduce the basics in the repair, overhaul, service and testing of the internal combustion engine. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits.

INTRO TO SKILLED TRADES 110

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. **This course will be required for further courses within the skilled trades.**

METALS PROCESSING 110

This is an introductory course involving classroom instruction and hands-on activities relating to industrial practices in the metals industry. Includes bench work, basic machine work, lathe operation, drill press and other machines. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

METALS PROCESSING 120

Metal Processing 120 allows students to advance basic skills developed in Metals Processing 110. Also, students will practice and develop new introductory skills that are required to pursue post-secondary learning in the Metals trades. Students enrolled in this course are encouraged to work both independently and in teams while achieving specific curriculum outcomes. Students must have successfully completed Metals Processing 110 as a pre-requisite.

MILL AND CABINET 120

This is a course designed to introduce students (through classroom instruction and hands-on activities) to the materials and processes involved in the manufacturing and installation of cabinets and interior finish components found in a typical house. Lab safety as well as hand tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply. (Suggested pre-requisite: Framing & Sheathing 110)

POWER TRAIN AND CHASSIS 110

This is a course designed to introduce the basics in the service and maintenance of the automobile chassis and power train.

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CULINARY TECHNOLOGY 110

This is an entry-level, hands-on food service training course. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills through enterprise activities in the student operated Culinary Café. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to:

- explore employment skills and career awareness in culinary arts and associated trades (cook, baker, pastry chef, server, steward, and management);
- identify potential employment options looking at provincial statistics and industry projections; and,
- identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

CULINARY TECHNOLOGY 120

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, along with large equipment and food preparation skills with a focus on scratch cookery and current trends in nutrition and industry. Culinary Technology 110 is a pre or co-requisite of Culinary Technology 120. Students will continue to study the theory of each skill and then be encouraged to practice those skills through enterprise activities. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to: 11 • explore employment skills and career awareness in Culinary Arts and associated trades (cook, baker, pastry chef, server, steward, and management); • identify potential employment options looking at provincial statistics and industry projections; and, • identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

ELECTRICAL WIRING 110

Students in this course will study the basic tools, materials and techniques used in residential wiring. Study includes the design and placement of circuits in a model family dwelling, according to the Canadian Electrical Code. The course will be of interest to students interested in exploring careers related to the electrical trade.

FRAMING AND SHEATHING 110

This course combines classroom instruction with hands-on activities to develop the skills and knowledge associated with the framing in or shell construction of a typical single-family dwelling. Lab safety as well as hand tools and equipment safety will be

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FRENCH IMMERSION LANGUAGE ARTS 10

This is a required course for French Immersion students and is required to graduate from the French Immersion program. The objectives of this course are:

- To understand a variety of oral interactions according to the situation of communication.
- To produce an oral message according to the intention of communication.
- To interact according to the situation of social and academic communication.
- To understand a variety of texts.
- To produce texts according to the intention of communication and the target audience

FRENCH IMMERSION LANGUAGE ARTS 110/120

This is a required course for French Immersion students where the development of the four language skills will be treated under vocabulary and oral expression/comprehension, literature, grammar, written expression and culture. This is required to graduate from the French Immersion program.

GRAPHIC NOVELS 120

Graphic Novels 120 will provide a unique opportunity for learners to examine this complex genre of visual storytelling in depth. The course will study the graphic novel, including the evolution of visual storytelling, text structure, artistic voice, artistic devices, and impact on the audience. Learners will read, discuss, and design a variety of visual texts, culminating in the creation of a graphic novel.

INTRODUCTORY MI'KMAW 110

This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

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INTERMEDIATE MI'KMAW 110

This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

JOURNALISM 120

This course is designed for students to develop communicative skills, to learn the principles of journalistic expression and the practice of both. Journalism is a creative process involving such skills as design, layout, creative writing and photography. Students learn to identify or generate story ideas, to gather information pertinent to the stories and to write and edit their stories.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

ORAL COMMUNICATION TECHNIQUES 110

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). It is aligned with the Common European Framework of Reference (CEFR).

This course is a language elective and may be taken as a Grade 11/12 credit. The intended audience may be learners in French Immersion or English Prime who have successfully completed the Grade 10 French requirement – French Immersion Language Arts (FILA) 10 or Post-Intensive French (PIF) 10. Learners will enroll in the course to supplement required French offerings to improve their oral French skills and in preparation for Oral Proficiency Interviews.

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- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

INFORMATION TECHNOLOGY 120

The Information Technology 120 curriculum will develop competencies that will prepare the student to work as a business/entrepreneur, systems or information analyst, or architect. A combination of information technology competencies with technical skills to analyze business needs, and problems with proposed solutions that incorporate technology effectively, are the areas which Information Technology 120 contributes to the FIT Program.

This course is designed to function with a range of business software but MVHS will focus on the Microsoft Office package (Word, Excel, PowerPoint and Access). The Information Technology 120 curriculum consists of the following three units:

- 1) IT Perspective
 - ♦ *Students will understand key IT function components and how they contribute to enterprise effectiveness. Students will gain perspective throughout the course as they accomplish the required activities.*
- 2) ICT Project Management
 - ♦ *Students will learn about, realize the importance of, and apply project management skills throughout the hands-on unit (Word Processing, Spreadsheets, Database, Presentations)*
- 3) Software Applications
 - ♦ *The majority of this course explores how productivity software is essential in business and industry. Students will learn how to recognize what combination of application software could help businesses and industry accomplish goals.*

SKILLED TRADES

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course meets the Science requirement for graduation.

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technologies including: Sparkfun Electronics, Makey Makey, Arduino Programming, Robotics, 3D Printing, Remote Operated Vehicles, Videography involving GoPro and Oculus Rift Technology.

COMPUTER SCIENCE 120

This course will teach programming using the computer language Java in a Windows environment. This course may help students planning on taking Computer Science/Engineering at university or community college. Computer Science 110 is highly recommended.

CYBERSECURITY AND TECHNICAL SUPPORT 110

The Cybersecurity and Technical Support 110 (CSTS110) course will inspire students through the experiential learning of the fundamentals of computer and network systems, the activities and processes involved in technical support, and the defensive strategies from cybersecurity. In CSTS110, students will be actively engaged in the design, development and evaluation of technical support and cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one and maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve this high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, formative and summative assessment.

CYBERSECURITY 120

The Cybersecurity 120 (CYBER120) course will inspire students through the experiential learning of the fundamentals and possibilities of cybersecurity. In Cybersecurity 120, students will be actively engaged in the design, development and evaluation of defensive cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one, while maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve a high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, and assessment.

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.

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POST INTENSIVE FRENCH 10

Post-Intensive French encourages authentic communication in French. The objective is to create a literacy experience for students and contribute to developing their ability to use language and images, in rich and varied forms to read, write, listen, speak, view, represent and think critically about ideas in their second language.

POST INTENSIVE FRENCH 110

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: mysteries, injustices and the power of photography.

**Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

POST INTENSIVE FRENCH 120

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers. **Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

READING TUTOR 120

Rationale: This course has been established for the purpose of providing assistance in achieving an acceptable standard of literacy for struggling readers and/or enabling speakers of other languages to improve their speaking, listening, reading, and writing skills in English.

Process: Grade 11/12 MVHS tutors are introduced to various techniques to assist struggling readers and students of other languages. Tutors are also immersed in the techniques of teaching. A variety of pertinent topics is explored, including how students learn, how comprehension is enhanced through experience, how learners have different styles, and how to teach and evaluate writing.

WRITING 110

This is a course in developing writing skills through practice and workshop techniques with other students. It is designed for both the creative writers and for those who demonstrate a definite proficiency in the writing process. Much time is spent writing in class and focusing on using peer editors to encourage and guide “works in progress”.

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HUMANITIES

ANCIENT AND MEDIEVAL HISTORY 112

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured. Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

CANADIAN HISTORY 122

This is an academic course of Canadian studies concentrating on the development of Canada since Confederation. This is a university accepted course.

CANADIAN GEOGRAPHY 120

This course is designed to provide an examination of the basic patterns of Canadian Geography, both physical and cultural. Students are encouraged to look for these patterns and relationships in order to develop an understanding of geographical concepts - like that of a region. This is a university accepted course.

CIVICS (FI)

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning

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consumers can help prepare learners to interact positively with digital media. Learners will develop skills to decode data and data visualizations to support critical thinking when interacting with information that surrounds them. Engaging with different marketing approaches will encourage learners to improve communication and negotiation skills, transferable skills outside of the classroom and beyond graduation.

SKILLS FOR SUCCESS (PREVIOUSLY GROWTH, GOALS, AND GRIT 120)

Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviours, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits. This course has a significant volunteer component outside of school hours.

INFORMATION AND COMMUNICATION TECHNOLOGY

COMPUTER AIDED DESIGN 110

This course is designed to assist students in understanding the relevance and importance of Computer Assisted Drafting and Design as it related to industry today. Students will use the widely popular AutoCAD program where skills in creating 2D drawings will be the focus. Students will be expected to become familiar with the various procedures required to complete technical drawings that include Isometric Drawings that allow for the creation of 3D drawings and Orthographic Projection Drawings that are used to illustrate floor plans, wall sections and elevation drawings. It will be important that students understand X, Y coordinates as well as Polar Coordinates. This course will be worthwhile to students considering the Civil Technology Program at NBCC or other related programs, as well as Bachelor of Science in Engineering or related courseware.

COMPUTER SCIENCE 110

This course is essentially an introduction to the computer programming using Visual Basic and possibly other programming languages. It focuses on developing the knowledge, skills and attitudes to solve real world problems via computer programming. Specifically, this course focuses on problem solving, technological competence and communication. This course will prepare the student to make an educated decision with respect to career opportunities at the post-secondary level. Students will have an opportunity to work on special projects involving new

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FINANCIAL ACCOUNTING 120

The focus of this course is to provide the essential understandings, economic framework, consumer skills and attitudes to successfully participate in a society influenced by financial and business decisions. Students will better manage personal finances, understand obligations of business owners and make informed decisions concerning life careers and choices. The intention of this course is to encourage students to further their education in a Bachelor of Business Administration or Bachelor of Commerce program. This is an academic course.

HOSPITALITY AND TOURISM 110

In this course students will be introduced to the Hospitality and Tourism Industry, particularly in the Atlantic tourism region. They will learn the workplace skills, knowledge, attitudes and marketing strategies for this industry, as well as safety skills. Various career paths for this industry will be explored.

HOUSING AND DESIGN 120

The overall aim of this course is to provide students with lifelong learning skills that are transferable to future learning related to the housing environment and interior décor. Students will:

- raise the students' awareness of architectural aesthetics;
- understand the motivating factors that have an impact on the economy and environment;
- utilize the elements and principles of design as they apply to interior décor;
- encourage individual creativity through interior design;
- incorporate technology options in the living environment; and,
- identify issues related to human needs and their impact on future housing trends.

HUMAN SERVICES 110

If you have an interest in nursing, social work or education, this course will focus on the skills needed to prepare you to work with the elderly and the handicapped. The overall aim of Human Services is to increase your awareness of the importance of human service work and to prepare you for future employment and/or post-secondary education. You will learn practical skills needed to work with and care for special needs students through participation in activities with students in our school. (May be used to satisfy the Wellness and PE option until June 2027 only)

MARKETING 120

Knowledge of marketing techniques and strategies enables learners to develop marketing plans that appeal to the consumer, by identifying and reflecting on the various wants, needs, and experiences of the target audience. Understanding the purpose of marketing and strategies used to evoke an emotional response in

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opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. Students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

FRENCH IMMERSION MODERN HISTORY 112

This is a French Immersion course for students taking Modern History.

FRENCH IMMERSION WORLD ISSUES 120

This course examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The future of the global community is also examined. Accent will be placed on a project/research-based approach in French.

LAW 120

This is an academic course that is sometimes accepted for university entrance. It is taught as a university preparatory course. This course is designed to help students become more aware and appreciative of the law and how it applies to them. Students are expected to read, and study related legal materials.

MODERN HISTORY 112

The focus of the course is European history from the French Revolution through to the Cold War. Topics include rights and revolution (French Revolution), Industrial Revolution, Pre-World War I, World War I & II, the Holocaust, and the Cold War.

MODERN HISTORY 113

This is a general history course dealing with events of the twentieth century.

NORTH SHORE LEGACY 120

Students will be given an in-depth experience of the exploits of the North Shore Regiment during the Second World War. Pre and Post war topics as they relate to the Regiment and the North Shore region will be analyzed as well. The course will give students experience in working with primary documents and developing their skills as historians by allowing them firsthand opportunities to conduct research, historical investigations, and international collaborative work. Students will learn the benefits of these skillsets and their contributions to our community's legacy, but also to themselves as lifelong learning adults.

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Historical content of the course will help complement students' exploration of themes related to remembrance and commemoration. Students will experience different ways society engages in remembrance and commemoration. The course will have unique opportunities to conduct research and commemoration work that will contribute to current work in the field at the local and international level. Final assessment in the course will be based on student project proposals related to the course material and themes.

POLITICAL SCIENCE 120

This is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons (particularly with respect to the Canadian system). This is a university recognized credit.

SOCIOLOGY 120

This course will introduce students to the basic theoretical development and scientific foundation of this discipline. Students will develop the ability to examine social phenomena objectively and increase their understanding of the components and dynamics of social groups as they affect culture. Many interesting topics such as culture, socialization, deviance and social control, religion and social movements will be covered. Each student will be required to prepare and deliver a seminar to the class.

WABANAKI STUDIES 120

This course is designed to promote understanding of the Mi'kmaq and Maliseet perspectives on life in the Maritime Provinces. Using the text Maritime Native Studies, students will learn about language and culture, religion and spirituality, ancient times, arts and crafts, the land and the Mi'kmaqs of the Miramichi region. This course offers a good look at the culture and lifestyle of the original Canadians. This course is open to all interested students. This is a university recognized credit.

WORLD ISSUES 120

This is an academic course that is sometimes accepted for university entrance. This course explores the idea that the world has become a global community with major obstacles to overcome. Students will compare the rich northern nations with the poor southern countries; study environmental problems; explore the Population "explosion"; examine earth's depleting resources; plus look at current social and political issues.

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EARLY CHILDHOOD SERVICES 120

The overall aim of this course is to prepare students for careers working with young children in relation to the New Brunswick Early Learning Framework. Students will evaluate their capacity as an early childhood educator and the requirements for employment in New Brunswick. The focus will be valuing the early years and the topics of: Well Being, Play and Playfulness, Communication and Literacy, Diversity and Social Responsibility. Post-secondary employment opportunities will be researched as well.

ENTREPRENEURSHIP 110

In this course attitudes and aptitudes will be covered to determine if you have the necessary skills involved in owning and operating a small business. Students will be required to work in small groups to plan and operate a business venture.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

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engage in informed career pathway planning through self-awareness, exploration of opportunities and engagement in authentic career connected experiences. Throughout the course, students will develop the skills and competencies to design personalized career pathways for high school and life after graduation.

CAREER CONNECTED EXPERIENCES 110

Whether you are planning a gap year, a once-in-a-lifetime summer experience or exploring opportunities beyond the classroom, this course will help you learn more about your personal and career pathway goals and discover non-traditional ways to experience life, learning and work. This course will explore local, provincial, national and international experiences and clarify how you may make the most of your time, money and energy while moving towards your preferred career pathway – you can expect to learn about building your resume, discovering new possibilities, earning money, seeing the world and/or developing a sense of confidence and independence. In addition to high school credits, students are eligible to earn the Student of Leadership & Humanity Award upon the completion of the required components within this course.

CAREER PATHWAY MENTORSHIP 120 (8 CREDIT HOURS)

This course is open to all Grade 12 students who wish to acquire on the job experiences in an area in which they plan to further their education. Students must apply in advance for this course, have acceptable grades, show maturity and have good attendance. Students will be considered for this course by application and interview. (This is a two-credit course/eight credit hours)

DEVELOP AND LEAD 110

This course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members. Participation results in a journey through which learners can create a positive legacy in their school and community.

***Please note that only the FSL version of this course will be offered at this time.**

EARLY CHILDHOOD SERVICES 110

This course helps students prepare for a career in teaching and/or in childcare. Students work in a group setting where they will be involved in planning curriculum, preparing lessons, organizing schedules required in the operation of a playschool for preschoolers. The student will learn practical skills for guiding children as they establish rules and handle daily activities. This is an independent course where self-motivation/direction is required. Attendance is critical.

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MATHEMATICS

GEOMETRY, MEASUREMENT AND FINANCE 10

Geometry, Measurement and Finance 10 provides foundations for further study in mathematics and along mathematics pathways, and includes concepts in geometry and measurement, and develops financial literacy. Learners will relate the properties and principles of lines and angles; compare and apply systems of measurement; apply financial literacy concepts to personal financial decisions and wellness; apply formulae to solve problems. Learners will enact and apply prior Mathematics K-9 knowledge, and personal financial decision making and wellness knowledge from Personal Wellness 6-8 curriculum. Geometry, Measurement and Finance 10 is the final compulsory mathematics course in New Brunswick. Topics include Pythagorean Theorem; polygons; angles; trigonometric ratios; metric and imperial systems of measurement; surface area and volume; unit pricing; currency exchange; income (gross and net pay); credit cards; loans; interest.

NUMBER, RELATIONS AND FUNCTIONS 10

This is a recommended course for grade 10 students and required if students are choosing an academic mathematics pathway. This is a pre-requisite for Foundations of Mathematics 110. The course includes the following topics: factors and multiples of whole numbers, perfect squares and cubes and their roots, common factors of a polynomial, factoring, irrational numbers, mixed and entire rationales, fractional and negative exponents, relations and functions, graphs, linear functions, systems of linear equations.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This is a compulsory course that meets the graduation requirement of ONE Mathematics course at the grade 11/12 level. This course will develop basic and practical skills that will ensure students develop basic life skills to deal with money, measurement, statistics, and basic number operations.

FINANCIAL WORKPLACE MATHEMATICS 120

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact

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on profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics.

NBCC SKILLED TRADES AND WORK-READY MATH 120

This course gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. Ideally, students will apply math concepts using a hands-on fashion in an authentic workplace or trades facility. However, safety restrictions and limitations of facilities in some schools require the flexibility to design activities that can also be completed in a community or classroom environment. Teachers should use a variety of learning situations that will address various learning styles of students and complement the resources available in the school and community.

Every concept and skill should be authentically contextualized. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Teachers are encouraged to be innovative in their methods of presentation of the material. Students should become familiar and proficient with the terms ‘accuracy’ and ‘precision,’ and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons should feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial and S.I. units should both be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

FOUNDATIONS OF MATHEMATICS 110

This course has the following pre-requisites: Geometry, Measurement & Finance 10 AND Numbers, Relations & Functions 10. This course is designed to ensure that students obtain the necessary foundation to pursue post-secondary programs that may require a Mathematical background. Upon completion, students may continue on to further study mathematics by enrolling in the Pre-Calculus 110 course. Otherwise, students will be able to take either the Workplace/Financial Mathematics 110 or Foundations of Mathematics 120.

FOUNDATIONS OF MATHEMATICS 120

This is the second of two courses in the Foundations of Mathematics pathway designed for entry into post-secondary academic programs not requiring pre-calculus. In statistics, students are introduced to normal curves, and learn to

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participation and attendance in the 9/10 Physical Education programs as a pre-requisite.

YOGA 110

Yoga is a lifestyle. Students will be given the opportunity to learn in a safe environment where they can have fun through movement, social interaction and independence. Through breathing, posture development, body awareness and body/mind integration, students will gain an understanding of health promoting practices and habits. Classroom sessions are designed to educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty, and respect in the context of challenging physical activity.

CAREER CONNECTED

CAREER AND OCCUPATIONAL

BUSINESS MANAGEMENT 120 (PREVIOUSLY BOM 120)

The course is designed to provide the student with skills in leadership, critical thinking and problem solving. Students will develop communication and collaboration skills while working on project-based learning assignments. Through this course students will develop 21st century skills which will help students to become creative innovators who will be able to quickly adapt to an ever-changing business environment. While students are engaged in their learning they will develop digital literacy skills. Main topics to be covered include Ethics, Business Environment, Management, Business Ownership and Human Resources. It is a good course if you are planning on taking Business in post-secondary school.

CAREER PATHWAY DESIGN 10

Career is the journey through life, learning and work. Not just employment. The vision for this course is to provide equitable and inclusive career pathway planning for each student. Career pathway planning plays an important role in one's sense of self and life satisfaction. Psychological wellbeing is directly linked to career pathway planning. This course is informed by evidence-based research as found in the New Brunswick Career Education Framework. It builds upon the Personal Wellness 3-9 continuum of learning and Career Connected Learning K-12. This course is an opportunity for further career pathway and transition planning allowing for informed high school and post-secondary life decisions. Participating in this course will provide learners with autonomy and increased engagement in their personalized high school pathway. This course will help contextualize high school learning with purpose and career pathway connections. Career Pathway Design 10 encourages students to

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interest in sport-specific skill development. At MVHS, this class currently focuses on hockey.

PSYCHOLOGY 110

The vision for this course is to introduce learners to the study of behaviour and mental processes. In Psychology 110 learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies. Learners in Psychology 11 will cover a variety of areas related to psychology including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.

SPORT AND RECREATION LEADERSHIP 120

The vision for this course is to have learners successfully plan, organize, and administer their own event, tournament, and program. Educators will facilitate opportunities for learners to develop sport and recreation leadership skills within their school, community and beyond.

The learner's leadership potential is developed when initiatives serve to reinforce skill development around leadership roles. This course seeks to use sport and recreational activities as a tool for creating concrete leadership experiences and develop leadership potential.

Learners will explore various roles in team dynamics including being a leader, mentor, and collaborating positively with others in inclusive experiences. The emphasis of this course focuses on planning, performance, evaluation, and reflection.

Planning and operation of events, tournaments, and programs will require learners to dedicate time outside of school hours (e.g., before school, after school, evenings, and/or weekends).

WELLNESS THROUGH PHYSICAL EDUCATION 110

The aim of Wellness through PE 110 is to promote healthy active living for life. The course goal is to explore a variety of activities highlighting non-traditional approaches to fitness and wellness. As a result, the course offers a range of learning experiences for students that encourage healthy active living. This course is intended to allow students the opportunity to be physically active, while further enhancing their decision-making skills towards personal wellness. This course requires excellent

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interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning students analyze puzzles and games, and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions and sinusoidal functions to solve problems.

PRE-CALCULUS 110

This elective course follows *Foundations of Mathematics 110* and is the first course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12A

This elective course follows *Pre-Calculus 110* and is the second course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12B

This elective course follows *Pre-Calculus 12A* and is the third course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

CALCULUS 120

This is the last course offered in the Pre-Calculus Pathway and follows *Pre-Calculus B 120*. The course will introduce derivatives of polynomial, trigonometric, inverse trigonometric, exponential and logarithmic functions, and the product, quotient and chain rules. Applications of derivatives will be explored including rates of change, increasing and decreasing functions, maximum and minimum values, optimization problems, concavity and the second derivative, curve sketching, indeterminate forms and l'Hopital's Rule. Integrals will also be explored including interpretations, properties and numerical approximations of definite integrals, applications of integrals, and techniques and applications of antidifferentiation.

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SCIENCE

AGRICULTURE 110

Agriculture 110 includes the history and evolution of Agriculture in New Brunswick which recognizes Indigenous and settler contributions, everyday impacts on life in New Brunswick, and specific types of Agriculture predominant in New Brunswick. Learners will apply knowledge of plants and animals to local contexts, to introductory plant growing and animal care research skills, this leads to creating quality Agriculture products and/or operations. Learners will apply skills during Agriculture experiences and/or work placements and will have build knowledge in Agricultural careers. Agriculture 110 allows the opportunity for a learner-led personal choice project or development of a business proposal and plan to summarize and demonstrate learning.

AQUATIC SCIENCES, AQUACULTURE AND FISHERIES 120

This course introduces learners to the blue economy. Learners will dive into inquiry-based learning while exploring the aquaculture industry, fisheries, and aquatic systems. In this context, learners will build scientific literacy skills such as observing, questioning, predicting, data collection, analysis, drawing conclusions, applying knowledge, and communicating results. This course explores career pathways. Learn about the vital role aquaculture and fisheries play in our daily lives and discover the diverse range of career opportunities available, from marine biology to environmental stewardship. Furthermore, this course emphasizes personal connections, sustainable practices, and respect of Indigenous ways of knowing, in a local and global context.

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course may be used to meet the science requirement for graduation.

BIOLOGY 112

This is an introductory course based on four units of study. The principle emphasis is on energy, water, equilibrium and systems. The units of study are: 1. Biodiversity; 2. Energy Flows and Cellular Matter; 3. Energy and Matter Exchange by Human and Other Organisms; 4. Energy and Matter Exchange in Ecosystems; 5. Animal Kingdom; 6. Digestion, Circulation, Blood and Immunity and Respiration.

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being by enhancing intrapersonal and interpersonal skills. Learners will utilize developed skills and group dynamics to plan, lead and evaluate out-trips and/or excursions that should include an overnight wilderness outing. This course exposes learners to the natural environment in unique and enriching ways that allow them to strengthen lifelong connections critical for personal wellness and a sustainable future. Frequent experiences in the outdoors develops an affiliation with nature that can evolve into informed, proactive, and lifelong responsible use and protection of the natural world. Outdoor Education 120 places an emphasis on learner-based leadership and autonomy. Learners must have demonstrated proficiency in skills obtained in Outdoor Education 110 prior to enrolling in Outdoor Education 120.

PHYSICAL EDUCATION 10

This course provides learners with introductory skills and concepts in the areas of sport and recreation leadership, outdoor education, kinesiology, and fitness. Skills developed through sport and recreation leadership benefit learners by improving communication, problem-solving, and decision-making. y engaging with the basics of leadership through sport and recreation, learners will understand the interrelationships among physical education, society, and the environment, and can become better equipped for future leadership roles.

Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork.

Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness.

Successful completion of Physical Education 10 will prepare learners for courses such as Outdoor Education, and Sport and Recreation Leadership.

PHYSICAL EDUCATION THROUGH SPORT 110

Physical Education Through Sport 110 is designed to support learners' experiences and understanding of the theoretical and practical aspects of sports. Learners will explore, connect, and participate in hands-on instructional practices, including individual and team sports. They will also engage in topics such as sociology of sport, mentorship, lifelong sport involvement, careers in physical education, ethical issues, and sport-specific skills, strategies, tactics, and training. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an

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in the fields of physical education, health education, physiotherapy, athletic therapy, nursing, athletic coaching, sport management, recreation, and leisure.

***Please note that only the FSL version of this course will be offered at this time.**

NUTRITION FOR HEALTHY LIVING 120

This is a university level course. This course is excellent for those concerned with personal wellness or for students who wish to pursue a career in Science and Nutrition, Nursing, Dietetics or the Social Sciences.

Nutrition for Healthy Eating 120 is designed to help students understand information to help make them healthy choices. They will become aware of strategies that contribute to overall wellness and strategies needed to maintain a balance between eating habits and physical activity. The roles of nutrients in the body-digestion, absorption, transportation of nutrients and metabolism are explained. Chronic conditions, lifestyles and food technologies will be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyle choices.

OUTDOOR EDUCATION 110

This course is a “selective-elective” with 9/10 physical education as a pre-requisite. The course will develop personal outdoor recreation skills based on environment ethics. Students must satisfy a requirement to complete a series of out-trips that may be day-trips, overnight or extended trips. The course will take advantage of local outdoor access and could include camping, hiking, canoeing and other outdoor adventure activities. Students must be prepared to plan, lead and evaluate out-trip experiences from personal and group dynamics perspectives by compiling a journal. Enrollment is limited to 18 students per semester and preference is given to grade 12 students. Students must apply.

OUTDOOR EDUCATION 120

This course builds upon skills from Outdoor Education 110 providing experiential learning related to the outdoors and involves wilderness-based experiences (e.g., navigation, fire building, survival skills) in which learners explore how to safely participate in and lead a variety of outdoor activities (e.g., hiking, climbing, canoeing). Outdoor education draws upon the theory, connection, and application of experiential and environmental education. By fostering a safe yet challenging setting, Outdoor Education 120 develops technical and adaptive skills for an environmentally sustainable life through outdoor activities and experiential learning. Through interaction with the natural world, learners develop leadership skills and an understanding of self, others, and the outdoors. Life and physical activity skills are achieved through the combination of challenge, mastery, and success in various activities. Outdoor Education 120 also leverages these skills to develop student well-

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BIOLOGY 122

This is a continuation of Biology 112. It is based on four units of study. The principal emphasis is on exchange, diversity, equilibrium, systems and models. The units of study are: 1. Systems Regulating Change in Human and Other Organisms; 2. Reproduction and Development; 3. Chromosomes, Genes and DNA; 4. Change in Populations, Communities and Species; 5. Protein Synthesis. (Biology 112 would be an asset and is recommended but is not a prerequisite.)

CHEMISTRY 112

This is the first of a two-semester sequential course designed for students who plan to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

CHEMISTRY 122

This is the second of a two-semester sequential course recommended for students planning to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Prerequisite: Chemistry 112.

ENVIRONMENTAL SCIENCE 120

The objective of this course is for students to develop the knowledge base and skills for investigating/analyzing environmental issues while communicating their findings to others. The units of study are: 1) An Overview of Environmental Science [Issues and Populations]; 2) Sustainable Development [Ecology, Environmental Awareness, Sustainable Ecosystems and Communities]; 3) Investigating Environmental Issues [Themed Project with a research paper, presentation, and eco-challenge activities].

HUMAN PHYSIOLOGY 120

This course is designed to appeal to a wide range of learners including students for whom this will serve to fulfill their science graduation requirement and students who will take additional science courses. A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. It will also be relevant to those students who will be going on to careers in the social sciences, kinesiology, and health care.

This course focuses on the biology and healthy functions of all of the major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices and disorders.

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PHYSICS 112

This is the first of a two-semester sequential course designed for students planning to pursue science/engineering courses at the university level or who plan to enroll in a technical program at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

PHYSICS 122

This is the second of a two-semester sequential course recommended for students planning to pursue science/engineering at the university level or who plan to enroll in a technical program at community college. Prerequisite: Physics 112.

SCIENCE 10: SCIENCE FOR SUSTAINABLE SOCIETIES

Learners enrolled in Science 10: Science for Sustainable Societies will consider the roles science and technology play in their lives and communities. Throughout the course, learners examine how scientific concepts and theories are applied to sustain the environment and natural resources we chemically transform.

The connections that exist between matter and energy are explored through systems thinking. Systems thinking helps learners determine ways to connect chemical reactions to planetary cycles, and to weave core concepts into sustainability discourse. Using systems thinking to consider the complex interplay of chemical processes with scientific, societal, and environmental systems provide learners with critical knowledge required for other high school science courses.

Through investigations learners will examine how matter is transformed into the products and technologies they use daily, how this matter flows through society, and explore emerging theories in sustainability and energy production. Learners gain deeper understandings of the complexities of societal development, apply critical analysis skills to design solutions for problems in their community, and connect their learning to Sustainable Development Goals.

PERSONALIZED WELL-BEING

CREATIVE ARTS

DIGITAL ANIMATION 120

which provides learners with opportunities to develop knowledge, skills, and competencies in digital animation through hands on experiential learning including using animation software. While some learning will be collaborative in nature, learners will be expected to independently work on tasks and projects to practice skill development, culminating in a final capstone project.

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WELLNESS AND PHYSICAL EDUCATION

ADVANCED TRAINING PRINCIPLES 120

This course is designed to support learners with theoretical and practical exercise physiology experience. This course is designed to enhance the planning and implementation of a personalized training program and create opportunities to improve individual health and well-being. Through daily training, learners will explore applied exercise physiology principles, functional movement, and technical and assessment skills in a wide range of training principles. Learners will develop, connect, and participate in engaging instructional practices and group activities. Learners will model respectful, ethical, and safe behaviours in Advanced Training Principles 120. Topics covered during this course will include foundational health and well-being, nutrition, fitness, human systems, careers, and training programs and assessment

EARLY CHILDHOOD DEVELOPMENT 120 (FORMERLY CHILD STUDIES 120)

This course is an in-depth study of children from conception to school age (6). Learning about children and their development can improve your understanding both of children and yourself. It can also help you think about your future in relation to parenthood and career choices.

INDIVIDUAL AND FAMILY WELLNESS 120

Students will see the connections made between the course content and their personal development and relationships. This curriculum will help prepare them to have a better understanding of themselves, their family and the world around them. Individual and Family Wellness 120 touches on aspects of sociology, psychology, economics and anthropology. The knowledge and skills presented in the course will benefit students who may wish to pursue fields of study such as: law enforcement, social services, family law, careers in counseling, psychotherapy and family medicine.

INTRO TO KINESIOLOGY 120

This course is designed to provide a foundation to support learners' experiences and understanding of the theoretical and practical aspects of Kinesiology. Learners will explore, connect, and participate in hands-on instructional practices, including group activities and labs. They will also engage in topics such as: historical physical activity and sport events, ethical issues, physical literacy, anatomy, physiology, human performance, biomechanics, and prevention and care of athletic injuries. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an interest in learning more about kinesiology including careers

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MUSIC 10

The grade 10 program is outcome-directed; that is, the knowledge and skills that students must demonstrate are articulated in outcome form. Every outcome is followed by an elaboration that provides further information on, and clarification of the outcome. This elaboration also includes a list of activities, experiences, and objectives that, if achieved, will help the student meet the outcome.

MUSIC 112

This course involves increased demands on ability of a major instrument, history and theory. NOTE: Participation in Concert Band and/or Jazz Ensembles is an element of this course.

WORLD MUSIC 120

This is a preparation course for university level music: performance, history and composition. There is a Band element also. Course selection is subject to approval. This is a university preparatory class.

VISUAL ARTS 10

This course is designed to continue developing artistic knowledge and skills from Visual Arts 9. This course is heavily project-based, and students are expected to create expressive works with a range of audiences, and purposes using a variety of different artistic techniques. Projects are broken down into four different categories: Art Processes, Forms & Applications, Self-Expression & Reflection, Socio & Cultural Art; Cumulative Art.

VISUAL ARTS 110

This course is designed to improve student skills and knowledge in a variety of areas: drawing, painting, color theory, sculpture, art history, sketchbooks.

VISUAL ARTS 120

This course is designed for motivated art students and those considering attending art school in the future. Studio projects will demand technical excellence and originality. Students will keep a sketch book and notebook and are required to supply some of their own materials. Art 110 is a prerequisite for Art 120.

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Storytelling is an essential piece to learner success, and it is therefore recommended learners have successfully completed English Language Arts 10. This will enable learners to draw from their experiences in writing for clarity in multi-modal works and defining topics which support identifiable purposes and specific audience.

Visual Art skills are also key to learner success, and so it is also **recommended learners successfully complete Visual Arts 10 prior to Digital Animation 120**. Visual Art 10 will provide learners the experience needed to create expressive works in visual arts for specific audience and purposes using a variety of art media.

*Locally Developed Course

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.
- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

DRAMATIC ARTS 110

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. In this course, students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purpose of creating, analyzing, conducting research, and performing. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) as the manifestations of theatre activities are many and varied. Students are also strongly encouraged to experience extracurricular and community-based opportunities.

DRAMATIC ARTS 120

This is an elective course that deals with the major aspects of theatre performance including acting, stage craft, play management and theatre history. Students are required to perform in public and must be prepared to memorize. Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110. While students are not

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required to take Dramatic Arts 110 as a pre-requisite it would be beneficial. In Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

FILM 110

This course is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. Learners will get hands on experience in film production (basic camera operation, lighting, sound design and other elements) through purposeful creation of short film(s). Learners will practice implementing strategies to enhance clarity and the control of an intended message. Learning in and through the arts requires learners to create, connect, and communicate. Film 110 is appropriate for learners who are actively involved in filmmaking, and those who have an interest in learning more about film in a way that promotes a general knowledge of film and culture.

Film 110 is designed with learners who have successfully completed English Language Arts 10 in mind. Successful completion of this course will provide

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learners skills required to analyze and critique film, and to research, write persuasively and present ideas and opinions with sensitivity and decorum. While the focus of Film 110 is to create short film(s), viewing and analyzing film is also included to build understanding of the process and purpose of filmmaking. Learners will critically respond to film using the language of cinematic criticism, to create films using the cinematic conventions including shot composition, lighting, editing, sound design, and narrative structure. Learners may need to commit time beyond the common learning environment to meet their goals.

GRAPHIC ART AND DESIGN 110

This course is designed to provide students with a basic understanding of design and layout which will foster confidence in their own abilities. Throughout the course students will be asked to take ideas and requirements and make them visual and appealing using an assortment of software programs, such as Adobe Photoshop, to achieve desired effects with graphic images. Good attendance is extremely important in this course.

Students will develop various graphic projects starting with fundamental progressing on through advanced procedures.

Areas of study will include:

- The History of Graphic Arts
- Elements of Visual Perception
- Principles of Visual Perception
- Composing the Image Optically

Students considering a career in a graphic arts related area would benefit greatly from this course. Creativity and an interest/ability in art and drawing is an asset.

GRAPHIC ART AND DESIGN 120

This course is intended to be an opportunity to extend learning in concepts studies in Graphic Art & Design 110.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

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Pathway A is necessary for any students considering post-secondary programs in business, engineering, nursing, or science. Pathway B is sufficient for most students considering post-secondary programs in the arts or in the trades (exceptions do apply to some programs; please see guidance for clarification).

MIRAMICHI VALLEY HIGH SCHOOL



MIRAMICHI, NB

TELEPHONE: 627-4083

**MINI-BROCHURE GUIDE
FOR COURSE SELECTION**

2026-2027

GUIDANCE

M. O'Donnell-Students Last Names A-L

P. Landry-Students Last Names M-Z

J. Dedam-First Nations

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TYPES OF COURSES

There are two types of courses: Compulsory and Elective. Compulsory courses are required for graduation. Elective courses are available to support your interests and future career plans.

COURSE LEVELS

All course names include a three-digit number. The first two digits indicate the grade; the third digit indicates the level at which the course is offered. Level 1 – enriched university preparation; Level 2 – regular university, community college and private training institution preparation; Level 3 – non-technical community college, private training and business college preparation; Level 0 – not offered at another level and will vary in level of difficulty. Some qualify for university entrance and others do not.

VIRTUAL LEARNING

Several courses are offered through the New Brunswick Virtual Learning Centre (NBVLC) and may be available to meet specific circumstances. Virtual Learning courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. For further information go to: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html or see your Guidance Counsellor. Courses in French Immersion are available as well.

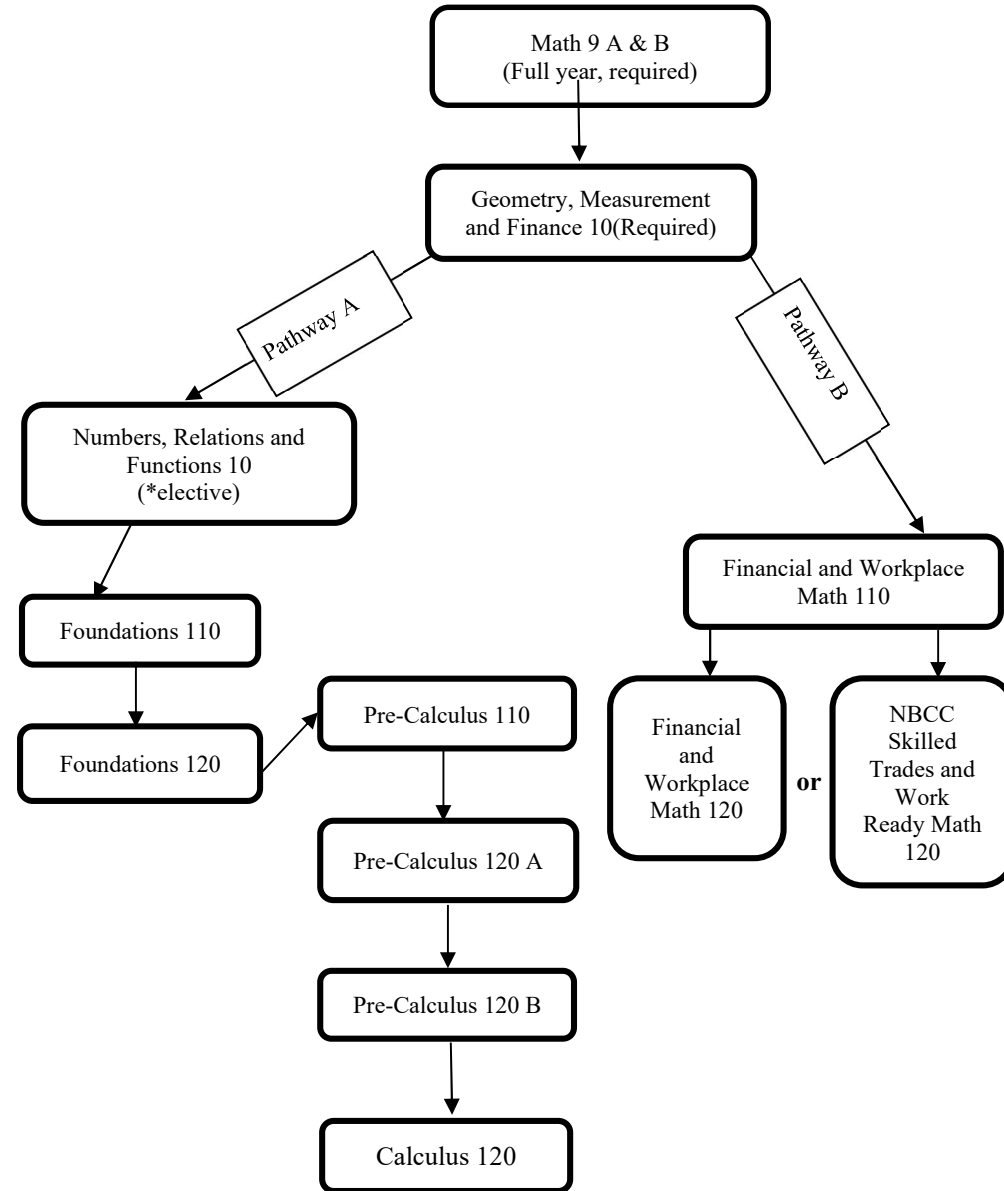
AWARD OF ACADEMIC EXCELLENCE

This requires a student to have an average of 85% on the 10 credits they have taken in a single academic year. If a student is taking a level 1 or an AP course and achieves a mark of 85% or higher, one percent will be added to their average to a maximum of 3 percent. Grade 12 recipients of the Award of Academic Excellence will be identified at graduation. Recipients of the award in grades 9-11 will be recognized at a ceremony at the beginning of the next academic year.

FRENCH IMMERSION PROGRAM

To graduate as a French Immersion (FI) student recognized by the province of New Brunswick, students must take a required number of FI designated courses. Specifically, 50% of the course load in grade 9 must be FI designated. They must also take a minimum of 10 courses with an FI designation between grades 10-12. Students who participate in the French Immersion program and complete the allotted number of courses will receive a French Immersion Completion Certificate upon graduation.

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Grade 12

- Students must successfully complete Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 before enrolling in Financial and Workplace Mathematics 120.
- Students must successfully complete Foundations of Mathematics 110 before enrolling in Foundations of Mathematics 120.
- Students must successfully complete Pre-Calculus 110 before enrolling in Pre-Calculus 120A.

Financial and Workplace Mathematics 120	Foundations of Mathematics 120	Pre-Calculus 120A
<i>Pre-requisite: Financial and Workplace Mathematics 110 or Foundations of Mathematics 110</i>	<i>Pre-requisite: Foundations of Mathematics 110</i>	<i>Pre-requisite: Pre-Calculus 110</i>
		Pre-Calculus 12B
		<i>Pre-requisite: Pre-Calculus 120A</i>
		Calculus 12
		<i>Pre-requisite: Pre-Calculus 120A and Pre-Calculus 120 B</i>

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HONOURS POLICY

HONOURS

- Average of 85% when all 25 boxes of student’s grad portfolio are averaged with no adjustments (double period classes like Co-op only count as 1 mark and average is from 24).
- Has never failed a class, received an “incomplete” or dropped a class after October 1st and March 1st.

HONOURS WITH DISTINCTION POLICY

- Average of 90% when all 25 boxes of student’s grad portfolio are averaged (double period classes like Co-op only count as 1 mark and average is from 24).
- Has been an MVHS student for 3 consecutive years.
- Has taken English 112 and 122 level courses.
- Has taken NRF 10 and Foundations 110.
- Has taken one academic science course (Biology 112, Biology 122, Chemistry 112, Chemistry 122, Physics 112, Physics 122, Aquatic Sciences 120, Environmental Science 120).
- Has taken one academic humanities course (Ancient and Medieval History 112, Canadian History 122, Modern History 112, Wabanaki Studies 120, World Issues 120).
- Has never failed a class (between grades 10-12), received an “incomplete” or dropped a class after October 1st and March 1st.

VALEDICTORIAN AND RANKINGS

- The Valedictorian, Salutatorian and subsequent grad class rankings will be done by taking the highest average of students who have Honours with Distinction.

COURSE CHANGES

Students, with the help of parents, are encouraged to consider carefully their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as your career interests. To aid in this selection, teachers and guidance counsellors are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

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Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for course change initiated once school opens in September must be submitted using a Guidance Request Form. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing there is available space in the course(s) requested.

GRADUATION REQUIREMENTS

Policy 316B, indicates that graduates must:

- Have met learning requirements prescribed in Grade 9 curriculum
- Have completed compulsory credit-hours in Grades 10 through 12
- Have accumulated 100 credit-hours to apply for graduation
- Have developed a documented career-life plan

The minimum acceptable grade of 60% will remain in place; however, students will start to accumulate credit-hours beginning in grade 10.

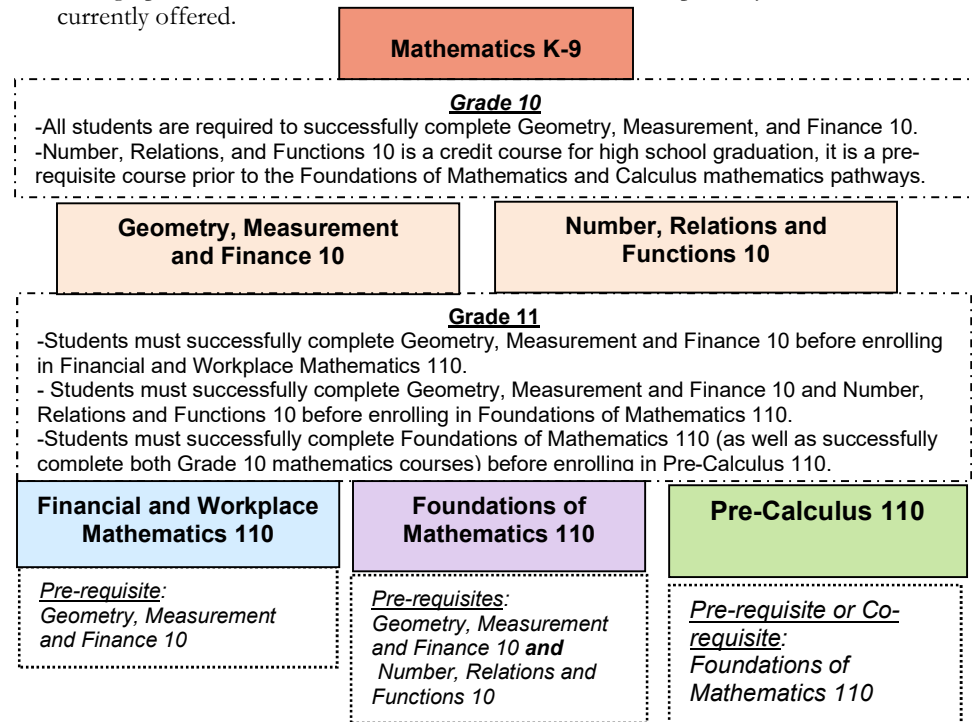
You must also pass the English Language Proficiency Assessment administered during Grade 9.

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Pathways and Courses

SUMMARY—The Conceptual Framework for Grades 10–12 Mathematics describes the nature of mathematics, the mathematical processes, the pathways and topics, and the role of outcomes and achievement indicators in grades 10–12 mathematics. Activities that take place in the mathematics classroom should be based on a problem-solving approach that incorporates the mathematical processes and leads students to an understanding of the nature of mathematics.

The graphic below summarizes the three mathematics pathways and courses currently offered.



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RESIDENTIAL FINISH 120

This course examines the work required to finish a family dwelling once it is framed in. Topics covered include insulation, wall cladding, doors, windows, cornice trim and roof covering. Students will study these topics both in theory and through practical project work. This course should be of interest and value to those students interested in pursuing a career related to the residential construction industry. Pre-Requisite: Framing & Sheathing 110

TUNE UP AND EMISSIONS 120

This is a course designed to provide students with a practical approach to diagnosing, servicing, and repairing of automotive fuel and emission systems and to performing engine tune-ups. Suggested Pre-requisite: Internal Combustion Engines 110 and Automotive Electrical Systems 120.

WELDING/METALS FABRICATION 110

This is a practical course involving both classroom and lab activities. The methods of fabricating and fastening components will be explored as will gas and electric welding, oxy-acetylene cutting, brazing and soldering through the completion of compulsory projects. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

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Compulsory Credits for Graduates

	Core Clusters	Required	Compulsory
	Language Arts and Languages	24 credit hours	PIF/FILA 10, ELA 10, ELA 11, ELA 12 (all of these are 4 credits hours) AND 8 credit hours of options from Language Arts and Languages Note: For Newcomer and Indigenous students there may be other options available. Mi'kmaw may replace French (PIF/FILA 10) as the language requirement for Indigenous students.
	Humanities	8 credit hours	Civics 10 and 4 credit hours from Designated History Course List
	Mathematics	12 credit hours	Geometry, Measurement and Finance 10 and 8 credit hours from Math Course List.
	Science	8 credit hours	Options from Science
Personalized Well-Being	Creative Arts	4 credit hours	Options from Creative Arts
	Wellness and Physical Education	4 credit hours	Options from Wellness and Physical Education
	Career-Connected	4 credit hours	Options from Career and Occupational, Information Communication Technology, and Skilled Trades
	Options from the three Personalized Well-being Clusters	8 credit hours	Creative Arts, Wellness and Physical Education, and Career-Connected (Career and Occupational, Information and Communication Technology, and Skilled Trades).
	Core Cluster	8 credit hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career Connected
	Clusters Credit-hours Total	80 credit hours	Prescribed courses only
	Flexible Credit-hours Total	20 credit hours	Includes all options for credit
	Minimum Total Credit-hours for Graduation	100 credit hours	To apply to graduate

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LANGUAGE ARTS AND LANGUAGES

ENGLISH LANGUAGE ARTS FOUNDATIONAL 10/EXTENDED 10

In grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 112/EXTENDED 112

This is an academically orientated program concentrating on the novel, short stories drama, the formal essay, and poetry. A compulsory examination is written in this course.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 113/EXTENDED 113

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

ENGLISH 122

This is an academically orientated program concentrating on literature and writing skills. A compulsory examination is written in this course.

ENGLISH 123

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

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emphasized. There is a final exam in this course, but exemptions do apply.

INTERNAL COMBUSTION ENGINES 110

This is a course designed to introduce the basics in the repair, overhaul, service and testing of the internal combustion engine. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits.

INTRO TO SKILLED TRADES 110

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. **This course will be required for further courses within the skilled trades.**

METALS PROCESSING 110

This is an introductory course involving classroom instruction and hands-on activities relating to industrial practices in the metals industry. Includes bench work, basic machine work, lathe operation, drill press and other machines. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

METALS PROCESSING 120

Metal Processing 120 allows students to advance basic skills developed in Metals Processing 110. Also, students will practice and develop new introductory skills that are required to pursue post-secondary learning in the Metals trades. Students enrolled in this course are encouraged to work both independently and in teams while achieving specific curriculum outcomes. Students must have successfully completed Metals Processing 110 as a pre-requisite.

MILL AND CABINET 120

This is a course designed to introduce students (through classroom instruction and hands-on activities) to the materials and processes involved in the manufacturing and installation of cabinets and interior finish components found in a typical house. Lab safety as well as hand tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply. (Suggested pre-requisite: Framing & Sheathing 110)

POWER TRAIN AND CHASSIS 110

This is a course designed to introduce the basics in the service and maintenance of the automobile chassis and power train.

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CULINARY TECHNOLOGY 110

This is an entry-level, hands-on food service training course. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills through enterprise activities in the student operated Culinary Café. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to:

- explore employment skills and career awareness in culinary arts and associated trades (cook, baker, pastry chef, server, steward, and management);
- identify potential employment options looking at provincial statistics and industry projections; and,
- identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

CULINARY TECHNOLOGY 120

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, along with large equipment and food preparation skills with a focus on scratch cookery and current trends in nutrition and industry. Culinary Technology 110 is a pre or co-requisite of Culinary Technology 120. Students will continue to study the theory of each skill and then be encouraged to practice those skills through enterprise activities. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to: 11 • explore employment skills and career awareness in Culinary Arts and associated trades (cook, baker, pastry chef, server, steward, and management); • identify potential employment options looking at provincial statistics and industry projections; and, • identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

ELECTRICAL WIRING 110

Students in this course will study the basic tools, materials and techniques used in residential wiring. Study includes the design and placement of circuits in a model family dwelling, according to the Canadian Electrical Code. The course will be of interest to students interested in exploring careers related to the electrical trade.

FRAMING AND SHEATHING 110

This course combines classroom instruction with hands-on activities to develop the skills and knowledge associated with the framing in or shell construction of a typical single-family dwelling. Lab safety as well as hand tools and equipment safety will be

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FRENCH IMMERSION LANGUAGE ARTS 10

This is a required course for French Immersion students and is required to graduate from the French Immersion program. The objectives of this course are:

- To understand a variety of oral interactions according to the situation of communication.
- To produce an oral message according to the intention of communication.
- To interact according to the situation of social and academic communication.
- To understand a variety of texts.
- To produce texts according to the intention of communication and the target audience

FRENCH IMMERSION LANGUAGE ARTS 110/120

This is a required course for French Immersion students where the development of the four language skills will be treated under vocabulary and oral expression/comprehension, literature, grammar, written expression and culture. This is required to graduate from the French Immersion program.

GRAPHIC NOVELS 120

Graphic Novels 120 will provide a unique opportunity for learners to examine this complex genre of visual storytelling in depth. The course will study the graphic novel, including the evolution of visual storytelling, text structure, artistic voice, artistic devices, and impact on the audience. Learners will read, discuss, and design a variety of visual texts, culminating in the creation of a graphic novel.

INTRODUCTORY MI'KMAW 110

This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

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INTERMEDIATE MI'KMAW 110

This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

JOURNALISM 120

This course is designed for students to develop communicative skills, to learn the principles of journalistic expression and the practice of both. Journalism is a creative process involving such skills as design, layout, creative writing and photography. Students learn to identify or generate story ideas, to gather information pertinent to the stories and to write and edit their stories.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

ORAL COMMUNICATION TECHNIQUES 110

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). It is aligned with the Common European Framework of Reference (CEFR).

This course is a language elective and may be taken as a Grade 11/12 credit. The intended audience may be learners in French Immersion or English Prime who have successfully completed the Grade 10 French requirement – French Immersion Language Arts (FILA) 10 or Post-Intensive French (PIF) 10. Learners will enroll in the course to supplement required French offerings to improve their oral French skills and in preparation for Oral Proficiency Interviews.

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- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

INFORMATION TECHNOLOGY 120

The Information Technology 120 curriculum will develop competencies that will prepare the student to work as a business/entrepreneur, systems or information analyst, or architect. A combination of information technology competencies with technical skills to analyze business needs, and problems with proposed solutions that incorporate technology effectively, are the areas which Information Technology 120 contributes to the FIT Program.

This course is designed to function with a range of business software but MVHS will focus on the Microsoft Office package (Word, Excel, PowerPoint and Access). The Information Technology 120 curriculum consists of the following three units:

- 1) IT Perspective
 - ♦ *Students will understand key IT function components and how they contribute to enterprise effectiveness. Students will gain perspective throughout the course as they accomplish the required activities.*
- 2) ICT Project Management
 - ♦ *Students will learn about, realize the importance of, and apply project management skills throughout the hands-on unit (Word Processing, Spreadsheets, Database, Presentations)*
- 3) Software Applications
 - ♦ *The majority of this course explores how productivity software is essential in business and industry. Students will learn how to recognize what combination of application software could help businesses and industry accomplish goals.*

SKILLED TRADES

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course meets the Science requirement for graduation.

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technologies including: Sparkfun Electronics, Makey Makey, Arduino Programming, Robotics, 3D Printing, Remote Operated Vehicles, Videography involving GoPro and Oculus Rift Technology.

COMPUTER SCIENCE 120

This course will teach programming using the computer language Java in a Windows environment. This course may help students planning on taking Computer Science/Engineering at university or community college. Computer Science 110 is highly recommended.

CYBERSECURITY AND TECHNICAL SUPPORT 110

The Cybersecurity and Technical Support 110 (CSTS110) course will inspire students through the experiential learning of the fundamentals of computer and network systems, the activities and processes involved in technical support, and the defensive strategies from cybersecurity. In CSTS110, students will be actively engaged in the design, development and evaluation of technical support and cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one and maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve this high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, formative and summative assessment.

CYBERSECURITY 120

The Cybersecurity 120 (CYBER120) course will inspire students through the experiential learning of the fundamentals and possibilities of cybersecurity. In Cybersecurity 120, students will be actively engaged in the design, development and evaluation of defensive cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one, while maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve a high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, and assessment.

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.

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POST INTENSIVE FRENCH 10

Post-Intensive French encourages authentic communication in French. The objective is to create a literacy experience for students and contribute to developing their ability to use language and images, in rich and varied forms to read, write, listen, speak, view, represent and think critically about ideas in their second language.

POST INTENSIVE FRENCH 110

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: mysteries, injustices and the power of photography.

**Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

POST INTENSIVE FRENCH 120

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers. **Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

READING TUTOR 120

Rationale: This course has been established for the purpose of providing assistance in achieving an acceptable standard of literacy for struggling readers and/or enabling speakers of other languages to improve their speaking, listening, reading, and writing skills in English.

Process: Grade 11/12 MVHS tutors are introduced to various techniques to assist struggling readers and students of other languages. Tutors are also immersed in the techniques of teaching. A variety of pertinent topics is explored, including how students learn, how comprehension is enhanced through experience, how learners have different styles, and how to teach and evaluate writing.

WRITING 110

This is a course in developing writing skills through practice and workshop techniques with other students. It is designed for both the creative writers and for those who demonstrate a definite proficiency in the writing process. Much time is spent writing in class and focusing on using peer editors to encourage and guide “works in progress”.

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HUMANITIES

ANCIENT AND MEDIEVAL HISTORY 112

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured. Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

CANADIAN HISTORY 122

This is an academic course of Canadian studies concentrating on the development of Canada since Confederation. This is a university accepted course.

CANADIAN GEOGRAPHY 120

This course is designed to provide an examination of the basic patterns of Canadian Geography, both physical and cultural. Students are encouraged to look for these patterns and relationships in order to develop an understanding of geographical concepts - like that of a region. This is a university accepted course.

CIVICS (FI)

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning

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consumers can help prepare learners to interact positively with digital media. Learners will develop skills to decode data and data visualizations to support critical thinking when interacting with information that surrounds them. Engaging with different marketing approaches will encourage learners to improve communication and negotiation skills, transferable skills outside of the classroom and beyond graduation.

SKILLS FOR SUCCESS (PREVIOUSLY GROWTH, GOALS, AND GRIT 120)

Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviours, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits. This course has a significant volunteer component outside of school hours.

INFORMATION AND COMMUNICATION TECHNOLOGY

COMPUTER AIDED DESIGN 110

This course is designed to assist students in understanding the relevance and importance of Computer Assisted Drafting and Design as it related to industry today. Students will use the widely popular AutoCAD program where skills in creating 2D drawings will be the focus. Students will be expected to become familiar with the various procedures required to complete technical drawings that include Isometric Drawings that allow for the creation of 3D drawings and Orthographic Projection Drawings that are used to illustrate floor plans, wall sections and elevation drawings. It will be important that students understand X, Y coordinates as well as Polar Coordinates. This course will be worthwhile to students considering the Civil Technology Program at NBCC or other related programs, as well as Bachelor of Science in Engineering or related courseware.

COMPUTER SCIENCE 110

This course is essentially an introduction to the computer programming using Visual Basic and possibly other programming languages. It focuses on developing the knowledge, skills and attitudes to solve real world problems via computer programming. Specifically, this course focuses on problem solving, technological competence and communication. This course will prepare the student to make an educated decision with respect to career opportunities at the post-secondary level. Students will have an opportunity to work on special projects involving new

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FINANCIAL ACCOUNTING 120

The focus of this course is to provide the essential understandings, economic framework, consumer skills and attitudes to successfully participate in a society influenced by financial and business decisions. Students will better manage personal finances, understand obligations of business owners and make informed decisions concerning life careers and choices. The intention of this course is to encourage students to further their education in a Bachelor of Business Administration or Bachelor of Commerce program. This is an academic course.

HOSPITALITY AND TOURISM 110

In this course students will be introduced to the Hospitality and Tourism Industry, particularly in the Atlantic tourism region. They will learn the workplace skills, knowledge, attitudes and marketing strategies for this industry, as well as safety skills. Various career paths for this industry will be explored.

HOUSING AND DESIGN 120

The overall aim of this course is to provide students with lifelong learning skills that are transferable to future learning related to the housing environment and interior décor. Students will:

- raise the students' awareness of architectural aesthetics;
- understand the motivating factors that have an impact on the economy and environment;
- utilize the elements and principles of design as they apply to interior décor;
- encourage individual creativity through interior design;
- incorporate technology options in the living environment; and,
- identify issues related to human needs and their impact on future housing trends.

HUMAN SERVICES 110

If you have an interest in nursing, social work or education, this course will focus on the skills needed to prepare you to work with the elderly and the handicapped. The overall aim of Human Services is to increase your awareness of the importance of human service work and to prepare you for future employment and/or post-secondary education. You will learn practical skills needed to work with and care for special needs students through participation in activities with students in our school. (May be used to satisfy the Wellness and PE option until June 2027 only)

MARKETING 120

Knowledge of marketing techniques and strategies enables learners to develop marketing plans that appeal to the consumer, by identifying and reflecting on the various wants, needs, and experiences of the target audience. Understanding the purpose of marketing and strategies used to evoke an emotional response in

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opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. Students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

FRENCH IMMERSION MODERN HISTORY 112

This is a French Immersion course for students taking Modern History.

FRENCH IMMERSION WORLD ISSUES 120

This course examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The future of the global community is also examined. Accent will be placed on a project/research-based approach in French.

LAW 120

This is an academic course that is sometimes accepted for university entrance. It is taught as a university preparatory course. This course is designed to help students become more aware and appreciative of the law and how it applies to them. Students are expected to read, and study related legal materials.

MODERN HISTORY 112

The focus of the course is European history from the French Revolution through to the Cold War. Topics include rights and revolution (French Revolution), Industrial Revolution, Pre-World War I, World War I & II, the Holocaust, and the Cold War.

MODERN HISTORY 113

This is a general history course dealing with events of the twentieth century.

NORTH SHORE LEGACY 120

Students will be given an in-depth experience of the exploits of the North Shore Regiment during the Second World War. Pre and Post war topics as they relate to the Regiment and the North Shore region will be analyzed as well. The course will give students experience in working with primary documents and developing their skills as historians by allowing them firsthand opportunities to conduct research, historical investigations, and international collaborative work. Students will learn the benefits of these skillsets and their contributions to our community's legacy, but also to themselves as lifelong learning adults.

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Historical content of the course will help complement students' exploration of themes related to remembrance and commemoration. Students will experience different ways society engages in remembrance and commemoration. The course will have unique opportunities to conduct research and commemoration work that will contribute to current work in the field at the local and international level. Final assessment in the course will be based on student project proposals related to the course material and themes.

POLITICAL SCIENCE 120

This is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons (particularly with respect to the Canadian system). This is a university recognized credit.

SOCIOLOGY 120

This course will introduce students to the basic theoretical development and scientific foundation of this discipline. Students will develop the ability to examine social phenomena objectively and increase their understanding of the components and dynamics of social groups as they affect culture. Many interesting topics such as culture, socialization, deviance and social control, religion and social movements will be covered. Each student will be required to prepare and deliver a seminar to the class.

WABANAKI STUDIES 120

This course is designed to promote understanding of the Mi'kmaq and Maliseet perspectives on life in the Maritime Provinces. Using the text *Maritime Native Studies*, students will learn about language and culture, religion and spirituality, ancient times, arts and crafts, the land and the Mi'kmaqs of the Miramichi region. This course offers a good look at the culture and lifestyle of the original Canadians. This course is open to all interested students. This is a university recognized credit.

WORLD ISSUES 120

This is an academic course that is sometimes accepted for university entrance. This course explores the idea that the world has become a global community with major obstacles to overcome. Students will compare the rich northern nations with the poor southern countries; study environmental problems; explore the Population "explosion"; examine earth's depleting resources; plus look at current social and political issues.

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EARLY CHILDHOOD SERVICES 120

The overall aim of this course is to prepare students for careers working with young children in relation to the New Brunswick Early Learning Framework. Students will evaluate their capacity as an early childhood educator and the requirements for employment in New Brunswick. The focus will be valuing the early years and the topics of: Well Being, Play and Playfulness, Communication and Literacy, Diversity and Social Responsibility. Post-secondary employment opportunities will be researched as well.

ENTREPRENEURSHIP 110

In this course attitudes and aptitudes will be covered to determine if you have the necessary skills involved in owning and operating a small business. Students will be required to work in small groups to plan and operate a business venture.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

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engage in informed career pathway planning through self-awareness, exploration of opportunities and engagement in authentic career connected experiences. Throughout the course, students will develop the skills and competencies to design personalized career pathways for high school and life after graduation.

CAREER CONNECTED EXPERIENCES 110

Whether you are planning a gap year, a once-in-a-lifetime summer experience or exploring opportunities beyond the classroom, this course will help you learn more about your personal and career pathway goals and discover non-traditional ways to experience life, learning and work. This course will explore local, provincial, national and international experiences and clarify how you may make the most of your time, money and energy while moving towards your preferred career pathway – you can expect to learn about building your resume, discovering new possibilities, earning money, seeing the world and/or developing a sense of confidence and independence. In addition to high school credits, students are eligible to earn the Student of Leadership & Humanity Award upon the completion of the required components within this course.

CAREER PATHWAY MENTORSHIP 120 (8 CREDIT HOURS)

This course is open to all Grade 12 students who wish to acquire on the job experiences in an area in which they plan to further their education. Students must apply in advance for this course, have acceptable grades, show maturity and have good attendance. Students will be considered for this course by application and interview. (This is a two-credit course/eight credit hours)

DEVELOP AND LEAD 110

This course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members. Participation results in a journey through which learners can create a positive legacy in their school and community.

***Please note that only the FSL version of this course will be offered at this time.**

EARLY CHILDHOOD SERVICES 110

This course helps students prepare for a career in teaching and/or in childcare. Students work in a group setting where they will be involved in planning curriculum, preparing lessons, organizing schedules required in the operation of a playschool for preschoolers. The student will learn practical skills for guiding children as they establish rules and handle daily activities. This is an independent course where self-motivation/direction is required. Attendance is critical.

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MATHEMATICS

GEOMETRY, MEASUREMENT AND FINANCE 10

Geometry, Measurement and Finance 10 provides foundations for further study in mathematics and along mathematics pathways, and includes concepts in geometry and measurement, and develops financial literacy. Learners will relate the properties and principles of lines and angles; compare and apply systems of measurement; apply financial literacy concepts to personal financial decisions and wellness; apply formulae to solve problems. Learners will enact and apply prior Mathematics K-9 knowledge, and personal financial decision making and wellness knowledge from Personal Wellness 6-8 curriculum. Geometry, Measurement and Finance 10 is the final compulsory mathematics course in New Brunswick. Topics include Pythagorean Theorem; polygons; angles; trigonometric ratios; metric and imperial systems of measurement; surface area and volume; unit pricing; currency exchange; income (gross and net pay); credit cards; loans; interest.

NUMBER, RELATIONS AND FUNCTIONS 10

This is a recommended course for grade 10 students and required if students are choosing an academic mathematics pathway. This is a pre-requisite for Foundations of Mathematics 110. The course includes the following topics: factors and multiples of whole numbers, perfect squares and cubes and their roots, common factors of a polynomial, factoring, irrational numbers, mixed and entire rationales, fractional and negative exponents, relations and functions, graphs, linear functions, systems of linear equations.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This is a compulsory course that meets the graduation requirement of ONE Mathematics course at the grade 11/12 level. This course will develop basic and practical skills that will ensure students develop basic life skills to deal with money, measurement, statistics, and basic number operations.

FINANCIAL WORKPLACE MATHEMATICS 120

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact

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on profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics.

NBCC SKILLED TRADES AND WORK-READY MATH 120

This course gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. Ideally, students will apply math concepts using a hands-on fashion in an authentic workplace or trades facility. However, safety restrictions and limitations of facilities in some schools require the flexibility to design activities that can also be completed in a community or classroom environment. Teachers should use a variety of learning situations that will address various learning styles of students and complement the resources available in the school and community.

Every concept and skill should be authentically contextualized. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Teachers are encouraged to be innovative in their methods of presentation of the material. Students should become familiar and proficient with the terms ‘accuracy’ and ‘precision,’ and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons should feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial and S.I. units should both be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

FOUNDATIONS OF MATHEMATICS 110

This course has the following pre-requisites: Geometry, Measurement & Finance 10 AND Numbers, Relations & Functions 10. This course is designed to ensure that students obtain the necessary foundation to pursue post-secondary programs that may require a Mathematical background. Upon completion, students may continue on to further study mathematics by enrolling in the Pre-Calculus 110 course. Otherwise, students will be able to take either the Workplace/Financial Mathematics 110 or Foundations of Mathematics 120.

FOUNDATIONS OF MATHEMATICS 120

This is the second of two courses in the Foundations of Mathematics pathway designed for entry into post-secondary academic programs not requiring pre-calculus. In statistics, students are introduced to normal curves, and learn to

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participation and attendance in the 9/10 Physical Education programs as a pre-requisite.

YOGA 110

Yoga is a lifestyle. Students will be given the opportunity to learn in a safe environment where they can have fun through movement, social interaction and independence. Through breathing, posture development, body awareness and body/mind integration, students will gain an understanding of health promoting practices and habits. Classroom sessions are designed to educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty, and respect in the context of challenging physical activity.

CAREER CONNECTED

CAREER AND OCCUPATIONAL

BUSINESS MANAGEMENT 120 (PREVIOUSLY BOM 120)

The course is designed to provide the student with skills in leadership, critical thinking and problem solving. Students will develop communication and collaboration skills while working on project-based learning assignments. Through this course students will develop 21st century skills which will help students to become creative innovators who will be able to quickly adapt to an ever-changing business environment. While students are engaged in their learning they will develop digital literacy skills. Main topics to be covered include Ethics, Business Environment, Management, Business Ownership and Human Resources. It is a good course if you are planning on taking Business in post-secondary school.

CAREER PATHWAY DESIGN 10

Career is the journey through life, learning and work. Not just employment. The vision for this course is to provide equitable and inclusive career pathway planning for each student. Career pathway planning plays an important role in one's sense of self and life satisfaction. Psychological wellbeing is directly linked to career pathway planning. This course is informed by evidence-based research as found in the New Brunswick Career Education Framework. It builds upon the Personal Wellness 3-9 continuum of learning and Career Connected Learning K-12. This course is an opportunity for further career pathway and transition planning allowing for informed high school and post-secondary life decisions. Participating in this course will provide learners with autonomy and increased engagement in their personalized high school pathway. This course will help contextualize high school learning with purpose and career pathway connections. Career Pathway Design 10 encourages students to

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interest in sport-specific skill development. At MVHS, this class currently focuses on hockey.

PSYCHOLOGY 110

The vision for this course is to introduce learners to the study of behaviour and mental processes. In Psychology 110 learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies. Learners in Psychology 11 will cover a variety of areas related to psychology including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.

SPORT AND RECREATION LEADERSHIP 120

The vision for this course is to have learners successfully plan, organize, and administer their own event, tournament, and program. Educators will facilitate opportunities for learners to develop sport and recreation leadership skills within their school, community and beyond.

The learner's leadership potential is developed when initiatives serve to reinforce skill development around leadership roles. This course seeks to use sport and recreational activities as a tool for creating concrete leadership experiences and develop leadership potential.

Learners will explore various roles in team dynamics including being a leader, mentor, and collaborating positively with others in inclusive experiences. The emphasis of this course focuses on planning, performance, evaluation, and reflection.

Planning and operation of events, tournaments, and programs will require learners to dedicate time outside of school hours (e.g., before school, after school, evenings, and/or weekends).

WELLNESS THROUGH PHYSICAL EDUCATION 110

The aim of Wellness through PE 110 is to promote healthy active living for life. The course goal is to explore a variety of activities highlighting non-traditional approaches to fitness and wellness. As a result, the course offers a range of learning experiences for students that encourage healthy active living. This course is intended to allow students the opportunity to be physically active, while further enhancing their decision-making skills towards personal wellness. This course requires excellent

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interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning students analyze puzzles and games, and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions and sinusoidal functions to solve problems.

PRE-CALCULUS 110

This elective course follows *Foundations of Mathematics 110* and is the first course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12A

This elective course follows *Pre-Calculus 110* and is the second course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12B

This elective course follows *Pre-Calculus 12A* and is the third course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

CALCULUS 120

This is the last course offered in the Pre-Calculus Pathway and follows *Pre-Calculus B 120*. The course will introduce derivatives of polynomial, trigonometric, inverse trigonometric, exponential and logarithmic functions, and the product, quotient and chain rules. Applications of derivatives will be explored including rates of change, increasing and decreasing functions, maximum and minimum values, optimization problems, concavity and the second derivative, curve sketching, indeterminate forms and l'Hopital's Rule. Integrals will also be explored including interpretations, properties and numerical approximations of definite integrals, applications of integrals, and techniques and applications of antidifferentiation.

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SCIENCE

AGRICULTURE 110

Agriculture 110 includes the history and evolution of Agriculture in New Brunswick which recognizes Indigenous and settler contributions, everyday impacts on life in New Brunswick, and specific types of Agriculture predominant in New Brunswick. Learners will apply knowledge of plants and animals to local contexts, to introductory plant growing and animal care research skills, this leads to creating quality Agriculture products and/or operations. Learners will apply skills during Agriculture experiences and/or work placements and will have build knowledge in Agricultural careers. Agriculture 110 allows the opportunity for a learner-led personal choice project or development of a business proposal and plan to summarize and demonstrate learning.

AQUATIC SCIENCES, AQUACULTURE AND FISHERIES 120

This course introduces learners to the blue economy. Learners will dive into inquiry-based learning while exploring the aquaculture industry, fisheries, and aquatic systems. In this context, learners will build scientific literacy skills such as observing, questioning, predicting, data collection, analysis, drawing conclusions, applying knowledge, and communicating results. This course explores career pathways. Learn about the vital role aquaculture and fisheries play in our daily lives and discover the diverse range of career opportunities available, from marine biology to environmental stewardship. Furthermore, this course emphasizes personal connections, sustainable practices, and respect of Indigenous ways of knowing, in a local and global context.

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course may be used to meet the science requirement for graduation.

BIOLOGY 112

This is an introductory course based on four units of study. The principle emphasis is on energy, water, equilibrium and systems. The units of study are: 1. Biodiversity; 2. Energy Flows and Cellular Matter; 3. Energy and Matter Exchange by Human and Other Organisms; 4. Energy and Matter Exchange in Ecosystems; 5. Animal Kingdom; 6. Digestion, Circulation, Blood and Immunity and Respiration.

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being by enhancing intrapersonal and interpersonal skills. Learners will utilize developed skills and group dynamics to plan, lead and evaluate out-trips and/or excursions that should include an overnight wilderness outing. This course exposes learners to the natural environment in unique and enriching ways that allow them to strengthen lifelong connections critical for personal wellness and a sustainable future. Frequent experiences in the outdoors develops an affiliation with nature that can evolve into informed, proactive, and lifelong responsible use and protection of the natural world. Outdoor Education 120 places an emphasis on learner-based leadership and autonomy. Learners must have demonstrated proficiency in skills obtained in Outdoor Education 110 prior to enrolling in Outdoor Education 120.

PHYSICAL EDUCATION 10

This course provides learners with introductory skills and concepts in the areas of sport and recreation leadership, outdoor education, kinesiology, and fitness. Skills developed through sport and recreation leadership benefit learners by improving communication, problem-solving, and decision-making. y engaging with the basics of leadership through sport and recreation, learners will understand the interrelationships among physical education, society, and the environment, and can become better equipped for future leadership roles.

Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork.

Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness.

Successful completion of Physical Education 10 will prepare learners for courses such as Outdoor Education, and Sport and Recreation Leadership.

PHYSICAL EDUCATION THROUGH SPORT 110

Physical Education Through Sport 110 is designed to support learners' experiences and understanding of the theoretical and practical aspects of sports. Learners will explore, connect, and participate in hands-on instructional practices, including individual and team sports. They will also engage in topics such as sociology of sport, mentorship, lifelong sport involvement, careers in physical education, ethical issues, and sport-specific skills, strategies, tactics, and training. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an

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in the fields of physical education, health education, physiotherapy, athletic therapy, nursing, athletic coaching, sport management, recreation, and leisure.

***Please note that only the FSL version of this course will be offered at this time.**

NUTRITION FOR HEALTHY LIVING 120

This is a university level course. This course is excellent for those concerned with personal wellness or for students who wish to pursue a career in Science and Nutrition, Nursing, Dietetics or the Social Sciences.

Nutrition for Healthy Eating 120 is designed to help students understand information to help make them healthy choices. They will become aware of strategies that contribute to overall wellness and strategies needed to maintain a balance between eating habits and physical activity. The roles of nutrients in the body-digestion, absorption, transportation of nutrients and metabolism are explained. Chronic conditions, lifestyles and food technologies will be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyle choices.

OUTDOOR EDUCATION 110

This course is a “selective-elective” with 9/10 physical education as a pre-requisite. The course will develop personal outdoor recreation skills based on environment ethics. Students must satisfy a requirement to complete a series of out-trips that may be day-trips, overnight or extended trips. The course will take advantage of local outdoor access and could include camping, hiking, canoeing and other outdoor adventure activities. Students must be prepared to plan, lead and evaluate out-trip experiences from personal and group dynamics perspectives by compiling a journal. Enrollment is limited to 18 students per semester and preference is given to grade 12 students. Students must apply.

OUTDOOR EDUCATION 120

This course builds upon skills from Outdoor Education 110 providing experiential learning related to the outdoors and involves wilderness-based experiences (e.g., navigation, fire building, survival skills) in which learners explore how to safely participate in and lead a variety of outdoor activities (e.g., hiking, climbing, canoeing). Outdoor education draws upon the theory, connection, and application of experiential and environmental education. By fostering a safe yet challenging setting, Outdoor Education 120 develops technical and adaptive skills for an environmentally sustainable life through outdoor activities and experiential learning. Through interaction with the natural world, learners develop leadership skills and an understanding of self, others, and the outdoors. Life and physical activity skills are achieved through the combination of challenge, mastery, and success in various activities. Outdoor Education 120 also leverages these skills to develop student well-

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BIOLOGY 122

This is a continuation of Biology 112. It is based on four units of study. The principal emphasis is on exchange, diversity, equilibrium, systems and models. The units of study are: 1. Systems Regulating Change in Human and Other Organisms; 2. Reproduction and Development; 3. Chromosomes, Genes and DNA; 4. Change in Populations, Communities and Species; 5. Protein Synthesis. (Biology 112 would be an asset and is recommended but is not a prerequisite.)

CHEMISTRY 112

This is the first of a two-semester sequential course designed for students who plan to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

CHEMISTRY 122

This is the second of a two-semester sequential course recommended for students planning to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Prerequisite: Chemistry 112.

ENVIRONMENTAL SCIENCE 120

The objective of this course is for students to develop the knowledge base and skills for investigating/analyzing environmental issues while communicating their findings to others. The units of study are: 1) An Overview of Environmental Science [Issues and Populations]; 2) Sustainable Development [Ecology, Environmental Awareness, Sustainable Ecosystems and Communities]; 3) Investigating Environmental Issues [Themed Project with a research paper, presentation, and eco-challenge activities].

HUMAN PHYSIOLOGY 120

This course is designed to appeal to a wide range of learners including students for whom this will serve to fulfill their science graduation requirement and students who will take additional science courses. A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. It will also be relevant to those students who will be going on to careers in the social sciences, kinesiology, and health care.

This course focuses on the biology and healthy functions of all of the major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices and disorders.

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PHYSICS 112

This is the first of a two-semester sequential course designed for students planning to pursue science/engineering courses at the university level or who plan to enroll in a technical program at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

PHYSICS 122

This is the second of a two-semester sequential course recommended for students planning to pursue science/engineering at the university level or who plan to enroll in a technical program at community college. Prerequisite: Physics 112.

SCIENCE 10: SCIENCE FOR SUSTAINABLE SOCIETIES

Learners enrolled in Science 10: Science for Sustainable Societies will consider the roles science and technology play in their lives and communities. Throughout the course, learners examine how scientific concepts and theories are applied to sustain the environment and natural resources we chemically transform.

The connections that exist between matter and energy are explored through systems thinking. Systems thinking helps learners determine ways to connect chemical reactions to planetary cycles, and to weave core concepts into sustainability discourse. Using systems thinking to consider the complex interplay of chemical processes with scientific, societal, and environmental systems provide learners with critical knowledge required for other high school science courses.

Through investigations learners will examine how matter is transformed into the products and technologies they use daily, how this matter flows through society, and explore emerging theories in sustainability and energy production. Learners gain deeper understandings of the complexities of societal development, apply critical analysis skills to design solutions for problems in their community, and connect their learning to Sustainable Development Goals.

PERSONALIZED WELL-BEING

CREATIVE ARTS

DIGITAL ANIMATION 120

which provides learners with opportunities to develop knowledge, skills, and competencies in digital animation through hands on experiential learning including using animation software. While some learning will be collaborative in nature, learners will be expected to independently work on tasks and projects to practice skill development, culminating in a final capstone project.

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WELLNESS AND PHYSICAL EDUCATION

ADVANCED TRAINING PRINCIPLES 120

This course is designed to support learners with theoretical and practical exercise physiology experience. This course is designed to enhance the planning and implementation of a personalized training program and create opportunities to improve individual health and well-being. Through daily training, learners will explore applied exercise physiology principles, functional movement, and technical and assessment skills in a wide range of training principles. Learners will develop, connect, and participate in engaging instructional practices and group activities. Learners will model respectful, ethical, and safe behaviours in Advanced Training Principles 120. Topics covered during this course will include foundational health and well-being, nutrition, fitness, human systems, careers, and training programs and assessment

EARLY CHILDHOOD DEVELOPMENT 120 (FORMERLY CHILD STUDIES 120)

This course is an in-depth study of children from conception to school age (6). Learning about children and their development can improve your understanding both of children and yourself. It can also help you think about your future in relation to parenthood and career choices.

INDIVIDUAL AND FAMILY WELLNESS 120

Students will see the connections made between the course content and their personal development and relationships. This curriculum will help prepare them to have a better understanding of themselves, their family and the world around them. Individual and Family Wellness 120 touches on aspects of sociology, psychology, economics and anthropology. The knowledge and skills presented in the course will benefit students who may wish to pursue fields of study such as: law enforcement, social services, family law, careers in counseling, psychotherapy and family medicine.

INTRO TO KINESIOLOGY 120

This course is designed to provide a foundation to support learners' experiences and understanding of the theoretical and practical aspects of Kinesiology. Learners will explore, connect, and participate in hands-on instructional practices, including group activities and labs. They will also engage in topics such as: historical physical activity and sport events, ethical issues, physical literacy, anatomy, physiology, human performance, biomechanics, and prevention and care of athletic injuries. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an interest in learning more about kinesiology including careers

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MUSIC 10

The grade 10 program is outcome-directed; that is, the knowledge and skills that students must demonstrate are articulated in outcome form. Every outcome is followed by an elaboration that provides further information on, and clarification of the outcome. This elaboration also includes a list of activities, experiences, and objectives that, if achieved, will help the student meet the outcome.

MUSIC 112

This course involves increased demands on ability of a major instrument, history and theory. NOTE: Participation in Concert Band and/or Jazz Ensembles is an element of this course.

WORLD MUSIC 120

This is a preparation course for university level music: performance, history and composition. There is a Band element also. Course selection is subject to approval. This is a university preparatory class.

VISUAL ARTS 10

This course is designed to continue developing artistic knowledge and skills from Visual Arts 9. This course is heavily project-based, and students are expected to create expressive works with a range of audiences, and purposes using a variety of different artistic techniques. Projects are broken down into four different categories: Art Processes, Forms & Applications, Self-Expression & Reflection, Socio & Cultural Art; Cumulative Art.

VISUAL ARTS 110

This course is designed to improve student skills and knowledge in a variety of areas: drawing, painting, color theory, sculpture, art history, sketchbooks.

VISUAL ARTS 120

This course is designed for motivated art students and those considering attending art school in the future. Studio projects will demand technical excellence and originality. Students will keep a sketch book and notebook and are required to supply some of their own materials. Art 110 is a prerequisite for Art 120.

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Storytelling is an essential piece to learner success, and it is therefore recommended learners have successfully completed English Language Arts 10. This will enable learners to draw from their experiences in writing for clarity in multi-modal works and defining topics which support identifiable purposes and specific audience.

Visual Art skills are also key to learner success, and so it is also **recommended learners successfully complete Visual Arts 10 prior to Digital Animation 120**. Visual Art 10 will provide learners the experience needed to create expressive works in visual arts for specific audience and purposes using a variety of art media.

*Locally Developed Course

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.
- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

DRAMATIC ARTS 110

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. In this course, students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purpose of creating, analyzing, conducting research, and performing. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) as the manifestations of theatre activities are many and varied. Students are also strongly encouraged to experience extracurricular and community-based opportunities.

DRAMATIC ARTS 120

This is an elective course that deals with the major aspects of theatre performance including acting, stage craft, play management and theatre history. Students are required to perform in public and must be prepared to memorize. Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110. While students are not

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required to take Dramatic Arts 110 as a pre-requisite it would be beneficial. In Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

FILM 110

This course is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. Learners will get hands on experience in film production (basic camera operation, lighting, sound design and other elements) through purposeful creation of short film(s). Learners will practice implementing strategies to enhance clarity and the control of an intended message. Learning in and through the arts requires learners to create, connect, and communicate. Film 110 is appropriate for learners who are actively involved in filmmaking, and those who have an interest in learning more about film in a way that promotes a general knowledge of film and culture.

Film 110 is designed with learners who have successfully completed English Language Arts 10 in mind. Successful completion of this course will provide

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learners skills required to analyze and critique film, and to research, write persuasively and present ideas and opinions with sensitivity and decorum. While the focus of Film 110 is to create short film(s), viewing and analyzing film is also included to build understanding of the process and purpose of filmmaking. Learners will critically respond to film using the language of cinematic criticism, to create films using the cinematic conventions including shot composition, lighting, editing, sound design, and narrative structure. Learners may need to commit time beyond the common learning environment to meet their goals.

GRAPHIC ART AND DESIGN 110

This course is designed to provide students with a basic understanding of design and layout which will foster confidence in their own abilities. Throughout the course students will be asked to take ideas and requirements and make them visual and appealing using an assortment of software programs, such as Adobe Photoshop, to achieve desired effects with graphic images. Good attendance is extremely important in this course.

Students will develop various graphic projects starting with fundamental progressing on through advanced procedures.

Areas of study will include:

- The History of Graphic Arts
- Elements of Visual Perception
- Principles of Visual Perception
- Composing the Image Optically

Students considering a career in a graphic arts related area would benefit greatly from this course. Creativity and an interest/ability in art and drawing is an asset.

GRAPHIC ART AND DESIGN 120

This course is intended to be an opportunity to extend learning in concepts studies in Graphic Art & Design 110.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

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Pathway A is necessary for any students considering post-secondary programs in business, engineering, nursing, or science. Pathway B is sufficient for most students considering post-secondary programs in the arts or in the trades (exceptions do apply to some programs; please see guidance for clarification).

MIRAMICHI VALLEY HIGH SCHOOL



MIRAMICHI, NB

TELEPHONE: 627-4083

**MINI-BROCHURE GUIDE
FOR COURSE SELECTION**

2026-2027

GUIDANCE

M. O'Donnell-Students Last Names A-L

P. Landry-Students Last Names M-Z

J. Dedam-First Nations

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

TYPES OF COURSES

There are two types of courses: Compulsory and Elective. Compulsory courses are required for graduation. Elective courses are available to support your interests and future career plans.

COURSE LEVELS

All course names include a three-digit number. The first two digits indicate the grade; the third digit indicates the level at which the course is offered. Level 1 – enriched university preparation; Level 2 – regular university, community college and private training institution preparation; Level 3 – non-technical community college, private training and business college preparation; Level 0 – not offered at another level and will vary in level of difficulty. Some qualify for university entrance and others do not.

VIRTUAL LEARNING

Several courses are offered through the New Brunswick Virtual Learning Centre (NBVLC) and may be available to meet specific circumstances. Virtual Learning courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. For further information go to: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html or see your Guidance Counsellor. Courses in French Immersion are available as well.

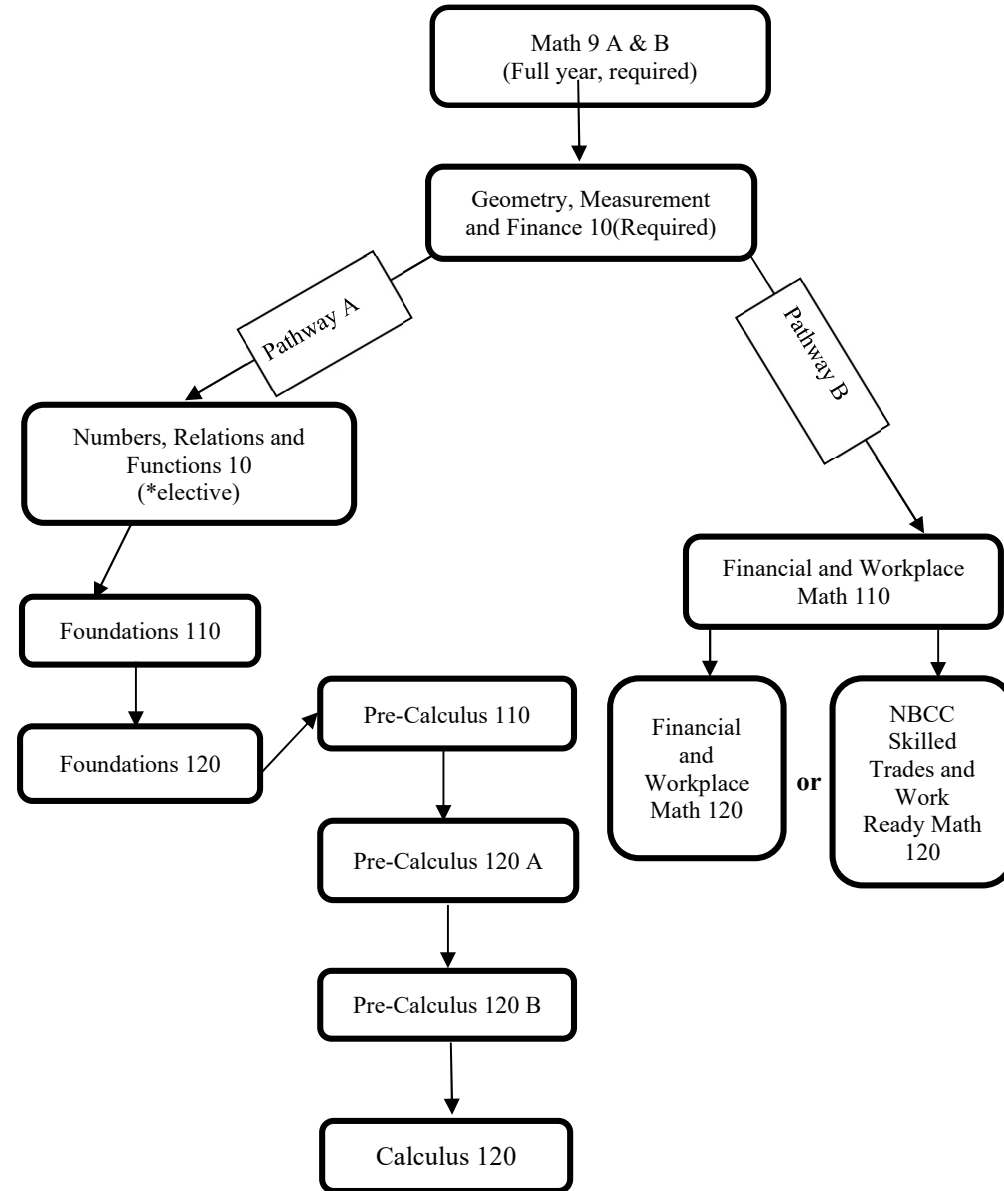
AWARD OF ACADEMIC EXCELLENCE

This requires a student to have an average of 85% on the 10 credits they have taken in a single academic year. If a student is taking a level 1 or an AP course and achieves a mark of 85% or higher, one percent will be added to their average to a maximum of 3 percent. Grade 12 recipients of the Award of Academic Excellence will be identified at graduation. Recipients of the award in grades 9-11 will be recognized at a ceremony at the beginning of the next academic year.

FRENCH IMMERSION PROGRAM

To graduate as a French Immersion (FI) student recognized by the province of New Brunswick, students must take a required number of FI designated courses. Specifically, 50% of the course load in grade 9 must be FI designated. They must also take a minimum of 10 courses with an FI designation between grades 10-12. Students who participate in the French Immersion program and complete the allotted number of courses will receive a French Immersion Completion Certificate upon graduation.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION



MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Grade 12

- Students must successfully complete Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 before enrolling in Financial and Workplace Mathematics 120.
- Students must successfully complete Foundations of Mathematics 110 before enrolling in Foundations of Mathematics 120.
- Students must successfully complete Pre-Calculus 110 before enrolling in Pre-Calculus 120A.

Financial and Workplace Mathematics 120	Foundations of Mathematics 120	Pre-Calculus 120A
<i>Pre-requisite: Financial and Workplace Mathematics 110 or Foundations of Mathematics 110</i>	<i>Pre-requisite: Foundations of Mathematics 110</i>	<i>Pre-requisite: Pre-Calculus 110</i>
		Pre-Calculus 12B
		<i>Pre-requisite: Pre-Calculus 120A</i>
		Calculus 12
		<i>Pre-requisite: Pre-Calculus 120A and Pre-Calculus 120 B</i>

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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HONOURS POLICY

HONOURS

- Average of 85% when all 25 boxes of student’s grad portfolio are averaged with no adjustments (double period classes like Co-op only count as 1 mark and average is from 24).
- Has never failed a class, received an “incomplete” or dropped a class after October 1st and March 1st.

HONOURS WITH DISTINCTION POLICY

- Average of 90% when all 25 boxes of student’s grad portfolio are averaged (double period classes like Co-op only count as 1 mark and average is from 24).
- Has been an MVHS student for 3 consecutive years.
- Has taken English 112 and 122 level courses.
- Has taken NRF 10 and Foundations 110.
- Has taken one academic science course (Biology 112, Biology 122, Chemistry 112, Chemistry 122, Physics 112, Physics 122, Aquatic Sciences 120, Environmental Science 120).
- Has taken one academic humanities course (Ancient and Medieval History 112, Canadian History 122, Modern History 112, Wabanaki Studies 120, World Issues 120).
- Has never failed a class (between grades 10-12), received an “incomplete” or dropped a class after October 1st and March 1st.

VALEDICTORIAN AND RANKINGS

- The Valedictorian, Salutatorian and subsequent grad class rankings will be done by taking the highest average of students who have Honours with Distinction.

COURSE CHANGES

Students, with the help of parents, are encouraged to consider carefully their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as your career interests. To aid in this selection, teachers and guidance counsellors are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for course change initiated once school opens in September must be submitted using a Guidance Request Form. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing there is available space in the course(s) requested.

GRADUATION REQUIREMENTS

Policy 316B, indicates that graduates must:

- Have met learning requirements prescribed in Grade 9 curriculum
- Have completed compulsory credit-hours in Grades 10 through 12
- Have accumulated 100 credit-hours to apply for graduation
- Have developed a documented career-life plan

The minimum acceptable grade of 60% will remain in place; however, students will start to accumulate credit-hours beginning in grade 10.

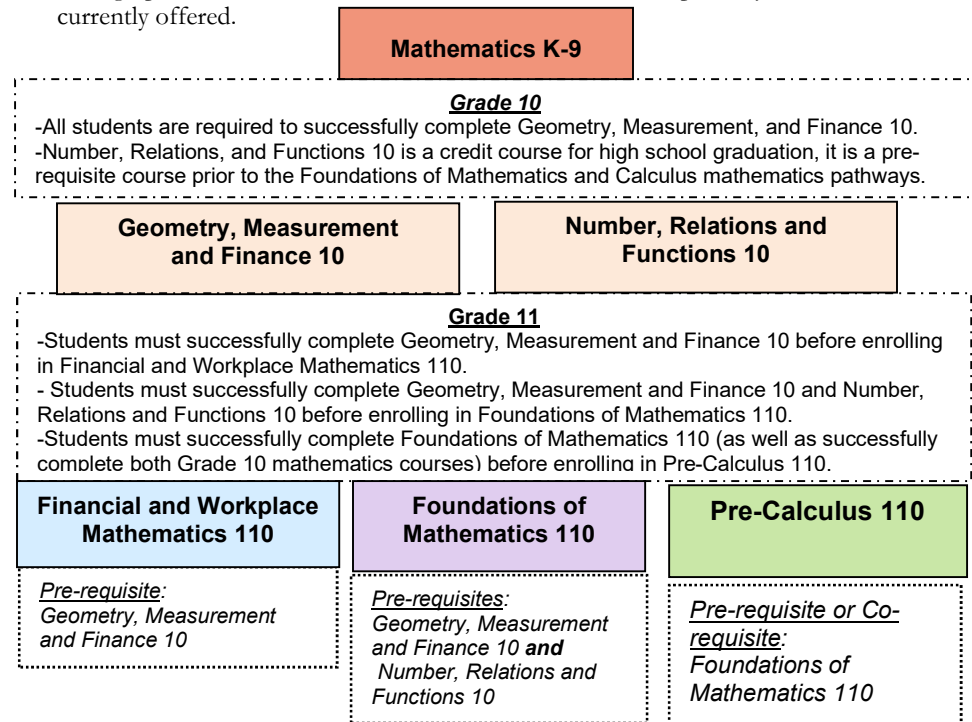
You must also pass the English Language Proficiency Assessment administered during Grade 9.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Pathways and Courses

SUMMARY—The Conceptual Framework for Grades 10–12 Mathematics describes the nature of mathematics, the mathematical processes, the pathways and topics, and the role of outcomes and achievement indicators in grades 10–12 mathematics. Activities that take place in the mathematics classroom should be based on a problem-solving approach that incorporates the mathematical processes and leads students to an understanding of the nature of mathematics.

The graphic below summarizes the three mathematics pathways and courses currently offered.



**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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RESIDENTIAL FINISH 120

This course examines the work required to finish a family dwelling once it is framed in. Topics covered include insulation, wall cladding, doors, windows, cornice trim and roof covering. Students will study these topics both in theory and through practical project work. This course should be of interest and value to those students interested in pursuing a career related to the residential construction industry. Pre-Requisite: Framing & Sheathing 110

TUNE UP AND EMISSIONS 120

This is a course designed to provide students with a practical approach to diagnosing, servicing, and repairing of automotive fuel and emission systems and to performing engine tune-ups. Suggested Pre-requisite: Internal Combustion Engines 110 and Automotive Electrical Systems 120.

WELDING/METALS FABRICATION 110

This is a practical course involving both classroom and lab activities. The methods of fabricating and fastening components will be explored as will gas and electric welding, oxy-acetylene cutting, brazing and soldering through the completion of compulsory projects. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Compulsory Credits for Graduates

	Core Clusters	Required	Compulsory
	Language Arts and Languages	24 credit hours	PIF/FILA 10, ELA 10, ELA 11, ELA 12 (all of these are 4 credits hours) AND 8 credit hours of options from Language Arts and Languages Note: For Newcomer and Indigenous students there may be other options available. Mi'kmaw may replace French (PIF/FILA 10) as the language requirement for Indigenous students.
	Humanities	8 credit hours	Civics 10 and 4 credit hours from Designated History Course List
	Mathematics	12 credit hours	Geometry, Measurement and Finance 10 and 8 credit hours from Math Course List.
	Science	8 credit hours	Options from Science
Personalized Well-Being	Creative Arts	4 credit hours	Options from Creative Arts
	Wellness and Physical Education	4 credit hours	Options from Wellness and Physical Education
	Career-Connected	4 credit hours	Options from Career and Occupational, Information Communication Technology, and Skilled Trades
	Options from the three Personalized Well-being Clusters	8 credit hours	Creative Arts, Wellness and Physical Education, and Career-Connected (Career and Occupational, Information and Communication Technology, and Skilled Trades).
	Core Cluster	8 credit hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career Connected
	Clusters Credit-hours Total	80 credit hours	Prescribed courses only
	Flexible Credit-hours Total	20 credit hours	Includes all options for credit
	Minimum Total Credit-hours for Graduation	100 credit hours	To apply to graduate

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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LANGUAGE ARTS AND LANGUAGES

ENGLISH LANGUAGE ARTS FOUNDATIONAL 10/EXTENDED 10

In grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 112/EXTENDED 112

This is an academically orientated program concentrating on the novel, short stories drama, the formal essay, and poetry. A compulsory examination is written in this course.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 113/EXTENDED 113

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

ENGLISH 122

This is an academically orientated program concentrating on literature and writing skills. A compulsory examination is written in this course.

ENGLISH 123

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

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emphasized. There is a final exam in this course, but exemptions do apply.

INTERNAL COMBUSTION ENGINES 110

This is a course designed to introduce the basics in the repair, overhaul, service and testing of the internal combustion engine. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits.

INTRO TO SKILLED TRADES 110

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. **This course will be required for further courses within the skilled trades.**

METALS PROCESSING 110

This is an introductory course involving classroom instruction and hands-on activities relating to industrial practices in the metals industry. Includes bench work, basic machine work, lathe operation, drill press and other machines. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

METALS PROCESSING 120

Metal Processing 120 allows students to advance basic skills developed in Metals Processing 110. Also, students will practice and develop new introductory skills that are required to pursue post-secondary learning in the Metals trades. Students enrolled in this course are encouraged to work both independently and in teams while achieving specific curriculum outcomes. Students must have successfully completed Metals Processing 110 as a pre-requisite.

MILL AND CABINET 120

This is a course designed to introduce students (through classroom instruction and hands-on activities) to the materials and processes involved in the manufacturing and installation of cabinets and interior finish components found in a typical house. Lab safety as well as hand tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply. (Suggested pre-requisite: Framing & Sheathing 110)

POWER TRAIN AND CHASSIS 110

This is a course designed to introduce the basics in the service and maintenance of the automobile chassis and power train.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

CULINARY TECHNOLOGY 110

This is an entry-level, hands-on food service training course. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills through enterprise activities in the student operated Culinary Café. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to:

- explore employment skills and career awareness in culinary arts and associated trades (cook, baker, pastry chef, server, steward, and management);
- identify potential employment options looking at provincial statistics and industry projections; and,
- identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

CULINARY TECHNOLOGY 120

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, along with large equipment and food preparation skills with a focus on scratch cookery and current trends in nutrition and industry. Culinary Technology 110 is a pre or co-requisite of Culinary Technology 120. Students will continue to study the theory of each skill and then be encouraged to practice those skills through enterprise activities. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to: 11 • explore employment skills and career awareness in Culinary Arts and associated trades (cook, baker, pastry chef, server, steward, and management); • identify potential employment options looking at provincial statistics and industry projections; and, • identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

ELECTRICAL WIRING 110

Students in this course will study the basic tools, materials and techniques used in residential wiring. Study includes the design and placement of circuits in a model family dwelling, according to the Canadian Electrical Code. The course will be of interest to students interested in exploring careers related to the electrical trade.

FRAMING AND SHEATHING 110

This course combines classroom instruction with hands-on activities to develop the skills and knowledge associated with the framing in or shell construction of a typical single-family dwelling. Lab safety as well as hand tools and equipment safety will be

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

FRENCH IMMERSION LANGUAGE ARTS 10

This is a required course for French Immersion students and is required to graduate from the French Immersion program. The objectives of this course are:

- To understand a variety of oral interactions according to the situation of communication.
- To produce an oral message according to the intention of communication.
- To interact according to the situation of social and academic communication.
- To understand a variety of texts.
- To produce texts according to the intention of communication and the target audience

FRENCH IMMERSION LANGUAGE ARTS 110/120

This is a required course for French Immersion students where the development of the four language skills will be treated under vocabulary and oral expression/comprehension, literature, grammar, written expression and culture. This is required to graduate from the French Immersion program.

GRAPHIC NOVELS 120

Graphic Novels 120 will provide a unique opportunity for learners to examine this complex genre of visual storytelling in depth. The course will study the graphic novel, including the evolution of visual storytelling, text structure, artistic voice, artistic devices, and impact on the audience. Learners will read, discuss, and design a variety of visual texts, culminating in the creation of a graphic novel.

INTRODUCTORY MI'KMAW 110

This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

INTERMEDIATE MI'KMAW 110

This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

JOURNALISM 120

This course is designed for students to develop communicative skills, to learn the principles of journalistic expression and the practice of both. Journalism is a creative process involving such skills as design, layout, creative writing and photography. Students learn to identify or generate story ideas, to gather information pertinent to the stories and to write and edit their stories.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

ORAL COMMUNICATION TECHNIQUES 110

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). It is aligned with the Common European Framework of Reference (CEFR).

This course is a language elective and may be taken as a Grade 11/12 credit. The intended audience may be learners in French Immersion or English Prime who have successfully completed the Grade 10 French requirement – French Immersion Language Arts (FILA) 10 or Post-Intensive French (PIF) 10. Learners will enroll in the course to supplement required French offerings to improve their oral French skills and in preparation for Oral Proficiency Interviews.

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- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

INFORMATION TECHNOLOGY 120

The Information Technology 120 curriculum will develop competencies that will prepare the student to work as a business/entrepreneur, systems or information analyst, or architect. A combination of information technology competencies with technical skills to analyze business needs, and problems with proposed solutions that incorporate technology effectively, are the areas which Information Technology 120 contributes to the FIT Program.

This course is designed to function with a range of business software but MVHS will focus on the Microsoft Office package (Word, Excel, PowerPoint and Access). The Information Technology 120 curriculum consists of the following three units:

- 1) IT Perspective
 - ♦ *Students will understand key IT function components and how they contribute to enterprise effectiveness. Students will gain perspective throughout the course as they accomplish the required activities.*
- 2) ICT Project Management
 - ♦ *Students will learn about, realize the importance of, and apply project management skills throughout the hands-on unit (Word Processing, Spreadsheets, Database, Presentations)*
- 3) Software Applications
 - ♦ *The majority of this course explores how productivity software is essential in business and industry. Students will learn how to recognize what combination of application software could help businesses and industry accomplish goals.*

SKILLED TRADES

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course meets the Science requirement for graduation.

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technologies including: Sparkfun Electronics, Makey Makey, Arduino Programming, Robotics, 3D Printing, Remote Operated Vehicles, Videography involving GoPro and Oculus Rift Technology.

COMPUTER SCIENCE 120

This course will teach programming using the computer language Java in a Windows environment. This course may help students planning on taking Computer Science/Engineering at university or community college. Computer Science 110 is highly recommended.

CYBERSECURITY AND TECHNICAL SUPPORT 110

The Cybersecurity and Technical Support 110 (CSTS110) course will inspire students through the experiential learning of the fundamentals of computer and network systems, the activities and processes involved in technical support, and the defensive strategies from cybersecurity. In CSTS110, students will be actively engaged in the design, development and evaluation of technical support and cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one and maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve this high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, formative and summative assessment.

CYBERSECURITY 120

The Cybersecurity 120 (CYBER120) course will inspire students through the experiential learning of the fundamentals and possibilities of cybersecurity. In Cybersecurity 120, students will be actively engaged in the design, development and evaluation of defensive cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one, while maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve a high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, and assessment.

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.

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POST INTENSIVE FRENCH 10

Post-Intensive French encourages authentic communication in French. The objective is to create a literacy experience for students and contribute to developing their ability to use language and images, in rich and varied forms to read, write, listen, speak, view, represent and think critically about ideas in their second language.

POST INTENSIVE FRENCH 110

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: mysteries, injustices and the power of photography.

**Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

POST INTENSIVE FRENCH 120

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers. **Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

READING TUTOR 120

Rationale: This course has been established for the purpose of providing assistance in achieving an acceptable standard of literacy for struggling readers and/or enabling speakers of other languages to improve their speaking, listening, reading, and writing skills in English.

Process: Grade 11/12 MVHS tutors are introduced to various techniques to assist struggling readers and students of other languages. Tutors are also immersed in the techniques of teaching. A variety of pertinent topics is explored, including how students learn, how comprehension is enhanced through experience, how learners have different styles, and how to teach and evaluate writing.

WRITING 110

This is a course in developing writing skills through practice and workshop techniques with other students. It is designed for both the creative writers and for those who demonstrate a definite proficiency in the writing process. Much time is spent writing in class and focusing on using peer editors to encourage and guide “works in progress”.

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HUMANITIES

ANCIENT AND MEDIEVAL HISTORY 112

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured. Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

CANADIAN HISTORY 122

This is an academic course of Canadian studies concentrating on the development of Canada since Confederation. This is a university accepted course.

CANADIAN GEOGRAPHY 120

This course is designed to provide an examination of the basic patterns of Canadian Geography, both physical and cultural. Students are encouraged to look for these patterns and relationships in order to develop an understanding of geographical concepts - like that of a region. This is a university accepted course.

CIVICS (FI)

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning

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consumers can help prepare learners to interact positively with digital media. Learners will develop skills to decode data and data visualizations to support critical thinking when interacting with information that surrounds them. Engaging with different marketing approaches will encourage learners to improve communication and negotiation skills, transferable skills outside of the classroom and beyond graduation.

SKILLS FOR SUCCESS (PREVIOUSLY GROWTH, GOALS, AND GRIT 120)

Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviours, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits. This course has a significant volunteer component outside of school hours.

INFORMATION AND COMMUNICATION TECHNOLOGY

COMPUTER AIDED DESIGN 110

This course is designed to assist students in understanding the relevance and importance of Computer Assisted Drafting and Design as it related to industry today. Students will use the widely popular AutoCAD program where skills in creating 2D drawings will be the focus. Students will be expected to become familiar with the various procedures required to complete technical drawings that include Isometric Drawings that allow for the creation of 3D drawings and Orthographic Projection Drawings that are used to illustrate floor plans, wall sections and elevation drawings. It will be important that students understand X, Y coordinates as well as Polar Coordinates. This course will be worthwhile to students considering the Civil Technology Program at NBCC or other related programs, as well as Bachelor of Science in Engineering or related courseware.

COMPUTER SCIENCE 110

This course is essentially an introduction to the computer programming using Visual Basic and possibly other programming languages. It focuses on developing the knowledge, skills and attitudes to solve real world problems via computer programming. Specifically, this course focuses on problem solving, technological competence and communication. This course will prepare the student to make an educated decision with respect to career opportunities at the post-secondary level. Students will have an opportunity to work on special projects involving new

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FINANCIAL ACCOUNTING 120

The focus of this course is to provide the essential understandings, economic framework, consumer skills and attitudes to successfully participate in a society influenced by financial and business decisions. Students will better manage personal finances, understand obligations of business owners and make informed decisions concerning life careers and choices. The intention of this course is to encourage students to further their education in a Bachelor of Business Administration or Bachelor of Commerce program. This is an academic course.

HOSPITALITY AND TOURISM 110

In this course students will be introduced to the Hospitality and Tourism Industry, particularly in the Atlantic tourism region. They will learn the workplace skills, knowledge, attitudes and marketing strategies for this industry, as well as safety skills. Various career paths for this industry will be explored.

HOUSING AND DESIGN 120

The overall aim of this course is to provide students with lifelong learning skills that are transferable to future learning related to the housing environment and interior décor. Students will:

- raise the students' awareness of architectural aesthetics;
- understand the motivating factors that have an impact on the economy and environment;
- utilize the elements and principles of design as they apply to interior décor;
- encourage individual creativity through interior design;
- incorporate technology options in the living environment; and,
- identify issues related to human needs and their impact on future housing trends.

HUMAN SERVICES 110

If you have an interest in nursing, social work or education, this course will focus on the skills needed to prepare you to work with the elderly and the handicapped. The overall aim of Human Services is to increase your awareness of the importance of human service work and to prepare you for future employment and/or post-secondary education. You will learn practical skills needed to work with and care for special needs students through participation in activities with students in our school. (May be used to satisfy the Wellness and PE option until June 2027 only)

MARKETING 120

Knowledge of marketing techniques and strategies enables learners to develop marketing plans that appeal to the consumer, by identifying and reflecting on the various wants, needs, and experiences of the target audience. Understanding the purpose of marketing and strategies used to evoke an emotional response in

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opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. Students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

FRENCH IMMERSION MODERN HISTORY 112

This is a French Immersion course for students taking Modern History.

FRENCH IMMERSION WORLD ISSUES 120

This course examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The future of the global community is also examined. Accent will be placed on a project/research-based approach in French.

LAW 120

This is an academic course that is sometimes accepted for university entrance. It is taught as a university preparatory course. This course is designed to help students become more aware and appreciative of the law and how it applies to them. Students are expected to read, and study related legal materials.

MODERN HISTORY 112

The focus of the course is European history from the French Revolution through to the Cold War. Topics include rights and revolution (French Revolution), Industrial Revolution, Pre-World War I, World War I & II, the Holocaust, and the Cold War.

MODERN HISTORY 113

This is a general history course dealing with events of the twentieth century.

NORTH SHORE LEGACY 120

Students will be given an in-depth experience of the exploits of the North Shore Regiment during the Second World War. Pre and Post war topics as they relate to the Regiment and the North Shore region will be analyzed as well. The course will give students experience in working with primary documents and developing their skills as historians by allowing them firsthand opportunities to conduct research, historical investigations, and international collaborative work. Students will learn the benefits of these skillsets and their contributions to our community's legacy, but also to themselves as lifelong learning adults.

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Historical content of the course will help complement students' exploration of themes related to remembrance and commemoration. Students will experience different ways society engages in remembrance and commemoration. The course will have unique opportunities to conduct research and commemoration work that will contribute to current work in the field at the local and international level. Final assessment in the course will be based on student project proposals related to the course material and themes.

POLITICAL SCIENCE 120

This is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons (particularly with respect to the Canadian system). This is a university recognized credit.

SOCIOLOGY 120

This course will introduce students to the basic theoretical development and scientific foundation of this discipline. Students will develop the ability to examine social phenomena objectively and increase their understanding of the components and dynamics of social groups as they affect culture. Many interesting topics such as culture, socialization, deviance and social control, religion and social movements will be covered. Each student will be required to prepare and deliver a seminar to the class.

WABANAKI STUDIES 120

This course is designed to promote understanding of the Mi'kmaq and Maliseet perspectives on life in the Maritime Provinces. Using the text *Maritime Native Studies*, students will learn about language and culture, religion and spirituality, ancient times, arts and crafts, the land and the Mi'kmaqs of the Miramichi region. This course offers a good look at the culture and lifestyle of the original Canadians. This course is open to all interested students. This is a university recognized credit.

WORLD ISSUES 120

This is an academic course that is sometimes accepted for university entrance. This course explores the idea that the world has become a global community with major obstacles to overcome. Students will compare the rich northern nations with the poor southern countries; study environmental problems; explore the Population "explosion"; examine earth's depleting resources; plus look at current social and political issues.

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EARLY CHILDHOOD SERVICES 120

The overall aim of this course is to prepare students for careers working with young children in relation to the New Brunswick Early Learning Framework. Students will evaluate their capacity as an early childhood educator and the requirements for employment in New Brunswick. The focus will be valuing the early years and the topics of: Well Being, Play and Playfulness, Communication and Literacy, Diversity and Social Responsibility. Post-secondary employment opportunities will be researched as well.

ENTREPRENEURSHIP 110

In this course attitudes and aptitudes will be covered to determine if you have the necessary skills involved in owning and operating a small business. Students will be required to work in small groups to plan and operate a business venture.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel. Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

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engage in informed career pathway planning through self-awareness, exploration of opportunities and engagement in authentic career connected experiences. Throughout the course, students will develop the skills and competencies to design personalized career pathways for high school and life after graduation.

CAREER CONNECTED EXPERIENCES 110

Whether you are planning a gap year, a once-in-a-lifetime summer experience or exploring opportunities beyond the classroom, this course will help you learn more about your personal and career pathway goals and discover non-traditional ways to experience life, learning and work. This course will explore local, provincial, national and international experiences and clarify how you may make the most of your time, money and energy while moving towards your preferred career pathway – you can expect to learn about building your resume, discovering new possibilities, earning money, seeing the world and/or developing a sense of confidence and independence. In addition to high school credits, students are eligible to earn the Student of Leadership & Humanity Award upon the completion of the required components within this course.

CAREER PATHWAY MENTORSHIP 120 (8 CREDIT HOURS)

This course is open to all Grade 12 students who wish to acquire on the job experiences in an area in which they plan to further their education. Students must apply in advance for this course, have acceptable grades, show maturity and have good attendance. Students will be considered for this course by application and interview. (This is a two-credit course/eight credit hours)

DEVELOP AND LEAD 110

This course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members. Participation results in a journey through which learners can create a positive legacy in their school and community.

***Please note that only the FSL version of this course will be offered at this time.**

EARLY CHILDHOOD SERVICES 110

This course helps students prepare for a career in teaching and/or in childcare. Students work in a group setting where they will be involved in planning curriculum, preparing lessons, organizing schedules required in the operation of a playschool for preschoolers. The student will learn practical skills for guiding children as they establish rules and handle daily activities. This is an independent course where self-motivation/direction is required. Attendance is critical.

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MATHEMATICS

GEOMETRY, MEASUREMENT AND FINANCE 10

Geometry, Measurement and Finance 10 provides foundations for further study in mathematics and along mathematics pathways, and includes concepts in geometry and measurement, and develops financial literacy. Learners will relate the properties and principles of lines and angles; compare and apply systems of measurement; apply financial literacy concepts to personal financial decisions and wellness; apply formulae to solve problems. Learners will enact and apply prior Mathematics K-9 knowledge, and personal financial decision making and wellness knowledge from Personal Wellness 6-8 curriculum. Geometry, Measurement and Finance 10 is the final compulsory mathematics course in New Brunswick. Topics include Pythagorean Theorem; polygons; angles; trigonometric ratios; metric and imperial systems of measurement; surface area and volume; unit pricing; currency exchange; income (gross and net pay); credit cards; loans; interest.

NUMBER, RELATIONS AND FUNCTIONS 10

This is a recommended course for grade 10 students and required if students are choosing an academic mathematics pathway. This is a pre-requisite for Foundations of Mathematics 110. The course includes the following topics: factors and multiples of whole numbers, perfect squares and cubes and their roots, common factors of a polynomial, factoring, irrational numbers, mixed and entire rationales, fractional and negative exponents, relations and functions, graphs, linear functions, systems of linear equations.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This is a compulsory course that meets the graduation requirement of ONE Mathematics course at the grade 11/12 level. This course will develop basic and practical skills that will ensure students develop basic life skills to deal with money, measurement, statistics, and basic number operations.

FINANCIAL WORKPLACE MATHEMATICS 120

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact

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on profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics.

NBCC SKILLED TRADES AND WORK-READY MATH 120

This course gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. Ideally, students will apply math concepts using a hands-on fashion in an authentic workplace or trades facility. However, safety restrictions and limitations of facilities in some schools require the flexibility to design activities that can also be completed in a community or classroom environment. Teachers should use a variety of learning situations that will address various learning styles of students and complement the resources available in the school and community.

Every concept and skill should be authentically contextualized. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Teachers are encouraged to be innovative in their methods of presentation of the material. Students should become familiar and proficient with the terms ‘accuracy’ and ‘precision,’ and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons should feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial and S.I. units should both be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

FOUNDATIONS OF MATHEMATICS 110

This course has the following pre-requisites: Geometry, Measurement & Finance 10 AND Numbers, Relations & Functions 10. This course is designed to ensure that students obtain the necessary foundation to pursue post-secondary programs that may require a Mathematical background. Upon completion, students may continue on to further study mathematics by enrolling in the Pre-Calculus 110 course. Otherwise, students will be able to take either the Workplace/Financial Mathematics 110 or Foundations of Mathematics 120.

FOUNDATIONS OF MATHEMATICS 120

This is the second of two courses in the Foundations of Mathematics pathway designed for entry into post-secondary academic programs not requiring pre-calculus. In statistics, students are introduced to normal curves, and learn to

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participation and attendance in the 9/10 Physical Education programs as a pre-requisite.

YOGA 110

Yoga is a lifestyle. Students will be given the opportunity to learn in a safe environment where they can have fun through movement, social interaction and independence. Through breathing, posture development, body awareness and body/mind integration, students will gain an understanding of health promoting practices and habits. Classroom sessions are designed to educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty, and respect in the context of challenging physical activity.

CAREER CONNECTED

<h3>CAREER AND OCCUPATIONAL</h3>

BUSINESS MANAGEMENT 120 (PREVIOUSLY BOM 120)

The course is designed to provide the student with skills in leadership, critical thinking and problem solving. Students will develop communication and collaboration skills while working on project-based learning assignments. Through this course students will develop 21st century skills which will help students to become creative innovators who will be able to quickly adapt to an ever-changing business environment. While students are engaged in their learning they will develop digital literacy skills. Main topics to be covered include Ethics, Business Environment, Management, Business Ownership and Human Resources. It is a good course if you are planning on taking Business in post-secondary school.

CAREER PATHWAY DESIGN 10

Career is the journey through life, learning and work. Not just employment. The vision for this course is to provide equitable and inclusive career pathway planning for each student. Career pathway planning plays an important role in one's sense of self and life satisfaction. Psychological wellbeing is directly linked to career pathway planning. This course is informed by evidence-based research as found in the New Brunswick Career Education Framework. It builds upon the Personal Wellness 3-9 continuum of learning and Career Connected Learning K-12. This course is an opportunity for further career pathway and transition planning allowing for informed high school and post-secondary life decisions. Participating in this course will provide learners with autonomy and increased engagement in their personalized high school pathway. This course will help contextualize high school learning with purpose and career pathway connections. Career Pathway Design 10 encourages students to

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interest in sport-specific skill development. At MVHS, this class currently focuses on hockey.

PSYCHOLOGY 110

The vision for this course is to introduce learners to the study of behaviour and mental processes. In Psychology 110 learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies. Learners in Psychology 11 will cover a variety of areas related to psychology including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.

SPORT AND RECREATION LEADERSHIP 120

The vision for this course is to have learners successfully plan, organize, and administer their own event, tournament, and program. Educators will facilitate opportunities for learners to develop sport and recreation leadership skills within their school, community and beyond.

The learner's leadership potential is developed when initiatives serve to reinforce skill development around leadership roles. This course seeks to use sport and recreational activities as a tool for creating concrete leadership experiences and develop leadership potential.

Learners will explore various roles in team dynamics including being a leader, mentor, and collaborating positively with others in inclusive experiences. The emphasis of this course focuses on planning, performance, evaluation, and reflection.

Planning and operation of events, tournaments, and programs will require learners to dedicate time outside of school hours (e.g., before school, after school, evenings, and/or weekends).

WELLNESS THROUGH PHYSICAL EDUCATION 110

The aim of Wellness through PE 110 is to promote healthy active living for life. The course goal is to explore a variety of activities highlighting non-traditional approaches to fitness and wellness. As a result, the course offers a range of learning experiences for students that encourage healthy active living. This course is intended to allow students the opportunity to be physically active, while further enhancing their decision-making skills towards personal wellness. This course requires excellent

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interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning students analyze puzzles and games, and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions and sinusoidal functions to solve problems.

PRE-CALCULUS 110

This elective course follows *Foundations of Mathematics 110* and is the first course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12A

This elective course follows *Pre-Calculus 110* and is the second course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12B

This elective course follows *Pre-Calculus 12A* and is the third course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

CALCULUS 120

This is the last course offered in the Pre-Calculus Pathway and follows *Pre-Calculus B 120*. The course will introduce derivatives of polynomial, trigonometric, inverse trigonometric, exponential and logarithmic functions, and the product, quotient and chain rules. Applications of derivatives will be explored including rates of change, increasing and decreasing functions, maximum and minimum values, optimization problems, concavity and the second derivative, curve sketching, indeterminate forms and l'Hopital's Rule. Integrals will also be explored including interpretations, properties and numerical approximations of definite integrals, applications of integrals, and techniques and applications of antidifferentiation.

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SCIENCE

AGRICULTURE 110

Agriculture 110 includes the history and evolution of Agriculture in New Brunswick which recognizes Indigenous and settler contributions, everyday impacts on life in New Brunswick, and specific types of Agriculture predominant in New Brunswick. Learners will apply knowledge of plants and animals to local contexts, to introductory plant growing and animal care research skills, this leads to creating quality Agriculture products and/or operations. Learners will apply skills during Agriculture experiences and/or work placements and will have build knowledge in Agricultural careers. Agriculture 110 allows the opportunity for a learner-led personal choice project or development of a business proposal and plan to summarize and demonstrate learning.

AQUATIC SCIENCES, AQUACULTURE AND FISHERIES 120

This course introduces learners to the blue economy. Learners will dive into inquiry-based learning while exploring the aquaculture industry, fisheries, and aquatic systems. In this context, learners will build scientific literacy skills such as observing, questioning, predicting, data collection, analysis, drawing conclusions, applying knowledge, and communicating results. This course explores career pathways. Learn about the vital role aquaculture and fisheries play in our daily lives and discover the diverse range of career opportunities available, from marine biology to environmental stewardship. Furthermore, this course emphasizes personal connections, sustainable practices, and respect of Indigenous ways of knowing, in a local and global context.

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course may be used to meet the science requirement for graduation.

BIOLOGY 112

This is an introductory course based on four units of study. The principle emphasis is on energy, water, equilibrium and systems. The units of study are: 1. Biodiversity; 2. Energy Flows and Cellular Matter; 3. Energy and Matter Exchange by Human and Other Organisms; 4. Energy and Matter Exchange in Ecosystems; 5. Animal Kingdom; 6. Digestion, Circulation, Blood and Immunity and Respiration.

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being by enhancing intrapersonal and interpersonal skills. Learners will utilize developed skills and group dynamics to plan, lead and evaluate out-trips and/or excursions that should include an overnight wilderness outing. This course exposes learners to the natural environment in unique and enriching ways that allow them to strengthen lifelong connections critical for personal wellness and a sustainable future. Frequent experiences in the outdoors develops an affiliation with nature that can evolve into informed, proactive, and lifelong responsible use and protection of the natural world. Outdoor Education 120 places an emphasis on learner-based leadership and autonomy. Learners must have demonstrated proficiency in skills obtained in Outdoor Education 110 prior to enrolling in Outdoor Education 120.

PHYSICAL EDUCATION 10

This course provides learners with introductory skills and concepts in the areas of sport and recreation leadership, outdoor education, kinesiology, and fitness. Skills developed through sport and recreation leadership benefit learners by improving communication, problem-solving, and decision-making. y engaging with the basics of leadership through sport and recreation, learners will understand the interrelationships among physical education, society, and the environment, and can become better equipped for future leadership roles.

Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork.

Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness.

Successful completion of Physical Education 10 will prepare learners for courses such as Outdoor Education, and Sport and Recreation Leadership.

PHYSICAL EDUCATION THROUGH SPORT 110

Physical Education Through Sport 110 is designed to support learners' experiences and understanding of the theoretical and practical aspects of sports. Learners will explore, connect, and participate in hands-on instructional practices, including individual and team sports. They will also engage in topics such as sociology of sport, mentorship, lifelong sport involvement, careers in physical education, ethical issues, and sport-specific skills, strategies, tactics, and training. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an

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in the fields of physical education, health education, physiotherapy, athletic therapy, nursing, athletic coaching, sport management, recreation, and leisure.

***Please note that only the FSL version of this course will be offered at this time.**

NUTRITION FOR HEALTHY LIVING 120

This is a university level course. This course is excellent for those concerned with personal wellness or for students who wish to pursue a career in Science and Nutrition, Nursing, Dietetics or the Social Sciences.

Nutrition for Healthy Eating 120 is designed to help students understand information to help make them healthy choices. They will become aware of strategies that contribute to overall wellness and strategies needed to maintain a balance between eating habits and physical activity. The roles of nutrients in the body-digestion, absorption, transportation of nutrients and metabolism are explained. Chronic conditions, lifestyles and food technologies will be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyle choices.

OUTDOOR EDUCATION 110

This course is a “selective-elective” with 9/10 physical education as a pre-requisite. The course will develop personal outdoor recreation skills based on environment ethics. Students must satisfy a requirement to complete a series of out-trips that may be day-trips, overnight or extended trips. The course will take advantage of local outdoor access and could include camping, hiking, canoeing and other outdoor adventure activities. Students must be prepared to plan, lead and evaluate out-trip experiences from personal and group dynamics perspectives by compiling a journal. Enrollment is limited to 18 students per semester and preference is given to grade 12 students. Students must apply.

OUTDOOR EDUCATION 120

This course builds upon skills from Outdoor Education 110 providing experiential learning related to the outdoors and involves wilderness-based experiences (e.g., navigation, fire building, survival skills) in which learners explore how to safely participate in and lead a variety of outdoor activities (e.g., hiking, climbing, canoeing). Outdoor education draws upon the theory, connection, and application of experiential and environmental education. By fostering a safe yet challenging setting, Outdoor Education 120 develops technical and adaptive skills for an environmentally sustainable life through outdoor activities and experiential learning. Through interaction with the natural world, learners develop leadership skills and an understanding of self, others, and the outdoors. Life and physical activity skills are achieved through the combination of challenge, mastery, and success in various activities. Outdoor Education 120 also leverages these skills to develop student well-

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BIOLOGY 122

This is a continuation of Biology 112. It is based on four units of study. The principal emphasis is on exchange, diversity, equilibrium, systems and models. The units of study are: 1. Systems Regulating Change in Human and Other Organisms; 2. Reproduction and Development; 3. Chromosomes, Genes and DNA; 4. Change in Populations, Communities and Species; 5. Protein Synthesis. (Biology 112 would be an asset and is recommended but is not a prerequisite.)

CHEMISTRY 112

This is the first of a two-semester sequential course designed for students who plan to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

CHEMISTRY 122

This is the second of a two-semester sequential course recommended for students planning to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Prerequisite: Chemistry 112.

ENVIRONMENTAL SCIENCE 120

The objective of this course is for students to develop the knowledge base and skills for investigating/analyzing environmental issues while communicating their findings to others. The units of study are: 1) An Overview of Environmental Science [Issues and Populations]; 2) Sustainable Development [Ecology, Environmental Awareness, Sustainable Ecosystems and Communities]; 3) Investigating Environmental Issues [Themed Project with a research paper, presentation, and eco-challenge activities].

HUMAN PHYSIOLOGY 120

This course is designed to appeal to a wide range of learners including students for whom this will serve to fulfill their science graduation requirement and students who will take additional science courses. A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. It will also be relevant to those students who will be going on to careers in the social sciences, kinesiology, and health care.

This course focuses on the biology and healthy functions of all of the major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices and disorders.

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PHYSICS 112

This is the first of a two-semester sequential course designed for students planning to pursue science/engineering courses at the university level or who plan to enroll in a technical program at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

PHYSICS 122

This is the second of a two-semester sequential course recommended for students planning to pursue science/engineering at the university level or who plan to enroll in a technical program at community college. Prerequisite: Physics 112.

SCIENCE 10: SCIENCE FOR SUSTAINABLE SOCIETIES

Learners enrolled in Science 10: Science for Sustainable Societies will consider the roles science and technology play in their lives and communities. Throughout the course, learners examine how scientific concepts and theories are applied to sustain the environment and natural resources we chemically transform.

The connections that exist between matter and energy are explored through systems thinking. Systems thinking helps learners determine ways to connect chemical reactions to planetary cycles, and to weave core concepts into sustainability discourse. Using systems thinking to consider the complex interplay of chemical processes with scientific, societal, and environmental systems provide learners with critical knowledge required for other high school science courses.

Through investigations learners will examine how matter is transformed into the products and technologies they use daily, how this matter flows through society, and explore emerging theories in sustainability and energy production. Learners gain deeper understandings of the complexities of societal development, apply critical analysis skills to design solutions for problems in their community, and connect their learning to Sustainable Development Goals.

PERSONALIZED WELL-BEING

CREATIVE ARTS

DIGITAL ANIMATION 120

which provides learners with opportunities to develop knowledge, skills, and competencies in digital animation through hands on experiential learning including using animation software. While some learning will be collaborative in nature, learners will be expected to independently work on tasks and projects to practice skill development, culminating in a final capstone project.

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WELLNESS AND PHYSICAL EDUCATION

ADVANCED TRAINING PRINCIPLES 120

This course is designed to support learners with theoretical and practical exercise physiology experience. This course is designed to enhance the planning and implementation of a personalized training program and create opportunities to improve individual health and well-being. Through daily training, learners will explore applied exercise physiology principles, functional movement, and technical and assessment skills in a wide range of training principles. Learners will develop, connect, and participate in engaging instructional practices and group activities. Learners will model respectful, ethical, and safe behaviours in Advanced Training Principles 120. Topics covered during this course will include foundational health and well-being, nutrition, fitness, human systems, careers, and training programs and assessment

EARLY CHILDHOOD DEVELOPMENT 120 (FORMERLY CHILD STUDIES 120)

This course is an in-depth study of children from conception to school age (6). Learning about children and their development can improve your understanding both of children and yourself. It can also help you think about your future in relation to parenthood and career choices.

INDIVIDUAL AND FAMILY WELLNESS 120

Students will see the connections made between the course content and their personal development and relationships. This curriculum will help prepare them to have a better understanding of themselves, their family and the world around them. Individual and Family Wellness 120 touches on aspects of sociology, psychology, economics and anthropology. The knowledge and skills presented in the course will benefit students who may wish to pursue fields of study such as: law enforcement, social services, family law, careers in counseling, psychotherapy and family medicine.

INTRO TO KINESIOLOGY 120

This course is designed to provide a foundation to support learners' experiences and understanding of the theoretical and practical aspects of Kinesiology. Learners will explore, connect, and participate in hands-on instructional practices, including group activities and labs. They will also engage in topics such as: historical physical activity and sport events, ethical issues, physical literacy, anatomy, physiology, human performance, biomechanics, and prevention and care of athletic injuries. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an interest in learning more about kinesiology including careers

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MUSIC 10

The grade 10 program is outcome-directed; that is, the knowledge and skills that students must demonstrate are articulated in outcome form. Every outcome is followed by an elaboration that provides further information on, and clarification of the outcome. This elaboration also includes a list of activities, experiences, and objectives that, if achieved, will help the student meet the outcome.

MUSIC 112

This course involves increased demands on ability of a major instrument, history and theory. NOTE: Participation in Concert Band and/or Jazz Ensembles is an element of this course.

WORLD MUSIC 120

This is a preparation course for university level music: performance, history and composition. There is a Band element also. Course selection is subject to approval. This is a university preparatory class.

VISUAL ARTS 10

This course is designed to continue developing artistic knowledge and skills from Visual Arts 9. This course is heavily project-based, and students are expected to create expressive works with a range of audiences, and purposes using a variety of different artistic techniques. Projects are broken down into four different categories: Art Processes, Forms & Applications, Self-Expression & Reflection, Socio & Cultural Art; Cumulative Art.

VISUAL ARTS 110

This course is designed to improve student skills and knowledge in a variety of areas: drawing, painting, color theory, sculpture, art history, sketchbooks.

VISUAL ARTS 120

This course is designed for motivated art students and those considering attending art school in the future. Studio projects will demand technical excellence and originality. Students will keep a sketch book and notebook and are required to supply some of their own materials. Art 110 is a prerequisite for Art 120.

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Storytelling is an essential piece to learner success, and it is therefore recommended learners have successfully completed English Language Arts 10. This will enable learners to draw from their experiences in writing for clarity in multi-modal works and defining topics which support identifiable purposes and specific audience.

Visual Art skills are also key to learner success, and so it is also **recommended learners successfully complete Visual Arts 10 prior to Digital Animation 120**. Visual Art 10 will provide learners the experience needed to create expressive works in visual arts for specific audience and purposes using a variety of art media.

*Locally Developed Course

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.
- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

DRAMATIC ARTS 110

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. In this course, students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purpose of creating, analyzing, conducting research, and performing. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) as the manifestations of theatre activities are many and varied. Students are also strongly encouraged to experience extracurricular and community-based opportunities.

DRAMATIC ARTS 120

This is an elective course that deals with the major aspects of theatre performance including acting, stage craft, play management and theatre history. Students are required to perform in public and must be prepared to memorize. Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110. While students are not

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

required to take Dramatic Arts 110 as a pre-requisite it would be beneficial. In Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

FILM 110

This course is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. Learners will get hands on experience in film production (basic camera operation, lighting, sound design and other elements) through purposeful creation of short film(s). Learners will practice implementing strategies to enhance clarity and the control of an intended message. Learning in and through the arts requires learners to create, connect, and communicate. Film 110 is appropriate for learners who are actively involved in filmmaking, and those who have an interest in learning more about film in a way that promotes a general knowledge of film and culture.

Film 110 is designed with learners who have successfully completed English Language Arts 10 in mind. Successful completion of this course will provide

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

learners skills required to analyze and critique film, and to research, write persuasively and present ideas and opinions with sensitivity and decorum. While the focus of Film 110 is to create short film(s), viewing and analyzing film is also included to build understanding of the process and purpose of filmmaking. Learners will critically respond to film using the language of cinematic criticism, to create films using the cinematic conventions including shot composition, lighting, editing, sound design, and narrative structure. Learners may need to commit time beyond the common learning environment to meet their goals.

GRAPHIC ART AND DESIGN 110

This course is designed to provide students with a basic understanding of design and layout which will foster confidence in their own abilities. Throughout the course students will be asked to take ideas and requirements and make them visual and appealing using an assortment of software programs, such as Adobe Photoshop, to achieve desired effects with graphic images. Good attendance is extremely important in this course.

Students will develop various graphic projects starting with fundamental progressing on through advanced procedures.

Areas of study will include:

- The History of Graphic Arts
- Elements of Visual Perception
- Principles of Visual Perception
- Composing the Image Optically

Students considering a career in a graphic arts related area would benefit greatly from this course. Creativity and an interest/ability in art and drawing is an asset.

GRAPHIC ART AND DESIGN 120

This course is intended to be an opportunity to extend learning in concepts studies in Graphic Art & Design 110.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Pathway A is necessary for any students considering post-secondary programs in business, engineering, nursing, or science. Pathway B is sufficient for most students considering post-secondary programs in the arts or in the trades (exceptions do apply to some programs; please see guidance for clarification).

MIRAMICHI VALLEY HIGH SCHOOL



MIRAMICHI, NB

TELEPHONE: 627-4083

**MINI-BROCHURE GUIDE
FOR COURSE SELECTION**

2026-2027

GUIDANCE

M. O'Donnell-Students Last Names A-L

P. Landry-Students Last Names M-Z

J. Dedam-First Nations

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

TYPES OF COURSES

There are two types of courses: Compulsory and Elective. Compulsory courses are required for graduation. Elective courses are available to support your interests and future career plans.

COURSE LEVELS

All course names include a three-digit number. The first two digits indicate the grade; the third digit indicates the level at which the course is offered. Level 1 – enriched university preparation; Level 2 – regular university, community college and private training institution preparation; Level 3 – non-technical community college, private training and business college preparation; Level 0 – not offered at another level and will vary in level of difficulty. Some qualify for university entrance and others do not.

VIRTUAL LEARNING

Several courses are offered through the New Brunswick Virtual Learning Centre (NBVLC) and may be available to meet specific circumstances. Virtual Learning courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. For further information go to: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html or see your Guidance Counsellor. Courses in French Immersion are available as well.

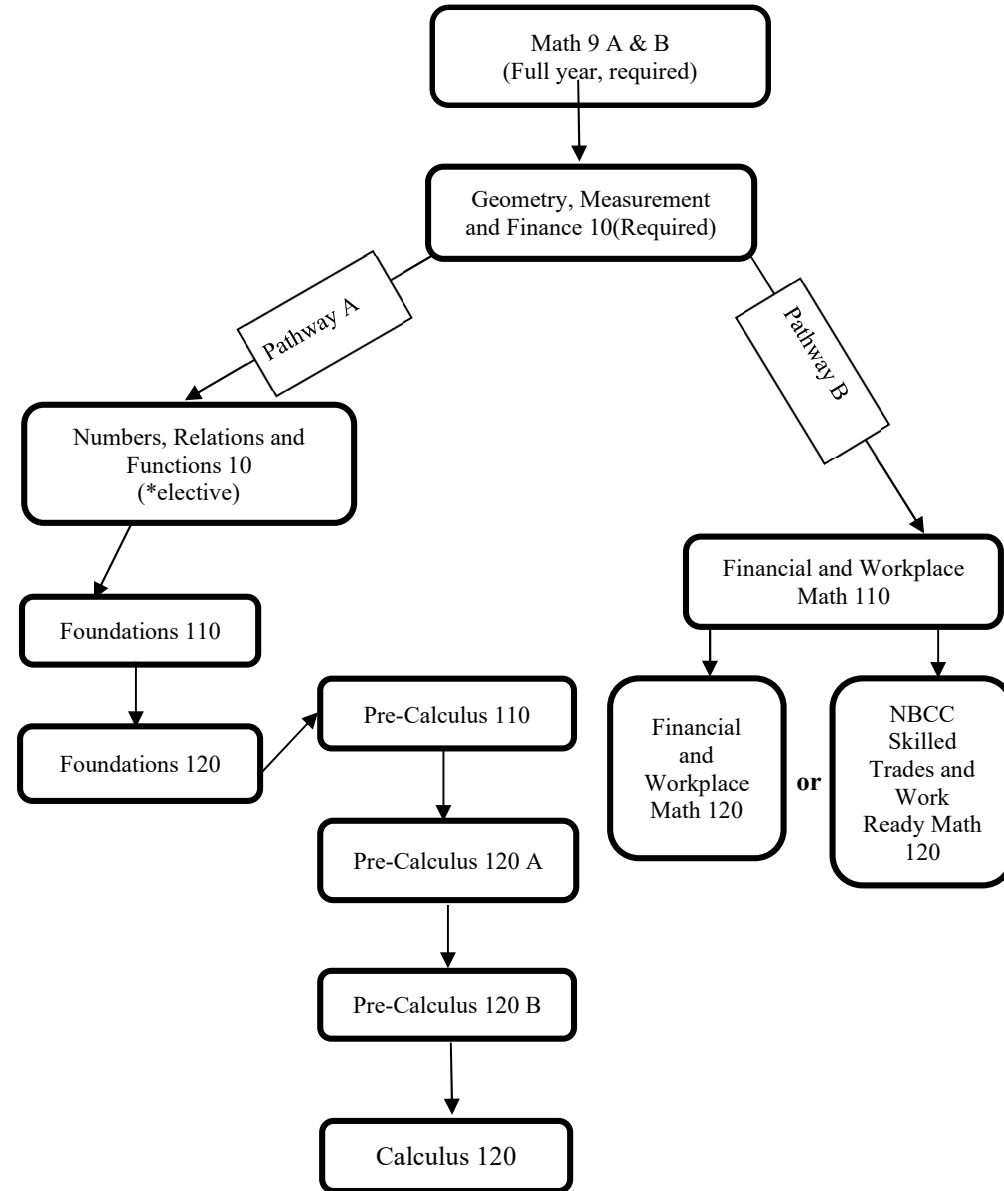
AWARD OF ACADEMIC EXCELLENCE

This requires a student to have an average of 85% on the 10 credits they have taken in a single academic year. If a student is taking a level 1 or an AP course and achieves a mark of 85% or higher, one percent will be added to their average to a maximum of 3 percent. Grade 12 recipients of the Award of Academic Excellence will be identified at graduation. Recipients of the award in grades 9-11 will be recognized at a ceremony at the beginning of the next academic year.

FRENCH IMMERSION PROGRAM

To graduate as a French Immersion (FI) student recognized by the province of New Brunswick, students must take a required number of FI designated courses. Specifically, 50% of the course load in grade 9 must be FI designated. They must also take a minimum of 10 courses with an FI designation between grades 10-12. Students who participate in the French Immersion program and complete the allotted number of courses will receive a French Immersion Completion Certificate upon graduation.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION



MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
INFORMATION

Grade 12

- Students must successfully complete Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 before enrolling in Financial and Workplace Mathematics 120.
- Students must successfully complete Foundations of Mathematics 110 before enrolling in Foundations of Mathematics 120.
- Students must successfully complete Pre-Calculus 110 before enrolling in Pre-Calculus 120A.

Financial and Workplace Mathematics 120	Foundations of Mathematics 120	Pre-Calculus 120A
<i>Pre-requisite: Financial and Workplace Mathematics 110 or Foundations of Mathematics 110</i>	<i>Pre-requisite: Foundations of Mathematics 110</i>	<i>Pre-requisite: Pre-Calculus 110</i>
		Pre-Calculus 12B
		<i>Pre-requisite: Pre-Calculus 120A</i>
		Calculus 12
		<i>Pre-requisite: Pre-Calculus 120A and Pre-Calculus 120 B</i>

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
INFORMATION

HONOURS POLICY

HONOURS

- Average of 85% when all 25 boxes of student’s grad portfolio are averaged with no adjustments (double period classes like Co-op only count as 1 mark and average is from 24).
- Has never failed a class, received an “incomplete” or dropped a class after October 1st and March 1st.

HONOURS WITH DISTINCTION POLICY

- Average of 90% when all 25 boxes of student’s grad portfolio are averaged (double period classes like Co-op only count as 1 mark and average is from 24).
- Has been an MVHS student for 3 consecutive years.
- Has taken English 112 and 122 level courses.
- Has taken NRF 10 and Foundations 110.
- Has taken one academic science course (Biology 112, Biology 122, Chemistry 112, Chemistry 122, Physics 112, Physics 122, Aquatic Sciences 120, Environmental Science 120).
- Has taken one academic humanities course (Ancient and Medieval History 112, Canadian History 122, Modern History 112, Wabanaki Studies 120, World Issues 120).
- Has never failed a class (between grades 10-12), received an “incomplete” or dropped a class after October 1st and March 1st.

VALEDICTORIAN AND RANKINGS

- The Valedictorian, Salutatorian and subsequent grad class rankings will be done by taking the highest average of students who have Honours with Distinction.

COURSE CHANGES

Students, with the help of parents, are encouraged to consider carefully their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as your career interests. To aid in this selection, teachers and guidance counsellors are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for course change initiated once school opens in September must be submitted using a Guidance Request Form. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing there is available space in the course(s) requested.

GRADUATION REQUIREMENTS

Policy 316B, indicates that graduates must:

- Have met learning requirements prescribed in Grade 9 curriculum
- Have completed compulsory credit-hours in Grades 10 through 12
- Have accumulated 100 credit-hours to apply for graduation
- Have developed a documented career-life plan

The minimum acceptable grade of 60% will remain in place; however, students will start to accumulate credit-hours beginning in grade 10.

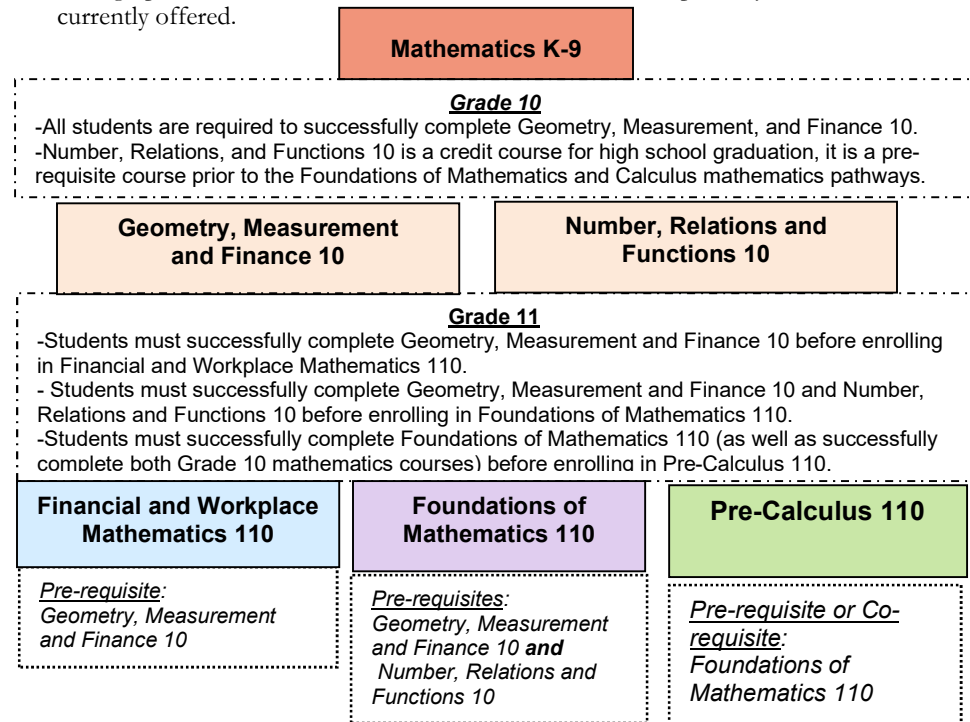
You must also pass the English Language Proficiency Assessment administered during Grade 9.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Pathways and Courses

SUMMARY—The Conceptual Framework for Grades 10–12 Mathematics describes the nature of mathematics, the mathematical processes, the pathways and topics, and the role of outcomes and achievement indicators in grades 10–12 mathematics. Activities that take place in the mathematics classroom should be based on a problem-solving approach that incorporates the mathematical processes and leads students to an understanding of the nature of mathematics.

The graphic below summarizes the three mathematics pathways and courses currently offered.



**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
INFORMATION**

RESIDENTIAL FINISH 120

This course examines the work required to finish a family dwelling once it is framed in. Topics covered include insulation, wall cladding, doors, windows, cornice trim and roof covering. Students will study these topics both in theory and through practical project work. This course should be of interest and value to those students interested in pursuing a career related to the residential construction industry. Pre-Requisite: Framing & Sheathing 110

TUNE UP AND EMISSIONS 120

This is a course designed to provide students with a practical approach to diagnosing, servicing, and repairing of automotive fuel and emission systems and to performing engine tune-ups. Suggested Pre-requisite: Internal Combustion Engines 110 and Automotive Electrical Systems 120.

WELDING/METALS FABRICATION 110

This is a practical course involving both classroom and lab activities. The methods of fabricating and fastening components will be explored as will gas and electric welding, oxy-acetylene cutting, brazing and soldering through the completion of compulsory projects. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
INFORMATION**

Compulsory Credits for Graduates

	Core Clusters	Required	Compulsory
	Language Arts and Languages	24 credit hours	PIF/FILA 10, ELA 10, ELA 11, ELA 12 (all of these are 4 credits hours) AND 8 credit hours of options from Language Arts and Languages Note: For Newcomer and Indigenous students there may be other options available. Mi'kmaw may replace French (PIF/FILA 10) as the language requirement for Indigenous students.
	Humanities	8 credit hours	Civics 10 and 4 credit hours from Designated History Course List
	Mathematics	12 credit hours	Geometry, Measurement and Finance 10 and 8 credit hours from Math Course List.
	Science	8 credit hours	Options from Science
Personalized Well-Being	Creative Arts	4 credit hours	Options from Creative Arts
	Wellness and Physical Education	4 credit hours	Options from Wellness and Physical Education
	Career-Connected	4 credit hours	Options from Career and Occupational, Information Communication Technology, and Skilled Trades
	Options from the three Personalized Well-being Clusters	8 credit hours	Creative Arts, Wellness and Physical Education, and Career-Connected (Career and Occupational, Information and Communication Technology, and Skilled Trades).
	Core Cluster	8 credit hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career Connected
	Clusters Credit-hours Total	80 credit hours	Prescribed courses only
	Flexible Credit-hours Total	20 credit hours	Includes all options for credit
	Minimum Total Credit-hours for Graduation	100 credit hours	To apply to graduate

LANGUAGE ARTS AND LANGUAGES

ENGLISH LANGUAGE ARTS FOUNDATIONAL 10/EXTENDED 10

In grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 112/EXTENDED 112

This is an academically orientated program concentrating on the novel, short stories drama, the formal essay, and poetry. A compulsory examination is written in this course.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 113/EXTENDED 113

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

ENGLISH 122

This is an academically orientated program concentrating on literature and writing skills. A compulsory examination is written in this course.

ENGLISH 123

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

emphasized. There is a final exam in this course, but exemptions do apply.

INTERNAL COMBUSTION ENGINES 110

This is a course designed to introduce the basics in the repair, overhaul, service and testing of the internal combustion engine. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits.

INTRO TO SKILLED TRADES 110

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. **This course will be required for further courses within the skilled trades.**

METALS PROCESSING 110

This is an introductory course involving classroom instruction and hands-on activities relating to industrial practices in the metals industry. Includes bench work, basic machine work, lathe operation, drill press and other machines. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

METALS PROCESSING 120

Metal Processing 120 allows students to advance basic skills developed in Metals Processing 110. Also, students will practice and develop new introductory skills that are required to pursue post-secondary learning in the Metals trades. Students enrolled in this course are encouraged to work both independently and in teams while achieving specific curriculum outcomes. Students must have successfully completed Metals Processing 110 as a pre-requisite.

MILL AND CABINET 120

This is a course designed to introduce students (through classroom instruction and hands-on activities) to the materials and processes involved in the manufacturing and installation of cabinets and interior finish components found in a typical house. Lab safety as well as hand tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply. (Suggested pre-requisite: Framing & Sheathing 110)

POWER TRAIN AND CHASSIS 110

This is a course designed to introduce the basics in the service and maintenance of the automobile chassis and power train.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

CULINARY TECHNOLOGY 110

This is an entry-level, hands-on food service training course. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills through enterprise activities in the student operated Culinary Café. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to:

- explore employment skills and career awareness in culinary arts and associated trades (cook, baker, pastry chef, server, steward, and management);
- identify potential employment options looking at provincial statistics and industry projections; and,
- identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

CULINARY TECHNOLOGY 120

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, along with large equipment and food preparation skills with a focus on scratch cookery and current trends in nutrition and industry. Culinary Technology 110 is a pre or co-requisite of Culinary Technology 120. Students will continue to study the theory of each skill and then be encouraged to practice those skills through enterprise activities. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to: 11 • explore employment skills and career awareness in Culinary Arts and associated trades (cook, baker, pastry chef, server, steward, and management); • identify potential employment options looking at provincial statistics and industry projections; and, • identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

ELECTRICAL WIRING 110

Students in this course will study the basic tools, materials and techniques used in residential wiring. Study includes the design and placement of circuits in a model family dwelling, according to the Canadian Electrical Code. The course will be of interest to students interested in exploring careers related to the electrical trade.

FRAMING AND SHEATHING 110

This course combines classroom instruction with hands-on activities to develop the skills and knowledge associated with the framing in or shell construction of a typical single-family dwelling. Lab safety as well as hand tools and equipment safety will be

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

FRENCH IMMERSION LANGUAGE ARTS 10

This is a required course for French Immersion students and is required to graduate from the French Immersion program. The objectives of this course are:

- To understand a variety of oral interactions according to the situation of communication.
- To produce an oral message according to the intention of communication.
- To interact according to the situation of social and academic communication.
- To understand a variety of texts.
- To produce texts according to the intention of communication and the target audience

FRENCH IMMERSION LANGUAGE ARTS 110/120

This is a required course for French Immersion students where the development of the four language skills will be treated under vocabulary and oral expression/comprehension, literature, grammar, written expression and culture. This is required to graduate from the French Immersion program.

GRAPHIC NOVELS 120

Graphic Novels 120 will provide a unique opportunity for learners to examine this complex genre of visual storytelling in depth. The course will study the graphic novel, including the evolution of visual storytelling, text structure, artistic voice, artistic devices, and impact on the audience. Learners will read, discuss, and design a variety of visual texts, culminating in the creation of a graphic novel.

INTRODUCTORY MI'KMAW 110

This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaq language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaq language as an expression of a distinctive culture.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

INTERMEDIATE MI'KMAW 110

This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

JOURNALISM 120

This course is designed for students to develop communicative skills, to learn the principles of journalistic expression and the practice of both. Journalism is a creative process involving such skills as design, layout, creative writing and photography. Students learn to identify or generate story ideas, to gather information pertinent to the stories and to write and edit their stories.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

ORAL COMMUNICATION TECHNIQUES 110

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). It is aligned with the Common European Framework of Reference (CEFR).

This course is a language elective and may be taken as a Grade 11/12 credit. The intended audience may be learners in French Immersion or English Prime who have successfully completed the Grade 10 French requirement – French Immersion Language Arts (FILA) 10 or Post-Intensive French (PIF) 10. Learners will enroll in the course to supplement required French offerings to improve their oral French skills and in preparation for Oral Proficiency Interviews.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

INFORMATION TECHNOLOGY 120

The Information Technology 120 curriculum will develop competencies that will prepare the student to work as a business/entrepreneur, systems or information analyst, or architect. A combination of information technology competencies with technical skills to analyze business needs, and problems with proposed solutions that incorporate technology effectively, are the areas which Information Technology 120 contributes to the FIT Program.

This course is designed to function with a range of business software but MVHS will focus on the Microsoft Office package (Word, Excel, PowerPoint and Access). The Information Technology 120 curriculum consists of the following three units:

- 1) IT Perspective
 - ♦ *Students will understand key IT function components and how they contribute to enterprise effectiveness. Students will gain perspective throughout the course as they accomplish the required activities.*
- 2) ICT Project Management
 - ♦ *Students will learn about, realize the importance of, and apply project management skills throughout the hands-on unit (Word Processing, Spreadsheets, Database, Presentations)*
- 3) Software Applications
 - ♦ *The majority of this course explores how productivity software is essential in business and industry. Students will learn how to recognize what combination of application software could help businesses and industry accomplish goals.*

SKILLED TRADES

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course meets the Science requirement for graduation.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

technologies including: Sparkfun Electronics, Makey Makey, Arduino Programming, Robotics, 3D Printing, Remote Operated Vehicles, Videography involving GoPro and Oculus Rift Technology.

COMPUTER SCIENCE 120

This course will teach programming using the computer language Java in a Windows environment. This course may help students planning on taking Computer Science/Engineering at university or community college. Computer Science 110 is highly recommended.

CYBERSECURITY AND TECHNICAL SUPPORT 110

The Cybersecurity and Technical Support 110 (CSTS110) course will inspire students through the experiential learning of the fundamentals of computer and network systems, the activities and processes involved in technical support, and the defensive strategies from cybersecurity. In CSTS110, students will be actively engaged in the design, development and evaluation of technical support and cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one and maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve this high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, formative and summative assessment.

CYBERSECURITY 120

The Cybersecurity 120 (CYBER120) course will inspire students through the experiential learning of the fundamentals and possibilities of cybersecurity. In Cybersecurity 120, students will be actively engaged in the design, development and evaluation of defensive cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one, while maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve a high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, and assessment.

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

POST INTENSIVE FRENCH 10

Post-Intensive French encourages authentic communication in French. The objective is to create a literacy experience for students and contribute to developing their ability to use language and images, in rich and varied forms to read, write, listen, speak, view, represent and think critically about ideas in their second language.

POST INTENSIVE FRENCH 110

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: mysteries, injustices and the power of photography.

**Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

POST INTENSIVE FRENCH 120

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers. **Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

READING TUTOR 120

Rationale: This course has been established for the purpose of providing assistance in achieving an acceptable standard of literacy for struggling readers and/or enabling speakers of other languages to improve their speaking, listening, reading, and writing skills in English.

Process: Grade 11/12 MVHS tutors are introduced to various techniques to assist struggling readers and students of other languages. Tutors are also immersed in the techniques of teaching. A variety of pertinent topics is explored, including how students learn, how comprehension is enhanced through experience, how learners have different styles, and how to teach and evaluate writing.

WRITING 110

This is a course in developing writing skills through practice and workshop techniques with other students. It is designed for both the creative writers and for those who demonstrate a definite proficiency in the writing process. Much time is spent writing in class and focusing on using peer editors to encourage and guide “works in progress”.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
INFORMATION

HUMANITIES

ANCIENT AND MEDIEVAL HISTORY 112

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured. Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

CANADIAN HISTORY 122

This is an academic course of Canadian studies concentrating on the development of Canada since Confederation. This is a university accepted course.

CANADIAN GEOGRAPHY 120

This course is designed to provide an examination of the basic patterns of Canadian Geography, both physical and cultural. Students are encouraged to look for these patterns and relationships in order to develop an understanding of geographical concepts - like that of a region. This is a university accepted course.

CIVICS (FI)

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning

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consumers can help prepare learners to interact positively with digital media. Learners will develop skills to decode data and data visualizations to support critical thinking when interacting with information that surrounds them. Engaging with different marketing approaches will encourage learners to improve communication and negotiation skills, transferable skills outside of the classroom and beyond graduation.

SKILLS FOR SUCCESS (PREVIOUSLY GROWTH, GOALS, AND GRIT 120)

Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviours, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits. This course has a significant volunteer component outside of school hours.

INFORMATION AND COMMUNICATION TECHNOLOGY

COMPUTER AIDED DESIGN 110

This course is designed to assist students in understanding the relevance and importance of Computer Assisted Drafting and Design as it related to industry today. Students will use the widely popular AutoCAD program where skills in creating 2D drawings will be the focus. Students will be expected to become familiar with the various procedures required to complete technical drawings that include Isometric Drawings that allow for the creation of 3D drawings and Orthographic Projection Drawings that are used to illustrate floor plans, wall sections and elevation drawings. It will be important that students understand X, Y coordinates as well as Polar Coordinates. This course will be worthwhile to students considering the Civil Technology Program at NBCC or other related programs, as well as Bachelor of Science in Engineering or related courseware.

COMPUTER SCIENCE 110

This course is essentially an introduction to the computer programming using Visual Basic and possibly other programming languages. It focuses on developing the knowledge, skills and attitudes to solve real world problems via computer programming. Specifically, this course focuses on problem solving, technological competence and communication. This course will prepare the student to make an educated decision with respect to career opportunities at the post-secondary level. Students will have an opportunity to work on special projects involving new

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FINANCIAL ACCOUNTING 120

The focus of this course is to provide the essential understandings, economic framework, consumer skills and attitudes to successfully participate in a society influenced by financial and business decisions. Students will better manage personal finances, understand obligations of business owners and make informed decisions concerning life careers and choices. The intention of this course is to encourage students to further their education in a Bachelor of Business Administration or Bachelor of Commerce program. This is an academic course.

HOSPITALITY AND TOURISM 110

In this course students will be introduced to the Hospitality and Tourism Industry, particularly in the Atlantic tourism region. They will learn the workplace skills, knowledge, attitudes and marketing strategies for this industry, as well as safety skills. Various career paths for this industry will be explored.

HOUSING AND DESIGN 120

The overall aim of this course is to provide students with lifelong learning skills that are transferable to future learning related to the housing environment and interior décor. Students will:

- raise the students' awareness of architectural aesthetics;
- understand the motivating factors that have an impact on the economy and environment;
- utilize the elements and principles of design as they apply to interior décor;
- encourage individual creativity through interior design;
- incorporate technology options in the living environment; and,
- identify issues related to human needs and their impact on future housing trends.

HUMAN SERVICES 110

If you have an interest in nursing, social work or education, this course will focus on the skills needed to prepare you to work with the elderly and the handicapped. The overall aim of Human Services is to increase your awareness of the importance of human service work and to prepare you for future employment and/or post-secondary education. You will learn practical skills needed to work with and care for special needs students through participation in activities with students in our school. (May be used to satisfy the Wellness and PE option until June 2027 only)

MARKETING 120

Knowledge of marketing techniques and strategies enables learners to develop marketing plans that appeal to the consumer, by identifying and reflecting on the various wants, needs, and experiences of the target audience. Understanding the purpose of marketing and strategies used to evoke an emotional response in

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opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. Students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

FRENCH IMMERSION MODERN HISTORY 112

This is a French Immersion course for students taking Modern History.

FRENCH IMMERSION WORLD ISSUES 120

This course examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The future of the global community is also examined. Accent will be placed on a project/research-based approach in French.

LAW 120

This is an academic course that is sometimes accepted for university entrance. It is taught as a university preparatory course. This course is designed to help students become more aware and appreciative of the law and how it applies to them. Students are expected to read, and study related legal materials.

MODERN HISTORY 112

The focus of the course is European history from the French Revolution through to the Cold War. Topics include rights and revolution (French Revolution), Industrial Revolution, Pre-World War I, World War I & II, the Holocaust, and the Cold War.

MODERN HISTORY 113

This is a general history course dealing with events of the twentieth century.

NORTH SHORE LEGACY 120

Students will be given an in-depth experience of the exploits of the North Shore Regiment during the Second World War. Pre and Post war topics as they relate to the Regiment and the North Shore region will be analyzed as well. The course will give students experience in working with primary documents and developing their skills as historians by allowing them firsthand opportunities to conduct research, historical investigations, and international collaborative work. Students will learn the benefits of these skillsets and their contributions to our community's legacy, but also to themselves as lifelong learning adults.

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Historical content of the course will help complement students' exploration of themes related to remembrance and commemoration. Students will experience different ways society engages in remembrance and commemoration. The course will have unique opportunities to conduct research and commemoration work that will contribute to current work in the field at the local and international level. Final assessment in the course will be based on student project proposals related to the course material and themes.

POLITICAL SCIENCE 120

This is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons (particularly with respect to the Canadian system). This is a university recognized credit.

SOCIOLOGY 120

This course will introduce students to the basic theoretical development and scientific foundation of this discipline. Students will develop the ability to examine social phenomena objectively and increase their understanding of the components and dynamics of social groups as they affect culture. Many interesting topics such as culture, socialization, deviance and social control, religion and social movements will be covered. Each student will be required to prepare and deliver a seminar to the class.

WABANAKI STUDIES 120

This course is designed to promote understanding of the Mi'kmaq and Maliseet perspectives on life in the Maritime Provinces. Using the text *Maritime Native Studies*, students will learn about language and culture, religion and spirituality, ancient times, arts and crafts, the land and the Mi'kmaqs of the Miramichi region. This course offers a good look at the culture and lifestyle of the original Canadians. This course is open to all interested students. This is a university recognized credit.

WORLD ISSUES 120

This is an academic course that is sometimes accepted for university entrance. This course explores the idea that the world has become a global community with major obstacles to overcome. Students will compare the rich northern nations with the poor southern countries; study environmental problems; explore the Population "explosion"; examine earth's depleting resources; plus look at current social and political issues.

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EARLY CHILDHOOD SERVICES 120

The overall aim of this course is to prepare students for careers working with young children in relation to the New Brunswick Early Learning Framework. Students will evaluate their capacity as an early childhood educator and the requirements for employment in New Brunswick. The focus will be valuing the early years and the topics of: Well Being, Play and Playfulness, Communication and Literacy, Diversity and Social Responsibility. Post-secondary employment opportunities will be researched as well.

ENTREPRENEURSHIP 110

In this course attitudes and aptitudes will be covered to determine if you have the necessary skills involved in owning and operating a small business. Students will be required to work in small groups to plan and operate a business venture.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

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engage in informed career pathway planning through self-awareness, exploration of opportunities and engagement in authentic career connected experiences. Throughout the course, students will develop the skills and competencies to design personalized career pathways for high school and life after graduation.

CAREER CONNECTED EXPERIENCES 110

Whether you are planning a gap year, a once-in-a-lifetime summer experience or exploring opportunities beyond the classroom, this course will help you learn more about your personal and career pathway goals and discover non-traditional ways to experience life, learning and work. This course will explore local, provincial, national and international experiences and clarify how you may make the most of your time, money and energy while moving towards your preferred career pathway – you can expect to learn about building your resume, discovering new possibilities, earning money, seeing the world and/or developing a sense of confidence and independence. In addition to high school credits, students are eligible to earn the Student of Leadership & Humanity Award upon the completion of the required components within this course.

CAREER PATHWAY MENTORSHIP 120 (8 CREDIT HOURS)

This course is open to all Grade 12 students who wish to acquire on the job experiences in an area in which they plan to further their education. Students must apply in advance for this course, have acceptable grades, show maturity and have good attendance. Students will be considered for this course by application and interview. (This is a two-credit course/eight credit hours)

DEVELOP AND LEAD 110

This course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members. Participation results in a journey through which learners can create a positive legacy in their school and community.

***Please note that only the FSL version of this course will be offered at this time.**

EARLY CHILDHOOD SERVICES 110

This course helps students prepare for a career in teaching and/or in childcare. Students work in a group setting where they will be involved in planning curriculum, preparing lessons, organizing schedules required in the operation of a playschool for preschoolers. The student will learn practical skills for guiding children as they establish rules and handle daily activities. This is an independent course where self-motivation/direction is required. Attendance is critical.

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MATHEMATICS

GEOMETRY, MEASUREMENT AND FINANCE 10

Geometry, Measurement and Finance 10 provides foundations for further study in mathematics and along mathematics pathways, and includes concepts in geometry and measurement, and develops financial literacy. Learners will relate the properties and principles of lines and angles; compare and apply systems of measurement; apply financial literacy concepts to personal financial decisions and wellness; apply formulae to solve problems. Learners will enact and apply prior Mathematics K-9 knowledge, and personal financial decision making and wellness knowledge from Personal Wellness 6-8 curriculum. Geometry, Measurement and Finance 10 is the final compulsory mathematics course in New Brunswick. Topics include Pythagorean Theorem; polygons; angles; trigonometric ratios; metric and imperial systems of measurement; surface area and volume; unit pricing; currency exchange; income (gross and net pay); credit cards; loans; interest.

NUMBER, RELATIONS AND FUNCTIONS 10

This is a recommended course for grade 10 students and required if students are choosing an academic mathematics pathway. This is a pre-requisite for Foundations of Mathematics 110. The course includes the following topics: factors and multiples of whole numbers, perfect squares and cubes and their roots, common factors of a polynomial, factoring, irrational numbers, mixed and entire rationales, fractional and negative exponents, relations and functions, graphs, linear functions, systems of linear equations.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This is a compulsory course that meets the graduation requirement of ONE Mathematics course at the grade 11/12 level. This course will develop basic and practical skills that will ensure students develop basic life skills to deal with money, measurement, statistics, and basic number operations.

FINANCIAL WORKPLACE MATHEMATICS 120

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact

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on profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics.

NBCC SKILLED TRADES AND WORK-READY MATH 120

This course gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. Ideally, students will apply math concepts using a hands-on fashion in an authentic workplace or trades facility. However, safety restrictions and limitations of facilities in some schools require the flexibility to design activities that can also be completed in a community or classroom environment. Teachers should use a variety of learning situations that will address various learning styles of students and complement the resources available in the school and community.

Every concept and skill should be authentically contextualized. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Teachers are encouraged to be innovative in their methods of presentation of the material. Students should become familiar and proficient with the terms ‘accuracy’ and ‘precision,’ and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons should feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial and S.I. units should both be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

FOUNDATIONS OF MATHEMATICS 110

This course has the following pre-requisites: Geometry, Measurement & Finance 10 AND Numbers, Relations & Functions 10. This course is designed to ensure that students obtain the necessary foundation to pursue post-secondary programs that may require a Mathematical background. Upon completion, students may continue on to further study mathematics by enrolling in the Pre-Calculus 110 course. Otherwise, students will be able to take either the Workplace/Financial Mathematics 110 or Foundations of Mathematics 120.

FOUNDATIONS OF MATHEMATICS 120

This is the second of two courses in the Foundations of Mathematics pathway designed for entry into post-secondary academic programs not requiring pre-calculus. In statistics, students are introduced to normal curves, and learn to

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participation and attendance in the 9/10 Physical Education programs as a pre-requisite.

YOGA 110

Yoga is a lifestyle. Students will be given the opportunity to learn in a safe environment where they can have fun through movement, social interaction and independence. Through breathing, posture development, body awareness and body/mind integration, students will gain an understanding of health promoting practices and habits. Classroom sessions are designed to educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty, and respect in the context of challenging physical activity.

CAREER CONNECTED

CAREER AND OCCUPATIONAL

BUSINESS MANAGEMENT 120 (PREVIOUSLY BOM 120)

The course is designed to provide the student with skills in leadership, critical thinking and problem solving. Students will develop communication and collaboration skills while working on project-based learning assignments. Through this course students will develop 21st century skills which will help students to become creative innovators who will be able to quickly adapt to an ever-changing business environment. While students are engaged in their learning they will develop digital literacy skills. Main topics to be covered include Ethics, Business Environment, Management, Business Ownership and Human Resources. It is a good course if you are planning on taking Business in post-secondary school.

CAREER PATHWAY DESIGN 10

Career is the journey through life, learning and work. Not just employment. The vision for this course is to provide equitable and inclusive career pathway planning for each student. Career pathway planning plays an important role in one's sense of self and life satisfaction. Psychological wellbeing is directly linked to career pathway planning. This course is informed by evidence-based research as found in the New Brunswick Career Education Framework. It builds upon the Personal Wellness 3-9 continuum of learning and Career Connected Learning K-12. This course is an opportunity for further career pathway and transition planning allowing for informed high school and post-secondary life decisions. Participating in this course will provide learners with autonomy and increased engagement in their personalized high school pathway. This course will help contextualize high school learning with purpose and career pathway connections. Career Pathway Design 10 encourages students to

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interest in sport-specific skill development. At MVHS, this class currently focuses on hockey.

PSYCHOLOGY 110

The vision for this course is to introduce learners to the study of behaviour and mental processes. In Psychology 110 learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies. Learners in Psychology 11 will cover a variety of areas related to psychology including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.

SPORT AND RECREATION LEADERSHIP 120

The vision for this course is to have learners successfully plan, organize, and administer their own event, tournament, and program. Educators will facilitate opportunities for learners to develop sport and recreation leadership skills within their school, community and beyond.

The learner's leadership potential is developed when initiatives serve to reinforce skill development around leadership roles. This course seeks to use sport and recreational activities as a tool for creating concrete leadership experiences and develop leadership potential.

Learners will explore various roles in team dynamics including being a leader, mentor, and collaborating positively with others in inclusive experiences. The emphasis of this course focuses on planning, performance, evaluation, and reflection.

Planning and operation of events, tournaments, and programs will require learners to dedicate time outside of school hours (e.g., before school, after school, evenings, and/or weekends).

WELLNESS THROUGH PHYSICAL EDUCATION 110

The aim of Wellness through PE 110 is to promote healthy active living for life. The course goal is to explore a variety of activities highlighting non-traditional approaches to fitness and wellness. As a result, the course offers a range of learning experiences for students that encourage healthy active living. This course is intended to allow students the opportunity to be physically active, while further enhancing their decision-making skills towards personal wellness. This course requires excellent

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interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning students analyze puzzles and games, and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions and sinusoidal functions to solve problems.

PRE-CALCULUS 110

This elective course follows *Foundations of Mathematics 110* and is the first course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12A

This elective course follows *Pre-Calculus 110* and is the second course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12B

This elective course follows *Pre-Calculus 12A* and is the third course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

CALCULUS 120

This is the last course offered in the Pre-Calculus Pathway and follows *Pre-Calculus B 120*. The course will introduce derivatives of polynomial, trigonometric, inverse trigonometric, exponential and logarithmic functions, and the product, quotient and chain rules. Applications of derivatives will be explored including rates of change, increasing and decreasing functions, maximum and minimum values, optimization problems, concavity and the second derivative, curve sketching, indeterminate forms and l'Hopital's Rule. Integrals will also be explored including interpretations, properties and numerical approximations of definite integrals, applications of integrals, and techniques and applications of antidifferentiation.

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SCIENCE

AGRICULTURE 110

Agriculture 110 includes the history and evolution of Agriculture in New Brunswick which recognizes Indigenous and settler contributions, everyday impacts on life in New Brunswick, and specific types of Agriculture predominant in New Brunswick. Learners will apply knowledge of plants and animals to local contexts, to introductory plant growing and animal care research skills, this leads to creating quality Agriculture products and/or operations. Learners will apply skills during Agriculture experiences and/or work placements and will have build knowledge in Agricultural careers. Agriculture 110 allows the opportunity for a learner-led personal choice project or development of a business proposal and plan to summarize and demonstrate learning.

AQUATIC SCIENCES, AQUACULTURE AND FISHERIES 120

This course introduces learners to the blue economy. Learners will dive into inquiry-based learning while exploring the aquaculture industry, fisheries, and aquatic systems. In this context, learners will build scientific literacy skills such as observing, questioning, predicting, data collection, analysis, drawing conclusions, applying knowledge, and communicating results. This course explores career pathways. Learn about the vital role aquaculture and fisheries play in our daily lives and discover the diverse range of career opportunities available, from marine biology to environmental stewardship. Furthermore, this course emphasizes personal connections, sustainable practices, and respect of Indigenous ways of knowing, in a local and global context.

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course may be used to meet the science requirement for graduation.

BIOLOGY 112

This is an introductory course based on four units of study. The principle emphasis is on energy, water, equilibrium and systems. The units of study are: 1. Biodiversity; 2. Energy Flows and Cellular Matter; 3. Energy and Matter Exchange by Human and Other Organisms; 4. Energy and Matter Exchange in Ecosystems; 5. Animal Kingdom; 6. Digestion, Circulation, Blood and Immunity and Respiration.

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being by enhancing intrapersonal and interpersonal skills. Learners will utilize developed skills and group dynamics to plan, lead and evaluate out-trips and/or excursions that should include an overnight wilderness outing. This course exposes learners to the natural environment in unique and enriching ways that allow them to strengthen lifelong connections critical for personal wellness and a sustainable future. Frequent experiences in the outdoors develops an affiliation with nature that can evolve into informed, proactive, and lifelong responsible use and protection of the natural world. Outdoor Education 120 places an emphasis on learner-based leadership and autonomy. Learners must have demonstrated proficiency in skills obtained in Outdoor Education 110 prior to enrolling in Outdoor Education 120.

PHYSICAL EDUCATION 10

This course provides learners with introductory skills and concepts in the areas of sport and recreation leadership, outdoor education, kinesiology, and fitness. Skills developed through sport and recreation leadership benefit learners by improving communication, problem-solving, and decision-making. y engaging with the basics of leadership through sport and recreation, learners will understand the interrelationships among physical education, society, and the environment, and can become better equipped for future leadership roles.

Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork.

Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness.

Successful completion of Physical Education 10 will prepare learners for courses such as Outdoor Education, and Sport and Recreation Leadership.

PHYSICAL EDUCATION THROUGH SPORT 110

Physical Education Through Sport 110 is designed to support learners' experiences and understanding of the theoretical and practical aspects of sports. Learners will explore, connect, and participate in hands-on instructional practices, including individual and team sports. They will also engage in topics such as sociology of sport, mentorship, lifelong sport involvement, careers in physical education, ethical issues, and sport-specific skills, strategies, tactics, and training. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an

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in the fields of physical education, health education, physiotherapy, athletic therapy, nursing, athletic coaching, sport management, recreation, and leisure.

***Please note that only the FSL version of this course will be offered at this time.**

NUTRITION FOR HEALTHY LIVING 120

This is a university level course. This course is excellent for those concerned with personal wellness or for students who wish to pursue a career in Science and Nutrition, Nursing, Dietetics or the Social Sciences.

Nutrition for Healthy Eating 120 is designed to help students understand information to help make them healthy choices. They will become aware of strategies that contribute to overall wellness and strategies needed to maintain a balance between eating habits and physical activity. The roles of nutrients in the body-digestion, absorption, transportation of nutrients and metabolism are explained. Chronic conditions, lifestyles and food technologies will be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyle choices.

OUTDOOR EDUCATION 110

This course is a “selective-elective” with 9/10 physical education as a pre-requisite. The course will develop personal outdoor recreation skills based on environment ethics. Students must satisfy a requirement to complete a series of out-trips that may be day-trips, overnight or extended trips. The course will take advantage of local outdoor access and could include camping, hiking, canoeing and other outdoor adventure activities. Students must be prepared to plan, lead and evaluate out-trip experiences from personal and group dynamics perspectives by compiling a journal. Enrollment is limited to 18 students per semester and preference is given to grade 12 students. Students must apply.

OUTDOOR EDUCATION 120

This course builds upon skills from Outdoor Education 110 providing experiential learning related to the outdoors and involves wilderness-based experiences (e.g., navigation, fire building, survival skills) in which learners explore how to safely participate in and lead a variety of outdoor activities (e.g., hiking, climbing, canoeing). Outdoor education draws upon the theory, connection, and application of experiential and environmental education. By fostering a safe yet challenging setting, Outdoor Education 120 develops technical and adaptive skills for an environmentally sustainable life through outdoor activities and experiential learning. Through interaction with the natural world, learners develop leadership skills and an understanding of self, others, and the outdoors. Life and physical activity skills are achieved through the combination of challenge, mastery, and success in various activities. Outdoor Education 120 also leverages these skills to develop student well-

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BIOLOGY 122

This is a continuation of Biology 112. It is based on four units of study. The principal emphasis is on exchange, diversity, equilibrium, systems and models. The units of study are: 1. Systems Regulating Change in Human and Other Organisms; 2. Reproduction and Development; 3. Chromosomes, Genes and DNA; 4. Change in Populations, Communities and Species; 5. Protein Synthesis. (Biology 112 would be an asset and is recommended but is not a prerequisite.)

CHEMISTRY 112

This is the first of a two-semester sequential course designed for students who plan to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

CHEMISTRY 122

This is the second of a two-semester sequential course recommended for students planning to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Prerequisite: Chemistry 112.

ENVIRONMENTAL SCIENCE 120

The objective of this course is for students to develop the knowledge base and skills for investigating/analyzing environmental issues while communicating their findings to others. The units of study are: 1) An Overview of Environmental Science [Issues and Populations]; 2) Sustainable Development [Ecology, Environmental Awareness, Sustainable Ecosystems and Communities]; 3) Investigating Environmental Issues [Themed Project with a research paper, presentation, and eco-challenge activities].

HUMAN PHYSIOLOGY 120

This course is designed to appeal to a wide range of learners including students for whom this will serve to fulfill their science graduation requirement and students who will take additional science courses. A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. It will also be relevant to those students who will be going on to careers in the social sciences, kinesiology, and health care.

This course focuses on the biology and healthy functions of all of the major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices and disorders.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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PHYSICS 112

This is the first of a two-semester sequential course designed for students planning to pursue science/engineering courses at the university level or who plan to enroll in a technical program at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

PHYSICS 122

This is the second of a two-semester sequential course recommended for students planning to pursue science/engineering at the university level or who plan to enroll in a technical program at community college. Prerequisite: Physics 112.

SCIENCE 10: SCIENCE FOR SUSTAINABLE SOCIETIES

Learners enrolled in Science 10: Science for Sustainable Societies will consider the roles science and technology play in their lives and communities. Throughout the course, learners examine how scientific concepts and theories are applied to sustain the environment and natural resources we chemically transform.

The connections that exist between matter and energy are explored through systems thinking. Systems thinking helps learners determine ways to connect chemical reactions to planetary cycles, and to weave core concepts into sustainability discourse. Using systems thinking to consider the complex interplay of chemical processes with scientific, societal, and environmental systems provide learners with critical knowledge required for other high school science courses.

Through investigations learners will examine how matter is transformed into the products and technologies they use daily, how this matter flows through society, and explore emerging theories in sustainability and energy production. Learners gain deeper understandings of the complexities of societal development, apply critical analysis skills to design solutions for problems in their community, and connect their learning to Sustainable Development Goals.

PERSONALIZED WELL-BEING

CREATIVE ARTS

DIGITAL ANIMATION 120

which provides learners with opportunities to develop knowledge, skills, and competencies in digital animation through hands on experiential learning including using animation software. While some learning will be collaborative in nature, learners will be expected to independently work on tasks and projects to practice skill development, culminating in a final capstone project.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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WELLNESS AND PHYSICAL EDUCATION

ADVANCED TRAINING PRINCIPLES 120

This course is designed to support learners with theoretical and practical exercise physiology experience. This course is designed to enhance the planning and implementation of a personalized training program and create opportunities to improve individual health and well-being. Through daily training, learners will explore applied exercise physiology principles, functional movement, and technical and assessment skills in a wide range of training principles. Learners will develop, connect, and participate in engaging instructional practices and group activities. Learners will model respectful, ethical, and safe behaviours in Advanced Training Principles 120. Topics covered during this course will include foundational health and well-being, nutrition, fitness, human systems, careers, and training programs and assessment

EARLY CHILDHOOD DEVELOPMENT 120 (FORMERLY CHILD STUDIES 120)

This course is an in-depth study of children from conception to school age (6). Learning about children and their development can improve your understanding both of children and yourself. It can also help you think about your future in relation to parenthood and career choices.

INDIVIDUAL AND FAMILY WELLNESS 120

Students will see the connections made between the course content and their personal development and relationships. This curriculum will help prepare them to have a better understanding of themselves, their family and the world around them. Individual and Family Wellness 120 touches on aspects of sociology, psychology, economics and anthropology. The knowledge and skills presented in the course will benefit students who may wish to pursue fields of study such as: law enforcement, social services, family law, careers in counseling, psychotherapy and family medicine.

INTRO TO KINESIOLOGY 120

This course is designed to provide a foundation to support learners' experiences and understanding of the theoretical and practical aspects of Kinesiology. Learners will explore, connect, and participate in hands-on instructional practices, including group activities and labs. They will also engage in topics such as: historical physical activity and sport events, ethical issues, physical literacy, anatomy, physiology, human performance, biomechanics, and prevention and care of athletic injuries. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an interest in learning more about kinesiology including careers

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

MUSIC 10

The grade 10 program is outcome-directed; that is, the knowledge and skills that students must demonstrate are articulated in outcome form. Every outcome is followed by an elaboration that provides further information on, and clarification of the outcome. This elaboration also includes a list of activities, experiences, and objectives that, if achieved, will help the student meet the outcome.

MUSIC 112

This course involves increased demands on ability of a major instrument, history and theory. NOTE: Participation in Concert Band and/or Jazz Ensembles is an element of this course.

WORLD MUSIC 120

This is a preparation course for university level music: performance, history and composition. There is a Band element also. Course selection is subject to approval. This is a university preparatory class.

VISUAL ARTS 10

This course is designed to continue developing artistic knowledge and skills from Visual Arts 9. This course is heavily project-based, and students are expected to create expressive works with a range of audiences, and purposes using a variety of different artistic techniques. Projects are broken down into four different categories: Art Processes, Forms & Applications, Self-Expression & Reflection, Socio & Cultural Art; Cumulative Art.

VISUAL ARTS 110

This course is designed to improve student skills and knowledge in a variety of areas: drawing, painting, color theory, sculpture, art history, sketchbooks.

VISUAL ARTS 120

This course is designed for motivated art students and those considering attending art school in the future. Studio projects will demand technical excellence and originality. Students will keep a sketch book and notebook and are required to supply some of their own materials. Art 110 is a prerequisite for Art 120.

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Storytelling is an essential piece to learner success, and it is therefore recommended learners have successfully completed English Language Arts 10. This will enable learners to draw from their experiences in writing for clarity in multi-modal works and defining topics which support identifiable purposes and specific audience.

Visual Art skills are also key to learner success, and so it is also **recommended learners successfully complete Visual Arts 10 prior to Digital Animation 120**. Visual Art 10 will provide learners the experience needed to create expressive works in visual arts for specific audience and purposes using a variety of art media.

*Locally Developed Course

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.
- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

DRAMATIC ARTS 110

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. In this course, students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purpose of creating, analyzing, conducting research, and performing. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) as the manifestations of theatre activities are many and varied. Students are also strongly encouraged to experience extracurricular and community-based opportunities.

DRAMATIC ARTS 120

This is an elective course that deals with the major aspects of theatre performance including acting, stage craft, play management and theatre history. Students are required to perform in public and must be prepared to memorize. Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110. While students are not

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

required to take Dramatic Arts 110 as a pre-requisite it would be beneficial. In Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel. Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

FILM 110

This course is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. Learners will get hands on experience in film production (basic camera operation, lighting, sound design and other elements) through purposeful creation of short film(s). Learners will practice implementing strategies to enhance clarity and the control of an intended message. Learning in and through the arts requires learners to create, connect, and communicate. Film 110 is appropriate for learners who are actively involved in filmmaking, and those who have an interest in learning more about film in a way that promotes a general knowledge of film and culture.

Film 110 is designed with learners who have successfully completed English Language Arts 10 in mind. Successful completion of this course will provide

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learners skills required to analyze and critique film, and to research, write persuasively and present ideas and opinions with sensitivity and decorum. While the focus of Film 110 is to create short film(s), viewing and analyzing film is also included to build understanding of the process and purpose of filmmaking. Learners will critically respond to film using the language of cinematic criticism, to create films using the cinematic conventions including shot composition, lighting, editing, sound design, and narrative structure. Learners may need to commit time beyond the common learning environment to meet their goals.

GRAPHIC ART AND DESIGN 110

This course is designed to provide students with a basic understanding of design and layout which will foster confidence in their own abilities. Throughout the course students will be asked to take ideas and requirements and make them visual and appealing using an assortment of software programs, such as Adobe Photoshop, to achieve desired effects with graphic images. Good attendance is extremely important in this course.

Students will develop various graphic projects starting with fundamental progressing on through advanced procedures.

Areas of study will include:

- The History of Graphic Arts
- Elements of Visual Perception
- Principles of Visual Perception
- Composing the Image Optically

Students considering a career in a graphic arts related area would benefit greatly from this course. Creativity and an interest/ability in art and drawing is an asset.

GRAPHIC ART AND DESIGN 120

This course is intended to be an opportunity to extend learning in concepts studies in Graphic Art & Design 110.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

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Pathway A is necessary for any students considering post-secondary programs in business, engineering, nursing, or science. Pathway B is sufficient for most students considering post-secondary programs in the arts or in the trades (exceptions do apply to some programs; please see guidance for clarification).

MIRAMICHI VALLEY HIGH SCHOOL



MIRAMICHI, NB

TELEPHONE: 627-4083

**MINI-BROCHURE GUIDE
FOR COURSE SELECTION**

2026-2027

GUIDANCE

M. O'Donnell-Students Last Names A-L

P. Landry-Students Last Names M-Z

J. Dedam-First Nations

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TYPES OF COURSES

There are two types of courses: Compulsory and Elective. Compulsory courses are required for graduation. Elective courses are available to support your interests and future career plans.

COURSE LEVELS

All course names include a three-digit number. The first two digits indicate the grade; the third digit indicates the level at which the course is offered. Level 1 – enriched university preparation; Level 2 – regular university, community college and private training institution preparation; Level 3 – non-technical community college, private training and business college preparation; Level 0 – not offered at another level and will vary in level of difficulty. Some qualify for university entrance and others do not.

VIRTUAL LEARNING

Several courses are offered through the New Brunswick Virtual Learning Centre (NBVLC) and may be available to meet specific circumstances. Virtual Learning courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. For further information go to: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html or see your Guidance Counsellor. Courses in French Immersion are available as well.

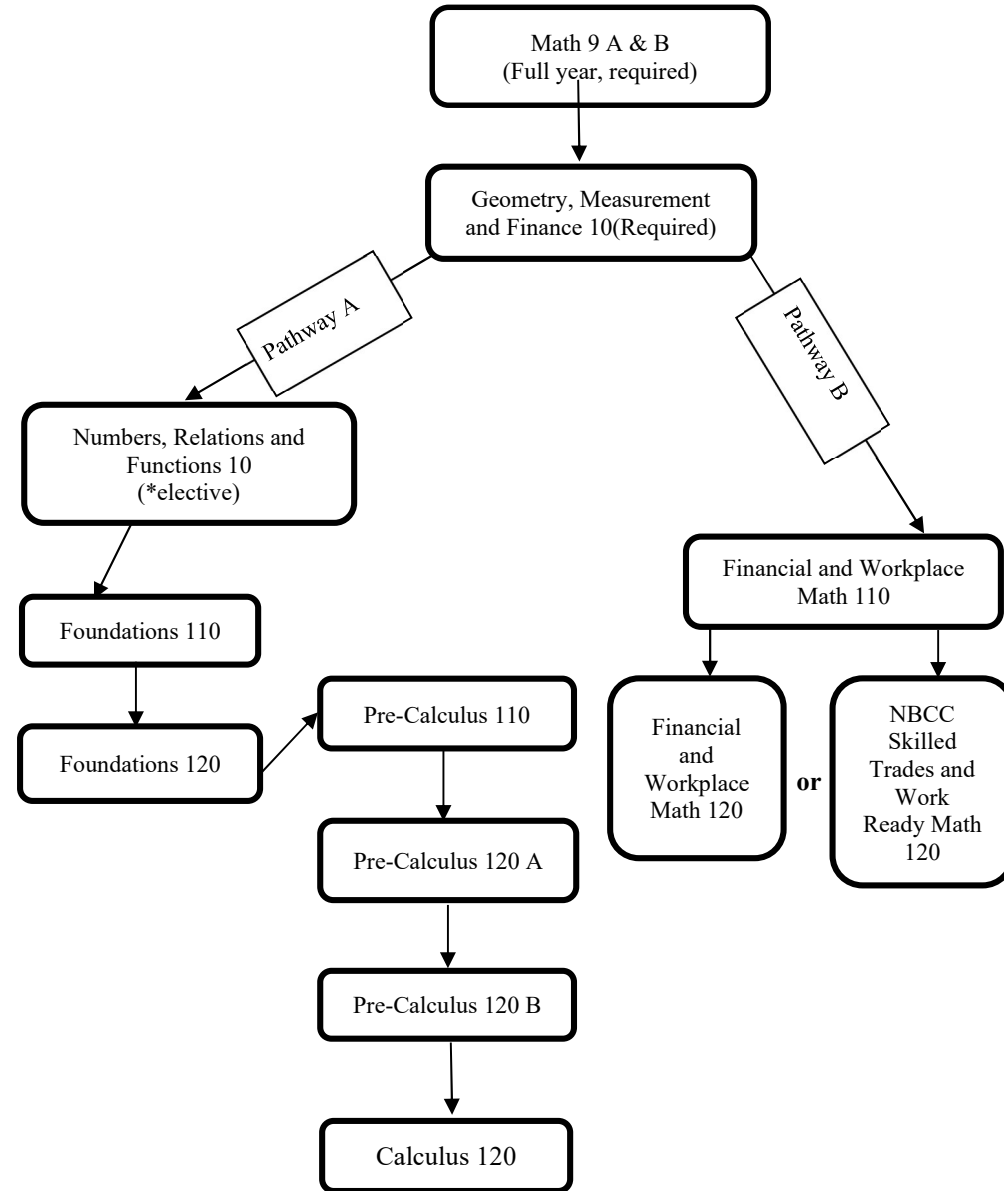
AWARD OF ACADEMIC EXCELLENCE

This requires a student to have an average of 85% on the 10 credits they have taken in a single academic year. If a student is taking a level 1 or an AP course and achieves a mark of 85% or higher, one percent will be added to their average to a maximum of 3 percent. Grade 12 recipients of the Award of Academic Excellence will be identified at graduation. Recipients of the award in grades 9-11 will be recognized at a ceremony at the beginning of the next academic year.

FRENCH IMMERSION PROGRAM

To graduate as a French Immersion (FI) student recognized by the province of New Brunswick, students must take a required number of FI designated courses. Specifically, 50% of the course load in grade 9 must be FI designated. They must also take a minimum of 10 courses with an FI designation between grades 10-12. Students who participate in the French Immersion program and complete the allotted number of courses will receive a French Immersion Completion Certificate upon graduation.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION



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Grade 12

- Students must successfully complete Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 before enrolling in Financial and Workplace Mathematics 120.
- Students must successfully complete Foundations of Mathematics 110 before enrolling in Foundations of Mathematics 120.
- Students must successfully complete Pre-Calculus 110 before enrolling in Pre-Calculus 120A.

Financial and Workplace Mathematics 120	Foundations of Mathematics 120	Pre-Calculus 120A
<i>Pre-requisite: Financial and Workplace Mathematics 110 or Foundations of Mathematics 110</i>	<i>Pre-requisite: Foundations of Mathematics 110</i>	<i>Pre-requisite: Pre-Calculus 110</i>
		Pre-Calculus 12B
		<i>Pre-requisite: Pre-Calculus 120A</i>
		Calculus 12
		<i>Pre-requisite: Pre-Calculus 120A and Pre-Calculus 120 B</i>

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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HONOURS POLICY

HONOURS

- Average of 85% when all 25 boxes of student’s grad portfolio are averaged with no adjustments (double period classes like Co-op only count as 1 mark and average is from 24).
- Has never failed a class, received an “incomplete” or dropped a class after October 1st and March 1st.

HONOURS WITH DISTINCTION POLICY

- Average of 90% when all 25 boxes of student’s grad portfolio are averaged (double period classes like Co-op only count as 1 mark and average is from 24).
- Has been an MVHS student for 3 consecutive years.
- Has taken English 112 and 122 level courses.
- Has taken NRF 10 and Foundations 110.
- Has taken one academic science course (Biology 112, Biology 122, Chemistry 112, Chemistry 122, Physics 112, Physics 122, Aquatic Sciences 120, Environmental Science 120).
- Has taken one academic humanities course (Ancient and Medieval History 112, Canadian History 122, Modern History 112, Wabanaki Studies 120, World Issues 120).
- Has never failed a class (between grades 10-12), received an “incomplete” or dropped a class after October 1st and March 1st.

VALEDICTORIAN AND RANKINGS

- The Valedictorian, Salutatorian and subsequent grad class rankings will be done by taking the highest average of students who have Honours with Distinction.

COURSE CHANGES

Students, with the help of parents, are encouraged to consider carefully their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as your career interests. To aid in this selection, teachers and guidance counsellors are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for course change initiated once school opens in September must be submitted using a Guidance Request Form. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing there is available space in the course(s) requested.

GRADUATION REQUIREMENTS

Policy 316B, indicates that graduates must:

- Have met learning requirements prescribed in Grade 9 curriculum
- Have completed compulsory credit-hours in Grades 10 through 12
- Have accumulated 100 credit-hours to apply for graduation
- Have developed a documented career-life plan

The minimum acceptable grade of 60% will remain in place; however, students will start to accumulate credit-hours beginning in grade 10.

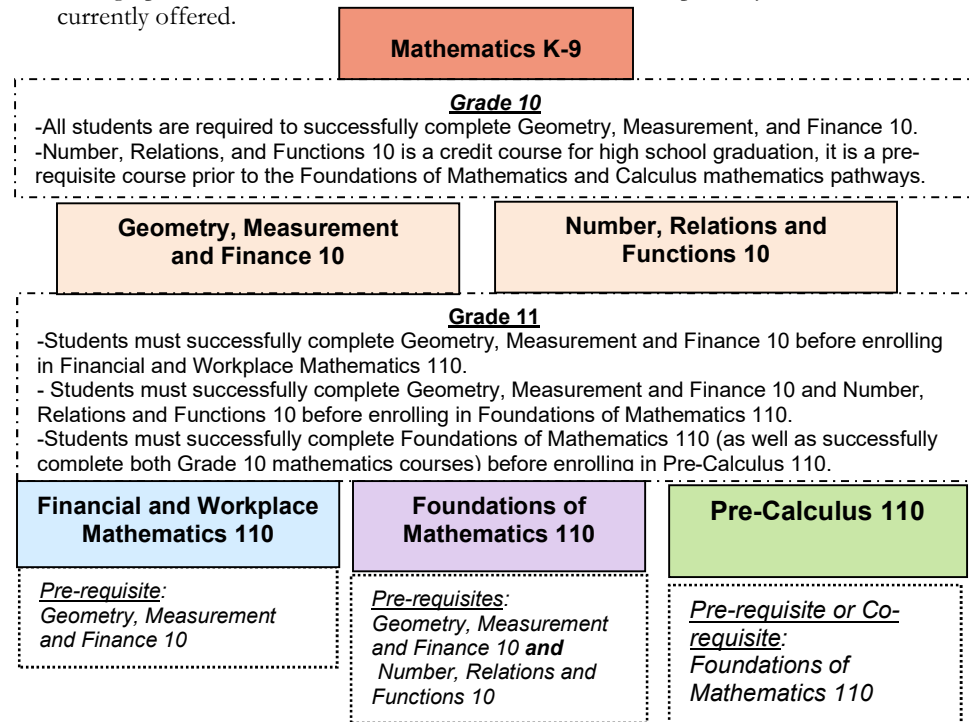
You must also pass the English Language Proficiency Assessment administered during Grade 9.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Pathways and Courses

SUMMARY—The Conceptual Framework for Grades 10–12 Mathematics describes the nature of mathematics, the mathematical processes, the pathways and topics, and the role of outcomes and achievement indicators in grades 10–12 mathematics. Activities that take place in the mathematics classroom should be based on a problem-solving approach that incorporates the mathematical processes and leads students to an understanding of the nature of mathematics.

The graphic below summarizes the three mathematics pathways and courses currently offered.



**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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RESIDENTIAL FINISH 120

This course examines the work required to finish a family dwelling once it is framed in. Topics covered include insulation, wall cladding, doors, windows, cornice trim and roof covering. Students will study these topics both in theory and through practical project work. This course should be of interest and value to those students interested in pursuing a career related to the residential construction industry. Pre-Requisite: Framing & Sheathing 110

TUNE UP AND EMISSIONS 120

This is a course designed to provide students with a practical approach to diagnosing, servicing, and repairing of automotive fuel and emission systems and to performing engine tune-ups. Suggested Pre-requisite: Internal Combustion Engines 110 and Automotive Electrical Systems 120.

WELDING/METALS FABRICATION 110

This is a practical course involving both classroom and lab activities. The methods of fabricating and fastening components will be explored as will gas and electric welding, oxy-acetylene cutting, brazing and soldering through the completion of compulsory projects. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Compulsory Credits for Graduates

	Core Clusters	Required	Compulsory
	Language Arts and Languages	24 credit hours	PIF/FILA 10, ELA 10, ELA 11, ELA 12 (all of these are 4 credits hours) AND 8 credit hours of options from Language Arts and Languages Note: For Newcomer and Indigenous students there may be other options available. Mi'kmaw may replace French (PIF/FILA 10) as the language requirement for Indigenous students.
	Humanities	8 credit hours	Civics 10 and 4 credit hours from Designated History Course List
	Mathematics	12 credit hours	Geometry, Measurement and Finance 10 and 8 credit hours from Math Course List.
	Science	8 credit hours	Options from Science
Personalized Well-Being	Creative Arts	4 credit hours	Options from Creative Arts
	Wellness and Physical Education	4 credit hours	Options from Wellness and Physical Education
	Career-Connected	4 credit hours	Options from Career and Occupational, Information Communication Technology, and Skilled Trades
	Options from the three Personalized Well-being Clusters	8 credit hours	Creative Arts, Wellness and Physical Education, and Career-Connected (Career and Occupational, Information and Communication Technology, and Skilled Trades).
	Core Cluster	8 credit hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career Connected
	Clusters Credit-hours Total	80 credit hours	Prescribed courses only
	Flexible Credit-hours Total	20 credit hours	Includes all options for credit
	Minimum Total Credit-hours for Graduation	100 credit hours	To apply to graduate

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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LANGUAGE ARTS AND LANGUAGES

ENGLISH LANGUAGE ARTS FOUNDATIONAL 10/EXTENDED 10

In grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 112/EXTENDED 112

This is an academically orientated program concentrating on the novel, short stories drama, the formal essay, and poetry. A compulsory examination is written in this course.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 113/EXTENDED 113

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

ENGLISH 122

This is an academically orientated program concentrating on literature and writing skills. A compulsory examination is written in this course.

ENGLISH 123

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

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emphasized. There is a final exam in this course, but exemptions do apply.

INTERNAL COMBUSTION ENGINES 110

This is a course designed to introduce the basics in the repair, overhaul, service and testing of the internal combustion engine. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits.

INTRO TO SKILLED TRADES 110

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. **This course will be required for further courses within the skilled trades.**

METALS PROCESSING 110

This is an introductory course involving classroom instruction and hands-on activities relating to industrial practices in the metals industry. Includes bench work, basic machine work, lathe operation, drill press and other machines. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

METALS PROCESSING 120

Metal Processing 120 allows students to advance basic skills developed in Metals Processing 110. Also, students will practice and develop new introductory skills that are required to pursue post-secondary learning in the Metals trades. Students enrolled in this course are encouraged to work both independently and in teams while achieving specific curriculum outcomes. Students must have successfully completed Metals Processing 110 as a pre-requisite.

MILL AND CABINET 120

This is a course designed to introduce students (through classroom instruction and hands-on activities) to the materials and processes involved in the manufacturing and installation of cabinets and interior finish components found in a typical house. Lab safety as well as hand tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply. (Suggested pre-requisite: Framing & Sheathing 110)

POWER TRAIN AND CHASSIS 110

This is a course designed to introduce the basics in the service and maintenance of the automobile chassis and power train.

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CULINARY TECHNOLOGY 110

This is an entry-level, hands-on food service training course. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills through enterprise activities in the student operated Culinary Café. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to:

- explore employment skills and career awareness in culinary arts and associated trades (cook, baker, pastry chef, server, steward, and management);
- identify potential employment options looking at provincial statistics and industry projections; and,
- identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

CULINARY TECHNOLOGY 120

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, along with large equipment and food preparation skills with a focus on scratch cookery and current trends in nutrition and industry. Culinary Technology 110 is a pre or co-requisite of Culinary Technology 120. Students will continue to study the theory of each skill and then be encouraged to practice those skills through enterprise activities. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to: 11 • explore employment skills and career awareness in Culinary Arts and associated trades (cook, baker, pastry chef, server, steward, and management); • identify potential employment options looking at provincial statistics and industry projections; and, • identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

ELECTRICAL WIRING 110

Students in this course will study the basic tools, materials and techniques used in residential wiring. Study includes the design and placement of circuits in a model family dwelling, according to the Canadian Electrical Code. The course will be of interest to students interested in exploring careers related to the electrical trade.

FRAMING AND SHEATHING 110

This course combines classroom instruction with hands-on activities to develop the skills and knowledge associated with the framing in or shell construction of a typical single-family dwelling. Lab safety as well as hand tools and equipment safety will be

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

FRENCH IMMERSION LANGUAGE ARTS 10

This is a required course for French Immersion students and is required to graduate from the French Immersion program. The objectives of this course are:

- To understand a variety of oral interactions according to the situation of communication.
- To produce an oral message according to the intention of communication.
- To interact according to the situation of social and academic communication.
- To understand a variety of texts.
- To produce texts according to the intention of communication and the target audience

FRENCH IMMERSION LANGUAGE ARTS 110/120

This is a required course for French Immersion students where the development of the four language skills will be treated under vocabulary and oral expression/comprehension, literature, grammar, written expression and culture. This is required to graduate from the French Immersion program.

GRAPHIC NOVELS 120

Graphic Novels 120 will provide a unique opportunity for learners to examine this complex genre of visual storytelling in depth. The course will study the graphic novel, including the evolution of visual storytelling, text structure, artistic voice, artistic devices, and impact on the audience. Learners will read, discuss, and design a variety of visual texts, culminating in the creation of a graphic novel.

INTRODUCTORY MI'KMAW 110

This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION INFORMATION

INTERMEDIATE MI'KMAW 110

This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

JOURNALISM 120

This course is designed for students to develop communicative skills, to learn the principles of journalistic expression and the practice of both. Journalism is a creative process involving such skills as design, layout, creative writing and photography. Students learn to identify or generate story ideas, to gather information pertinent to the stories and to write and edit their stories.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

ORAL COMMUNICATION TECHNIQUES 110

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). It is aligned with the Common European Framework of Reference (CEFR).

This course is a language elective and may be taken as a Grade 11/12 credit. The intended audience may be learners in French Immersion or English Prime who have successfully completed the Grade 10 French requirement – French Immersion Language Arts (FILA) 10 or Post-Intensive French (PIF) 10. Learners will enroll in the course to supplement required French offerings to improve their oral French skills and in preparation for Oral Proficiency Interviews.

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- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

INFORMATION TECHNOLOGY 120

The Information Technology 120 curriculum will develop competencies that will prepare the student to work as a business/entrepreneur, systems or information analyst, or architect. A combination of information technology competencies with technical skills to analyze business needs, and problems with proposed solutions that incorporate technology effectively, are the areas which Information Technology 120 contributes to the FIT Program.

This course is designed to function with a range of business software but MVHS will focus on the Microsoft Office package (Word, Excel, PowerPoint and Access). The Information Technology 120 curriculum consists of the following three units:

- 1) IT Perspective
 - ♦ *Students will understand key IT function components and how they contribute to enterprise effectiveness. Students will gain perspective throughout the course as they accomplish the required activities.*
- 2) ICT Project Management
 - ♦ *Students will learn about, realize the importance of, and apply project management skills throughout the hands-on unit (Word Processing, Spreadsheets, Database, Presentations)*
- 3) Software Applications
 - ♦ *The majority of this course explores how productivity software is essential in business and industry. Students will learn how to recognize what combination of application software could help businesses and industry accomplish goals.*

SKILLED TRADES

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course meets the Science requirement for graduation.

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technologies including: Sparkfun Electronics, Makey Makey, Arduino Programming, Robotics, 3D Printing, Remote Operated Vehicles, Videography involving GoPro and Oculus Rift Technology.

COMPUTER SCIENCE 120

This course will teach programming using the computer language Java in a Windows environment. This course may help students planning on taking Computer Science/Engineering at university or community college. Computer Science 110 is highly recommended.

CYBERSECURITY AND TECHNICAL SUPPORT 110

The Cybersecurity and Technical Support 110 (CSTS110) course will inspire students through the experiential learning of the fundamentals of computer and network systems, the activities and processes involved in technical support, and the defensive strategies from cybersecurity. In CSTS110, students will be actively engaged in the design, development and evaluation of technical support and cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one and maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve this high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, formative and summative assessment.

CYBERSECURITY 120

The Cybersecurity 120 (CYBER120) course will inspire students through the experiential learning of the fundamentals and possibilities of cybersecurity. In Cybersecurity 120, students will be actively engaged in the design, development and evaluation of defensive cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one, while maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve a high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, and assessment.

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.

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POST INTENSIVE FRENCH 10

Post-Intensive French encourages authentic communication in French. The objective is to create a literacy experience for students and contribute to developing their ability to use language and images, in rich and varied forms to read, write, listen, speak, view, represent and think critically about ideas in their second language.

POST INTENSIVE FRENCH 110

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: mysteries, injustices and the power of photography.

**Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

POST INTENSIVE FRENCH 120

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers. **Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

READING TUTOR 120

Rationale: This course has been established for the purpose of providing assistance in achieving an acceptable standard of literacy for struggling readers and/or enabling speakers of other languages to improve their speaking, listening, reading, and writing skills in English.

Process: Grade 11/12 MVHS tutors are introduced to various techniques to assist struggling readers and students of other languages. Tutors are also immersed in the techniques of teaching. A variety of pertinent topics is explored, including how students learn, how comprehension is enhanced through experience, how learners have different styles, and how to teach and evaluate writing.

WRITING 110

This is a course in developing writing skills through practice and workshop techniques with other students. It is designed for both the creative writers and for those who demonstrate a definite proficiency in the writing process. Much time is spent writing in class and focusing on using peer editors to encourage and guide “works in progress”.

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HUMANITIES

ANCIENT AND MEDIEVAL HISTORY 112

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured. Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

CANADIAN HISTORY 122

This is an academic course of Canadian studies concentrating on the development of Canada since Confederation. This is a university accepted course.

CANADIAN GEOGRAPHY 120

This course is designed to provide an examination of the basic patterns of Canadian Geography, both physical and cultural. Students are encouraged to look for these patterns and relationships in order to develop an understanding of geographical concepts - like that of a region. This is a university accepted course.

CIVICS (FI)

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning

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consumers can help prepare learners to interact positively with digital media. Learners will develop skills to decode data and data visualizations to support critical thinking when interacting with information that surrounds them. Engaging with different marketing approaches will encourage learners to improve communication and negotiation skills, transferable skills outside of the classroom and beyond graduation.

SKILLS FOR SUCCESS (PREVIOUSLY GROWTH, GOALS, AND GRIT 120)

Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviours, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits. This course has a significant volunteer component outside of school hours.

INFORMATION AND COMMUNICATION TECHNOLOGY

COMPUTER AIDED DESIGN 110

This course is designed to assist students in understanding the relevance and importance of Computer Assisted Drafting and Design as it related to industry today. Students will use the widely popular AutoCAD program where skills in creating 2D drawings will be the focus. Students will be expected to become familiar with the various procedures required to complete technical drawings that include Isometric Drawings that allow for the creation of 3D drawings and Orthographic Projection Drawings that are used to illustrate floor plans, wall sections and elevation drawings. It will be important that students understand X, Y coordinates as well as Polar Coordinates. This course will be worthwhile to students considering the Civil Technology Program at NBCC or other related programs, as well as Bachelor of Science in Engineering or related courseware.

COMPUTER SCIENCE 110

This course is essentially an introduction to the computer programming using Visual Basic and possibly other programming languages. It focuses on developing the knowledge, skills and attitudes to solve real world problems via computer programming. Specifically, this course focuses on problem solving, technological competence and communication. This course will prepare the student to make an educated decision with respect to career opportunities at the post-secondary level. Students will have an opportunity to work on special projects involving new

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FINANCIAL ACCOUNTING 120

The focus of this course is to provide the essential understandings, economic framework, consumer skills and attitudes to successfully participate in a society influenced by financial and business decisions. Students will better manage personal finances, understand obligations of business owners and make informed decisions concerning life careers and choices. The intention of this course is to encourage students to further their education in a Bachelor of Business Administration or Bachelor of Commerce program. This is an academic course.

HOSPITALITY AND TOURISM 110

In this course students will be introduced to the Hospitality and Tourism Industry, particularly in the Atlantic tourism region. They will learn the workplace skills, knowledge, attitudes and marketing strategies for this industry, as well as safety skills. Various career paths for this industry will be explored.

HOUSING AND DESIGN 120

The overall aim of this course is to provide students with lifelong learning skills that are transferable to future learning related to the housing environment and interior décor. Students will:

- raise the students' awareness of architectural aesthetics;
- understand the motivating factors that have an impact on the economy and environment;
- utilize the elements and principles of design as they apply to interior décor;
- encourage individual creativity through interior design;
- incorporate technology options in the living environment; and,
- identify issues related to human needs and their impact on future housing trends.

HUMAN SERVICES 110

If you have an interest in nursing, social work or education, this course will focus on the skills needed to prepare you to work with the elderly and the handicapped. The overall aim of Human Services is to increase your awareness of the importance of human service work and to prepare you for future employment and/or post-secondary education. You will learn practical skills needed to work with and care for special needs students through participation in activities with students in our school. (May be used to satisfy the Wellness and PE option until June 2027 only)

MARKETING 120

Knowledge of marketing techniques and strategies enables learners to develop marketing plans that appeal to the consumer, by identifying and reflecting on the various wants, needs, and experiences of the target audience. Understanding the purpose of marketing and strategies used to evoke an emotional response in

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opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. Students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

FRENCH IMMERSION MODERN HISTORY 112

This is a French Immersion course for students taking Modern History.

FRENCH IMMERSION WORLD ISSUES 120

This course examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The future of the global community is also examined. Accent will be placed on a project/research-based approach in French.

LAW 120

This is an academic course that is sometimes accepted for university entrance. It is taught as a university preparatory course. This course is designed to help students become more aware and appreciative of the law and how it applies to them. Students are expected to read, and study related legal materials.

MODERN HISTORY 112

The focus of the course is European history from the French Revolution through to the Cold War. Topics include rights and revolution (French Revolution), Industrial Revolution, Pre-World War I, World War I & II, the Holocaust, and the Cold War.

MODERN HISTORY 113

This is a general history course dealing with events of the twentieth century.

NORTH SHORE LEGACY 120

Students will be given an in-depth experience of the exploits of the North Shore Regiment during the Second World War. Pre and Post war topics as they relate to the Regiment and the North Shore region will be analyzed as well. The course will give students experience in working with primary documents and developing their skills as historians by allowing them firsthand opportunities to conduct research, historical investigations, and international collaborative work. Students will learn the benefits of these skillsets and their contributions to our community's legacy, but also to themselves as lifelong learning adults.

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Historical content of the course will help complement students' exploration of themes related to remembrance and commemoration. Students will experience different ways society engages in remembrance and commemoration. The course will have unique opportunities to conduct research and commemoration work that will contribute to current work in the field at the local and international level. Final assessment in the course will be based on student project proposals related to the course material and themes.

POLITICAL SCIENCE 120

This is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons (particularly with respect to the Canadian system). This is a university recognized credit.

SOCIOLOGY 120

This course will introduce students to the basic theoretical development and scientific foundation of this discipline. Students will develop the ability to examine social phenomena objectively and increase their understanding of the components and dynamics of social groups as they affect culture. Many interesting topics such as culture, socialization, deviance and social control, religion and social movements will be covered. Each student will be required to prepare and deliver a seminar to the class.

WABANAKI STUDIES 120

This course is designed to promote understanding of the Mi'kmaq and Maliseet perspectives on life in the Maritime Provinces. Using the text Maritime Native Studies, students will learn about language and culture, religion and spirituality, ancient times, arts and crafts, the land and the Mi'kmaqs of the Miramichi region. This course offers a good look at the culture and lifestyle of the original Canadians. This course is open to all interested students. This is a university recognized credit.

WORLD ISSUES 120

This is an academic course that is sometimes accepted for university entrance. This course explores the idea that the world has become a global community with major obstacles to overcome. Students will compare the rich northern nations with the poor southern countries; study environmental problems; explore the Population "explosion"; examine earth's depleting resources; plus look at current social and political issues.

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EARLY CHILDHOOD SERVICES 120

The overall aim of this course is to prepare students for careers working with young children in relation to the New Brunswick Early Learning Framework. Students will evaluate their capacity as an early childhood educator and the requirements for employment in New Brunswick. The focus will be valuing the early years and the topics of: Well Being, Play and Playfulness, Communication and Literacy, Diversity and Social Responsibility. Post-secondary employment opportunities will be researched as well.

ENTREPRENEURSHIP 110

In this course attitudes and aptitudes will be covered to determine if you have the necessary skills involved in owning and operating a small business. Students will be required to work in small groups to plan and operate a business venture.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

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engage in informed career pathway planning through self-awareness, exploration of opportunities and engagement in authentic career connected experiences. Throughout the course, students will develop the skills and competencies to design personalized career pathways for high school and life after graduation.

CAREER CONNECTED EXPERIENCES 110

Whether you are planning a gap year, a once-in-a-lifetime summer experience or exploring opportunities beyond the classroom, this course will help you learn more about your personal and career pathway goals and discover non-traditional ways to experience life, learning and work. This course will explore local, provincial, national and international experiences and clarify how you may make the most of your time, money and energy while moving towards your preferred career pathway – you can expect to learn about building your resume, discovering new possibilities, earning money, seeing the world and/or developing a sense of confidence and independence. In addition to high school credits, students are eligible to earn the Student of Leadership & Humanity Award upon the completion of the required components within this course.

CAREER PATHWAY MENTORSHIP 120 (8 CREDIT HOURS)

This course is open to all Grade 12 students who wish to acquire on the job experiences in an area in which they plan to further their education. Students must apply in advance for this course, have acceptable grades, show maturity and have good attendance. Students will be considered for this course by application and interview. (This is a two-credit course/eight credit hours)

DEVELOP AND LEAD 110

This course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members. Participation results in a journey through which learners can create a positive legacy in their school and community.

***Please note that only the FSL version of this course will be offered at this time.**

EARLY CHILDHOOD SERVICES 110

This course helps students prepare for a career in teaching and/or in childcare. Students work in a group setting where they will be involved in planning curriculum, preparing lessons, organizing schedules required in the operation of a playschool for preschoolers. The student will learn practical skills for guiding children as they establish rules and handle daily activities. This is an independent course where self-motivation/direction is required. Attendance is critical.

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MATHEMATICS

GEOMETRY, MEASUREMENT AND FINANCE 10

Geometry, Measurement and Finance 10 provides foundations for further study in mathematics and along mathematics pathways, and includes concepts in geometry and measurement, and develops financial literacy. Learners will relate the properties and principles of lines and angles; compare and apply systems of measurement; apply financial literacy concepts to personal financial decisions and wellness; apply formulae to solve problems. Learners will enact and apply prior Mathematics K-9 knowledge, and personal financial decision making and wellness knowledge from Personal Wellness 6-8 curriculum. Geometry, Measurement and Finance 10 is the final compulsory mathematics course in New Brunswick. Topics include Pythagorean Theorem; polygons; angles; trigonometric ratios; metric and imperial systems of measurement; surface area and volume; unit pricing; currency exchange; income (gross and net pay); credit cards; loans; interest.

NUMBER, RELATIONS AND FUNCTIONS 10

This is a recommended course for grade 10 students and required if students are choosing an academic mathematics pathway. This is a pre-requisite for Foundations of Mathematics 110. The course includes the following topics: factors and multiples of whole numbers, perfect squares and cubes and their roots, common factors of a polynomial, factoring, irrational numbers, mixed and entire rationales, fractional and negative exponents, relations and functions, graphs, linear functions, systems of linear equations.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This is a compulsory course that meets the graduation requirement of ONE Mathematics course at the grade 11/12 level. This course will develop basic and practical skills that will ensure students develop basic life skills to deal with money, measurement, statistics, and basic number operations.

FINANCIAL WORKPLACE MATHEMATICS 120

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact

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on profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics.

NBCC SKILLED TRADES AND WORK-READY MATH 120

This course gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. Ideally, students will apply math concepts using a hands-on fashion in an authentic workplace or trades facility. However, safety restrictions and limitations of facilities in some schools require the flexibility to design activities that can also be completed in a community or classroom environment. Teachers should use a variety of learning situations that will address various learning styles of students and complement the resources available in the school and community.

Every concept and skill should be authentically contextualized. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Teachers are encouraged to be innovative in their methods of presentation of the material. Students should become familiar and proficient with the terms ‘accuracy’ and ‘precision,’ and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons should feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial and S.I. units should both be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

FOUNDATIONS OF MATHEMATICS 110

This course has the following pre-requisites: Geometry, Measurement & Finance 10 AND Numbers, Relations & Functions 10. This course is designed to ensure that students obtain the necessary foundation to pursue post-secondary programs that may require a Mathematical background. Upon completion, students may continue on to further study mathematics by enrolling in the Pre-Calculus 110 course. Otherwise, students will be able to take either the Workplace/Financial Mathematics 110 or Foundations of Mathematics 120.

FOUNDATIONS OF MATHEMATICS 120

This is the second of two courses in the Foundations of Mathematics pathway designed for entry into post-secondary academic programs not requiring pre-calculus. In statistics, students are introduced to normal curves, and learn to

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participation and attendance in the 9/10 Physical Education programs as a pre-requisite.

YOGA 110

Yoga is a lifestyle. Students will be given the opportunity to learn in a safe environment where they can have fun through movement, social interaction and independence. Through breathing, posture development, body awareness and body/mind integration, students will gain an understanding of health promoting practices and habits. Classroom sessions are designed to educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty, and respect in the context of challenging physical activity.

CAREER CONNECTED

CAREER AND OCCUPATIONAL

BUSINESS MANAGEMENT 120 (PREVIOUSLY BOM 120)

The course is designed to provide the student with skills in leadership, critical thinking and problem solving. Students will develop communication and collaboration skills while working on project-based learning assignments. Through this course students will develop 21st century skills which will help students to become creative innovators who will be able to quickly adapt to an ever-changing business environment. While students are engaged in their learning they will develop digital literacy skills. Main topics to be covered include Ethics, Business Environment, Management, Business Ownership and Human Resources. It is a good course if you are planning on taking Business in post-secondary school.

CAREER PATHWAY DESIGN 10

Career is the journey through life, learning and work. Not just employment. The vision for this course is to provide equitable and inclusive career pathway planning for each student. Career pathway planning plays an important role in one's sense of self and life satisfaction. Psychological wellbeing is directly linked to career pathway planning. This course is informed by evidence-based research as found in the New Brunswick Career Education Framework. It builds upon the Personal Wellness 3-9 continuum of learning and Career Connected Learning K-12. This course is an opportunity for further career pathway and transition planning allowing for informed high school and post-secondary life decisions. Participating in this course will provide learners with autonomy and increased engagement in their personalized high school pathway. This course will help contextualize high school learning with purpose and career pathway connections. Career Pathway Design 10 encourages students to

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interest in sport-specific skill development. At MVHS, this class currently focuses on hockey.

PSYCHOLOGY 110

The vision for this course is to introduce learners to the study of behaviour and mental processes. In Psychology 110 learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies. Learners in Psychology 11 will cover a variety of areas related to psychology including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.

SPORT AND RECREATION LEADERSHIP 120

The vision for this course is to have learners successfully plan, organize, and administer their own event, tournament, and program. Educators will facilitate opportunities for learners to develop sport and recreation leadership skills within their school, community and beyond.

The learner's leadership potential is developed when initiatives serve to reinforce skill development around leadership roles. This course seeks to use sport and recreational activities as a tool for creating concrete leadership experiences and develop leadership potential.

Learners will explore various roles in team dynamics including being a leader, mentor, and collaborating positively with others in inclusive experiences. The emphasis of this course focuses on planning, performance, evaluation, and reflection.

Planning and operation of events, tournaments, and programs will require learners to dedicate time outside of school hours (e.g., before school, after school, evenings, and/or weekends).

WELLNESS THROUGH PHYSICAL EDUCATION 110

The aim of Wellness through PE 110 is to promote healthy active living for life. The course goal is to explore a variety of activities highlighting non-traditional approaches to fitness and wellness. As a result, the course offers a range of learning experiences for students that encourage healthy active living. This course is intended to allow students the opportunity to be physically active, while further enhancing their decision-making skills towards personal wellness. This course requires excellent

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interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning students analyze puzzles and games, and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions and sinusoidal functions to solve problems.

PRE-CALCULUS 110

This elective course follows *Foundations of Mathematics 110* and is the first course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12A

This elective course follows *Pre-Calculus 110* and is the second course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12B

This elective course follows *Pre-Calculus 12A* and is the third course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

CALCULUS 120

This is the last course offered in the Pre-Calculus Pathway and follows *Pre-Calculus B 120*. The course will introduce derivatives of polynomial, trigonometric, inverse trigonometric, exponential and logarithmic functions, and the product, quotient and chain rules. Applications of derivatives will be explored including rates of change, increasing and decreasing functions, maximum and minimum values, optimization problems, concavity and the second derivative, curve sketching, indeterminate forms and l'Hopital's Rule. Integrals will also be explored including interpretations, properties and numerical approximations of definite integrals, applications of integrals, and techniques and applications of antidifferentiation.

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SCIENCE

AGRICULTURE 110

Agriculture 110 includes the history and evolution of Agriculture in New Brunswick which recognizes Indigenous and settler contributions, everyday impacts on life in New Brunswick, and specific types of Agriculture predominant in New Brunswick. Learners will apply knowledge of plants and animals to local contexts, to introductory plant growing and animal care research skills, this leads to creating quality Agriculture products and/or operations. Learners will apply skills during Agriculture experiences and/or work placements and will have build knowledge in Agricultural careers. Agriculture 110 allows the opportunity for a learner-led personal choice project or development of a business proposal and plan to summarize and demonstrate learning.

AQUATIC SCIENCES, AQUACULTURE AND FISHERIES 120

This course introduces learners to the blue economy. Learners will dive into inquiry-based learning while exploring the aquaculture industry, fisheries, and aquatic systems. In this context, learners will build scientific literacy skills such as observing, questioning, predicting, data collection, analysis, drawing conclusions, applying knowledge, and communicating results. This course explores career pathways. Learn about the vital role aquaculture and fisheries play in our daily lives and discover the diverse range of career opportunities available, from marine biology to environmental stewardship. Furthermore, this course emphasizes personal connections, sustainable practices, and respect of Indigenous ways of knowing, in a local and global context.

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course may be used to meet the science requirement for graduation.

BIOLOGY 112

This is an introductory course based on four units of study. The principle emphasis is on energy, water, equilibrium and systems. The units of study are: 1. Biodiversity; 2. Energy Flows and Cellular Matter; 3. Energy and Matter Exchange by Human and Other Organisms; 4. Energy and Matter Exchange in Ecosystems; 5. Animal Kingdom; 6. Digestion, Circulation, Blood and Immunity and Respiration.

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being by enhancing intrapersonal and interpersonal skills. Learners will utilize developed skills and group dynamics to plan, lead and evaluate out-trips and/or excursions that should include an overnight wilderness outing. This course exposes learners to the natural environment in unique and enriching ways that allow them to strengthen lifelong connections critical for personal wellness and a sustainable future. Frequent experiences in the outdoors develops an affiliation with nature that can evolve into informed, proactive, and lifelong responsible use and protection of the natural world. Outdoor Education 120 places an emphasis on learner-based leadership and autonomy. Learners must have demonstrated proficiency in skills obtained in Outdoor Education 110 prior to enrolling in Outdoor Education 120.

PHYSICAL EDUCATION 10

This course provides learners with introductory skills and concepts in the areas of sport and recreation leadership, outdoor education, kinesiology, and fitness. Skills developed through sport and recreation leadership benefit learners by improving communication, problem-solving, and decision-making. y engaging with the basics of leadership through sport and recreation, learners will understand the interrelationships among physical education, society, and the environment, and can become better equipped for future leadership roles.

Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork.

Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness.

Successful completion of Physical Education 10 will prepare learners for courses such as Outdoor Education, and Sport and Recreation Leadership.

PHYSICAL EDUCATION THROUGH SPORT 110

Physical Education Through Sport 110 is designed to support learners' experiences and understanding of the theoretical and practical aspects of sports. Learners will explore, connect, and participate in hands-on instructional practices, including individual and team sports. They will also engage in topics such as sociology of sport, mentorship, lifelong sport involvement, careers in physical education, ethical issues, and sport-specific skills, strategies, tactics, and training. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an

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in the fields of physical education, health education, physiotherapy, athletic therapy, nursing, athletic coaching, sport management, recreation, and leisure.

***Please note that only the FSL version of this course will be offered at this time.**

NUTRITION FOR HEALTHY LIVING 120

This is a university level course. This course is excellent for those concerned with personal wellness or for students who wish to pursue a career in Science and Nutrition, Nursing, Dietetics or the Social Sciences.

Nutrition for Healthy Eating 120 is designed to help students understand information to help make them healthy choices. They will become aware of strategies that contribute to overall wellness and strategies needed to maintain a balance between eating habits and physical activity. The roles of nutrients in the body-digestion, absorption, transportation of nutrients and metabolism are explained. Chronic conditions, lifestyles and food technologies will be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyle choices.

OUTDOOR EDUCATION 110

This course is a “selective-elective” with 9/10 physical education as a pre-requisite. The course will develop personal outdoor recreation skills based on environment ethics. Students must satisfy a requirement to complete a series of out-trips that may be day-trips, overnight or extended trips. The course will take advantage of local outdoor access and could include camping, hiking, canoeing and other outdoor adventure activities. Students must be prepared to plan, lead and evaluate out-trip experiences from personal and group dynamics perspectives by compiling a journal. Enrollment is limited to 18 students per semester and preference is given to grade 12 students. Students must apply.

OUTDOOR EDUCATION 120

This course builds upon skills from Outdoor Education 110 providing experiential learning related to the outdoors and involves wilderness-based experiences (e.g., navigation, fire building, survival skills) in which learners explore how to safely participate in and lead a variety of outdoor activities (e.g., hiking, climbing, canoeing). Outdoor education draws upon the theory, connection, and application of experiential and environmental education. By fostering a safe yet challenging setting, Outdoor Education 120 develops technical and adaptive skills for an environmentally sustainable life through outdoor activities and experiential learning. Through interaction with the natural world, learners develop leadership skills and an understanding of self, others, and the outdoors. Life and physical activity skills are achieved through the combination of challenge, mastery, and success in various activities. Outdoor Education 120 also leverages these skills to develop student well-

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BIOLOGY 122

This is a continuation of Biology 112. It is based on four units of study. The principal emphasis is on exchange, diversity, equilibrium, systems and models. The units of study are: 1. Systems Regulating Change in Human and Other Organisms; 2. Reproduction and Development; 3. Chromosomes, Genes and DNA; 4. Change in Populations, Communities and Species; 5. Protein Synthesis. (Biology 112 would be an asset and is recommended but is not a prerequisite.)

CHEMISTRY 112

This is the first of a two-semester sequential course designed for students who plan to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

CHEMISTRY 122

This is the second of a two-semester sequential course recommended for students planning to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Prerequisite: Chemistry 112.

ENVIRONMENTAL SCIENCE 120

The objective of this course is for students to develop the knowledge base and skills for investigating/analyzing environmental issues while communicating their findings to others. The units of study are: 1) An Overview of Environmental Science [Issues and Populations]; 2) Sustainable Development [Ecology, Environmental Awareness, Sustainable Ecosystems and Communities]; 3) Investigating Environmental Issues [Themed Project with a research paper, presentation, and eco-challenge activities].

HUMAN PHYSIOLOGY 120

This course is designed to appeal to a wide range of learners including students for whom this will serve to fulfill their science graduation requirement and students who will take additional science courses. A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. It will also be relevant to those students who will be going on to careers in the social sciences, kinesiology, and health care.

This course focuses on the biology and healthy functions of all of the major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices and disorders.

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PHYSICS 112

This is the first of a two-semester sequential course designed for students planning to pursue science/engineering courses at the university level or who plan to enroll in a technical program at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

PHYSICS 122

This is the second of a two-semester sequential course recommended for students planning to pursue science/engineering at the university level or who plan to enroll in a technical program at community college. Prerequisite: Physics 112.

SCIENCE 10: SCIENCE FOR SUSTAINABLE SOCIETIES

Learners enrolled in Science 10: Science for Sustainable Societies will consider the roles science and technology play in their lives and communities. Throughout the course, learners examine how scientific concepts and theories are applied to sustain the environment and natural resources we chemically transform.

The connections that exist between matter and energy are explored through systems thinking. Systems thinking helps learners determine ways to connect chemical reactions to planetary cycles, and to weave core concepts into sustainability discourse. Using systems thinking to consider the complex interplay of chemical processes with scientific, societal, and environmental systems provide learners with critical knowledge required for other high school science courses.

Through investigations learners will examine how matter is transformed into the products and technologies they use daily, how this matter flows through society, and explore emerging theories in sustainability and energy production. Learners gain deeper understandings of the complexities of societal development, apply critical analysis skills to design solutions for problems in their community, and connect their learning to Sustainable Development Goals.

PERSONALIZED WELL-BEING

CREATIVE ARTS

DIGITAL ANIMATION 120

which provides learners with opportunities to develop knowledge, skills, and competencies in digital animation through hands on experiential learning including using animation software. While some learning will be collaborative in nature, learners will be expected to independently work on tasks and projects to practice skill development, culminating in a final capstone project.

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WELLNESS AND PHYSICAL EDUCATION

ADVANCED TRAINING PRINCIPLES 120

This course is designed to support learners with theoretical and practical exercise physiology experience. This course is designed to enhance the planning and implementation of a personalized training program and create opportunities to improve individual health and well-being. Through daily training, learners will explore applied exercise physiology principles, functional movement, and technical and assessment skills in a wide range of training principles. Learners will develop, connect, and participate in engaging instructional practices and group activities. Learners will model respectful, ethical, and safe behaviours in Advanced Training Principles 120. Topics covered during this course will include foundational health and well-being, nutrition, fitness, human systems, careers, and training programs and assessment

EARLY CHILDHOOD DEVELOPMENT 120 (FORMERLY CHILD STUDIES 120)

This course is an in-depth study of children from conception to school age (6). Learning about children and their development can improve your understanding both of children and yourself. It can also help you think about your future in relation to parenthood and career choices.

INDIVIDUAL AND FAMILY WELLNESS 120

Students will see the connections made between the course content and their personal development and relationships. This curriculum will help prepare them to have a better understanding of themselves, their family and the world around them. Individual and Family Wellness 120 touches on aspects of sociology, psychology, economics and anthropology. The knowledge and skills presented in the course will benefit students who may wish to pursue fields of study such as: law enforcement, social services, family law, careers in counseling, psychotherapy and family medicine.

INTRO TO KINESIOLOGY 120

This course is designed to provide a foundation to support learners' experiences and understanding of the theoretical and practical aspects of Kinesiology. Learners will explore, connect, and participate in hands-on instructional practices, including group activities and labs. They will also engage in topics such as: historical physical activity and sport events, ethical issues, physical literacy, anatomy, physiology, human performance, biomechanics, and prevention and care of athletic injuries. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an interest in learning more about kinesiology including careers

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MUSIC 10

The grade 10 program is outcome-directed; that is, the knowledge and skills that students must demonstrate are articulated in outcome form. Every outcome is followed by an elaboration that provides further information on, and clarification of the outcome. This elaboration also includes a list of activities, experiences, and objectives that, if achieved, will help the student meet the outcome.

MUSIC 112

This course involves increased demands on ability of a major instrument, history and theory. NOTE: Participation in Concert Band and/or Jazz Ensembles is an element of this course.

WORLD MUSIC 120

This is a preparation course for university level music: performance, history and composition. There is a Band element also. Course selection is subject to approval. This is a university preparatory class.

VISUAL ARTS 10

This course is designed to continue developing artistic knowledge and skills from Visual Arts 9. This course is heavily project-based, and students are expected to create expressive works with a range of audiences, and purposes using a variety of different artistic techniques. Projects are broken down into four different categories: Art Processes, Forms & Applications, Self-Expression & Reflection, Socio & Cultural Art; Cumulative Art.

VISUAL ARTS 110

This course is designed to improve student skills and knowledge in a variety of areas: drawing, painting, color theory, sculpture, art history, sketchbooks.

VISUAL ARTS 120

This course is designed for motivated art students and those considering attending art school in the future. Studio projects will demand technical excellence and originality. Students will keep a sketch book and notebook and are required to supply some of their own materials. Art 110 is a prerequisite for Art 120.

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Storytelling is an essential piece to learner success, and it is therefore recommended learners have successfully completed English Language Arts 10. This will enable learners to draw from their experiences in writing for clarity in multi-modal works and defining topics which support identifiable purposes and specific audience.

Visual Art skills are also key to learner success, and so it is also **recommended learners successfully complete Visual Arts 10 prior to Digital Animation 120**. Visual Art 10 will provide learners the experience needed to create expressive works in visual arts for specific audience and purposes using a variety of art media.

*Locally Developed Course

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.
- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

DRAMATIC ARTS 110

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. In this course, students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purpose of creating, analyzing, conducting research, and performing. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) as the manifestations of theatre activities are many and varied. Students are also strongly encouraged to experience extracurricular and community-based opportunities.

DRAMATIC ARTS 120

This is an elective course that deals with the major aspects of theatre performance including acting, stage craft, play management and theatre history. Students are required to perform in public and must be prepared to memorize. Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110. While students are not

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required to take Dramatic Arts 110 as a pre-requisite it would be beneficial. In Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

FILM 110

This course is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. Learners will get hands on experience in film production (basic camera operation, lighting, sound design and other elements) through purposeful creation of short film(s). Learners will practice implementing strategies to enhance clarity and the control of an intended message. Learning in and through the arts requires learners to create, connect, and communicate. Film 110 is appropriate for learners who are actively involved in filmmaking, and those who have an interest in learning more about film in a way that promotes a general knowledge of film and culture.

Film 110 is designed with learners who have successfully completed English Language Arts 10 in mind. Successful completion of this course will provide

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learners skills required to analyze and critique film, and to research, write persuasively and present ideas and opinions with sensitivity and decorum. While the focus of Film 110 is to create short film(s), viewing and analyzing film is also included to build understanding of the process and purpose of filmmaking. Learners will critically respond to film using the language of cinematic criticism, to create films using the cinematic conventions including shot composition, lighting, editing, sound design, and narrative structure. Learners may need to commit time beyond the common learning environment to meet their goals.

GRAPHIC ART AND DESIGN 110

This course is designed to provide students with a basic understanding of design and layout which will foster confidence in their own abilities. Throughout the course students will be asked to take ideas and requirements and make them visual and appealing using an assortment of software programs, such as Adobe Photoshop, to achieve desired effects with graphic images. Good attendance is extremely important in this course.

Students will develop various graphic projects starting with fundamental progressing on through advanced procedures.

Areas of study will include:

- The History of Graphic Arts
- Elements of Visual Perception
- Principles of Visual Perception
- Composing the Image Optically

Students considering a career in a graphic arts related area would benefit greatly from this course. Creativity and an interest/ability in art and drawing is an asset.

GRAPHIC ART AND DESIGN 120

This course is intended to be an opportunity to extend learning in concepts studies in Graphic Art & Design 110.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

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Pathway A is necessary for any students considering post-secondary programs in business, engineering, nursing, or science. Pathway B is sufficient for most students considering post-secondary programs in the arts or in the trades (exceptions do apply to some programs; please see guidance for clarification).

MIRAMICHI VALLEY HIGH SCHOOL



MIRAMICHI, NB

TELEPHONE: 627-4083

**MINI-BROCHURE GUIDE
FOR COURSE SELECTION**

2026-2027

GUIDANCE

M. O'Donnell-Students Last Names A-L

P. Landry-Students Last Names M-Z

J. Dedam-First Nations

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TYPES OF COURSES

There are two types of courses: Compulsory and Elective. Compulsory courses are required for graduation. Elective courses are available to support your interests and future career plans.

COURSE LEVELS

All course names include a three-digit number. The first two digits indicate the grade; the third digit indicates the level at which the course is offered. Level 1 – enriched university preparation; Level 2 – regular university, community college and private training institution preparation; Level 3 – non-technical community college, private training and business college preparation; Level 0 – not offered at another level and will vary in level of difficulty. Some qualify for university entrance and others do not.

VIRTUAL LEARNING

Several courses are offered through the New Brunswick Virtual Learning Centre (NBVLC) and may be available to meet specific circumstances. Virtual Learning courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. For further information go to: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html or see your Guidance Counsellor. Courses in French Immersion are available as well.

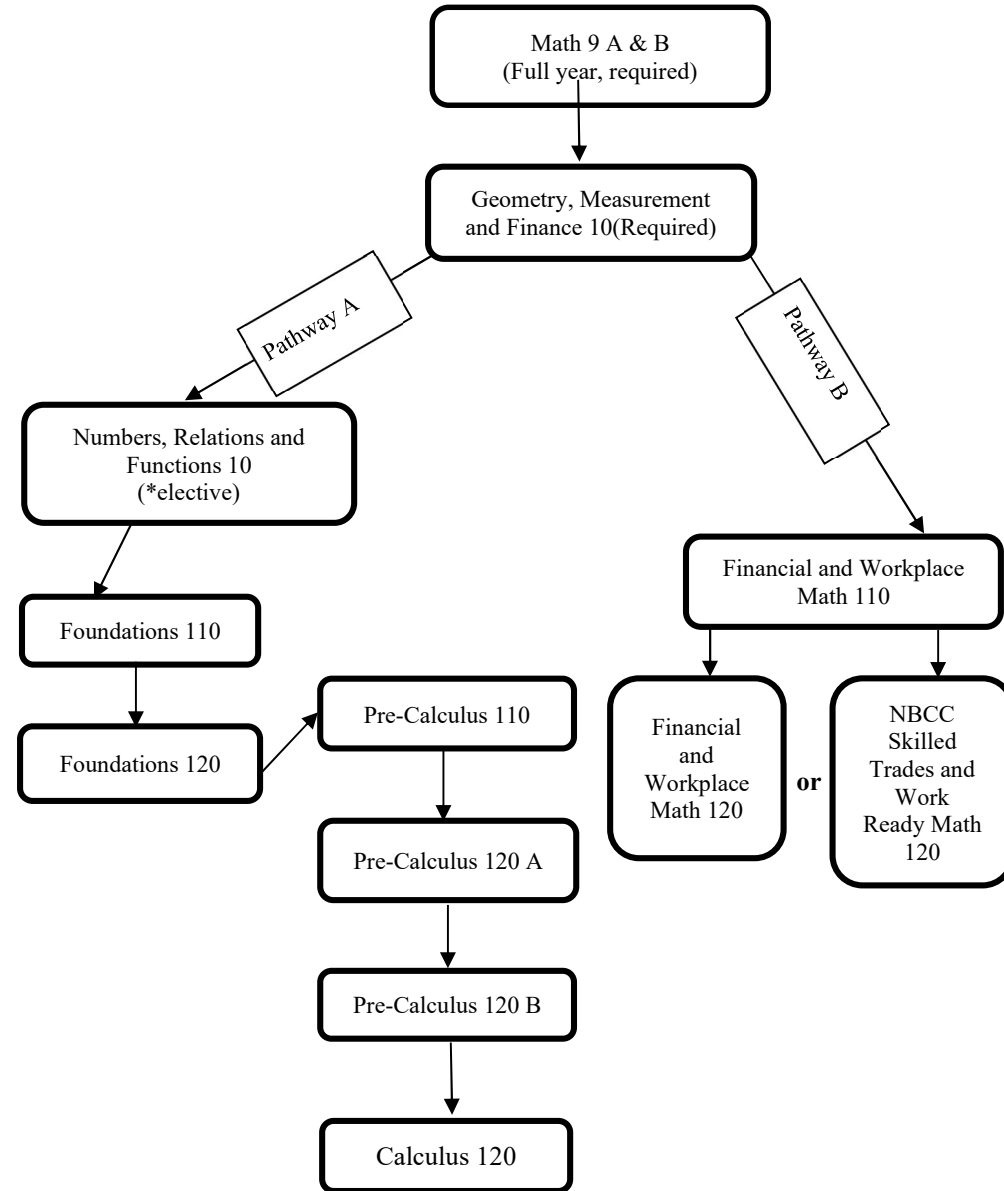
AWARD OF ACADEMIC EXCELLENCE

This requires a student to have an average of 85% on the 10 credits they have taken in a single academic year. If a student is taking a level 1 or an AP course and achieves a mark of 85% or higher, one percent will be added to their average to a maximum of 3 percent. Grade 12 recipients of the Award of Academic Excellence will be identified at graduation. Recipients of the award in grades 9-11 will be recognized at a ceremony at the beginning of the next academic year.

FRENCH IMMERSION PROGRAM

To graduate as a French Immersion (FI) student recognized by the province of New Brunswick, students must take a required number of FI designated courses. Specifically, 50% of the course load in grade 9 must be FI designated. They must also take a minimum of 10 courses with an FI designation between grades 10-12. Students who participate in the French Immersion program and complete the allotted number of courses will receive a French Immersion Completion Certificate upon graduation.

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Grade 12

- Students must successfully complete Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 before enrolling in Financial and Workplace Mathematics 120.
- Students must successfully complete Foundations of Mathematics 110 before enrolling in Foundations of Mathematics 120.
- Students must successfully complete Pre-Calculus 110 before enrolling in Pre-Calculus 120A.

Financial and Workplace Mathematics 120	Foundations of Mathematics 120	Pre-Calculus 120A
<i>Pre-requisite: Financial and Workplace Mathematics 110 or Foundations of Mathematics 110</i>	<i>Pre-requisite: Foundations of Mathematics 110</i>	<i>Pre-requisite: Pre-Calculus 110</i>
		Pre-Calculus 12B
		<i>Pre-requisite: Pre-Calculus 120A</i>
		Calculus 12
		<i>Pre-requisite: Pre-Calculus 120A and Pre-Calculus 120 B</i>

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HONOURS POLICY

HONOURS

- Average of 85% when all 25 boxes of student’s grad portfolio are averaged with no adjustments (double period classes like Co-op only count as 1 mark and average is from 24).
- Has never failed a class, received an “incomplete” or dropped a class after October 1st and March 1st.

HONOURS WITH DISTINCTION POLICY

- Average of 90% when all 25 boxes of student’s grad portfolio are averaged (double period classes like Co-op only count as 1 mark and average is from 24).
- Has been an MVHS student for 3 consecutive years.
- Has taken English 112 and 122 level courses.
- Has taken NRF 10 and Foundations 110.
- Has taken one academic science course (Biology 112, Biology 122, Chemistry 112, Chemistry 122, Physics 112, Physics 122, Aquatic Sciences 120, Environmental Science 120).
- Has taken one academic humanities course (Ancient and Medieval History 112, Canadian History 122, Modern History 112, Wabanaki Studies 120, World Issues 120).
- Has never failed a class (between grades 10-12), received an “incomplete” or dropped a class after October 1st and March 1st.

VALEDICTORIAN AND RANKINGS

- The Valedictorian, Salutatorian and subsequent grad class rankings will be done by taking the highest average of students who have Honours with Distinction.

COURSE CHANGES

Students, with the help of parents, are encouraged to consider carefully their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as your career interests. To aid in this selection, teachers and guidance counsellors are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

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Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for course change initiated once school opens in September must be submitted using a Guidance Request Form. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing there is available space in the course(s) requested.

GRADUATION REQUIREMENTS

Policy 316B, indicates that graduates must:

- Have met learning requirements prescribed in Grade 9 curriculum
- Have completed compulsory credit-hours in Grades 10 through 12
- Have accumulated 100 credit-hours to apply for graduation
- Have developed a documented career-life plan

The minimum acceptable grade of 60% will remain in place; however, students will start to accumulate credit-hours beginning in grade 10.

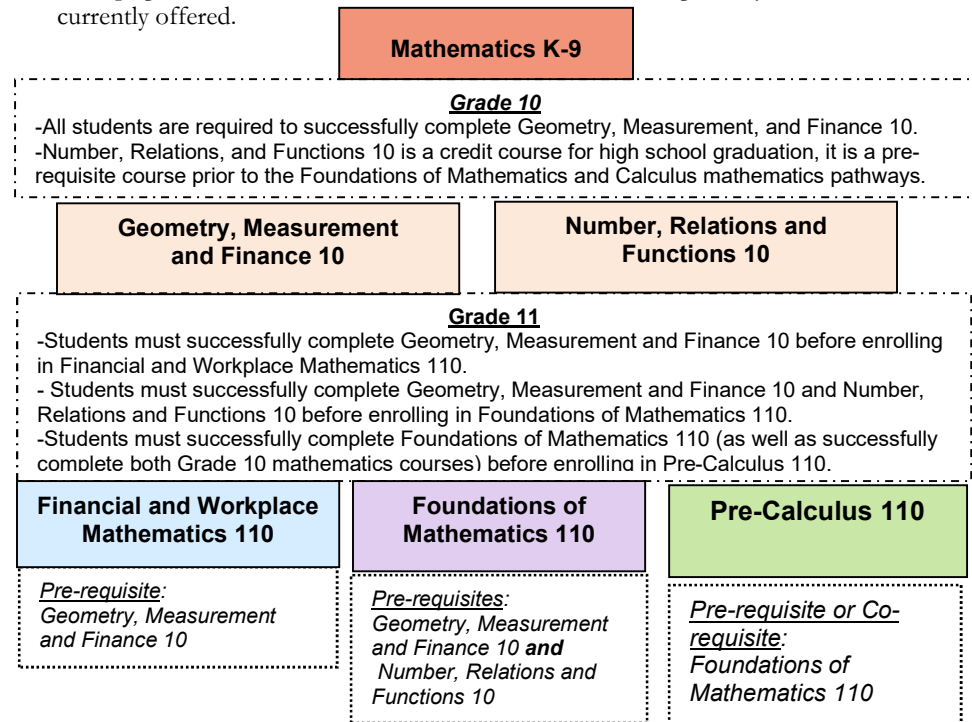
You must also pass the English Language Proficiency Assessment administered during Grade 9.

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Pathways and Courses

SUMMARY—The Conceptual Framework for Grades 10–12 Mathematics describes the nature of mathematics, the mathematical processes, the pathways and topics, and the role of outcomes and achievement indicators in grades 10–12 mathematics. Activities that take place in the mathematics classroom should be based on a problem-solving approach that incorporates the mathematical processes and leads students to an understanding of the nature of mathematics.

The graphic below summarizes the three mathematics pathways and courses currently offered.



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RESIDENTIAL FINISH 120

This course examines the work required to finish a family dwelling once it is framed in. Topics covered include insulation, wall cladding, doors, windows, cornice trim and roof covering. Students will study these topics both in theory and through practical project work. This course should be of interest and value to those students interested in pursuing a career related to the residential construction industry. Pre-Requisite: Framing & Sheathing 110

TUNE UP AND EMISSIONS 120

This is a course designed to provide students with a practical approach to diagnosing, servicing, and repairing of automotive fuel and emission systems and to performing engine tune-ups. Suggested Pre-requisite: Internal Combustion Engines 110 and Automotive Electrical Systems 120.

WELDING/METALS FABRICATION 110

This is a practical course involving both classroom and lab activities. The methods of fabricating and fastening components will be explored as will gas and electric welding, oxy-acetylene cutting, brazing and soldering through the completion of compulsory projects. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

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Compulsory Credits for Graduates

	Core Clusters	Required	Compulsory
	Language Arts and Languages	24 credit hours	PIF/FILA 10, ELA 10, ELA 11, ELA 12 (all of these are 4 credits hours) AND 8 credit hours of options from Language Arts and Languages Note: For Newcomer and Indigenous students there may be other options available. Mi'kmaw may replace French (PIF/FILA 10) as the language requirement for Indigenous students.
	Humanities	8 credit hours	Civics 10 and 4 credit hours from Designated History Course List
	Mathematics	12 credit hours	Geometry, Measurement and Finance 10 and 8 credit hours from Math Course List.
	Science	8 credit hours	Options from Science
Personalized Well-Being	Creative Arts	4 credit hours	Options from Creative Arts
	Wellness and Physical Education	4 credit hours	Options from Wellness and Physical Education
	Career-Connected	4 credit hours	Options from Career and Occupational, Information Communication Technology, and Skilled Trades
	Options from the three Personalized Well-being Clusters	8 credit hours	Creative Arts, Wellness and Physical Education, and Career-Connected (Career and Occupational, Information and Communication Technology, and Skilled Trades).
	Core Cluster	8 credit hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career Connected
	Clusters Credit-hours Total	80 credit hours	Prescribed courses only
	Flexible Credit-hours Total	20 credit hours	Includes all options for credit
	Minimum Total Credit-hours for Graduation	100 credit hours	To apply to graduate

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LANGUAGE ARTS AND LANGUAGES

ENGLISH LANGUAGE ARTS FOUNDATIONAL 10/EXTENDED 10

In grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 112/EXTENDED 112

This is an academically orientated program concentrating on the novel, short stories drama, the formal essay, and poetry. A compulsory examination is written in this course.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 113/EXTENDED 113

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

ENGLISH 122

This is an academically orientated program concentrating on literature and writing skills. A compulsory examination is written in this course.

ENGLISH 123

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

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emphasized. There is a final exam in this course, but exemptions do apply.

INTERNAL COMBUSTION ENGINES 110

This is a course designed to introduce the basics in the repair, overhaul, service and testing of the internal combustion engine. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits.

INTRO TO SKILLED TRADES 110

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. **This course will be required for further courses within the skilled trades.**

METALS PROCESSING 110

This is an introductory course involving classroom instruction and hands-on activities relating to industrial practices in the metals industry. Includes bench work, basic machine work, lathe operation, drill press and other machines. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

METALS PROCESSING 120

Metal Processing 120 allows students to advance basic skills developed in Metals Processing 110. Also, students will practice and develop new introductory skills that are required to pursue post-secondary learning in the Metals trades. Students enrolled in this course are encouraged to work both independently and in teams while achieving specific curriculum outcomes. Students must have successfully completed Metals Processing 110 as a pre-requisite.

MILL AND CABINET 120

This is a course designed to introduce students (through classroom instruction and hands-on activities) to the materials and processes involved in the manufacturing and installation of cabinets and interior finish components found in a typical house. Lab safety as well as hand tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply. (Suggested pre-requisite: Framing & Sheathing 110)

POWER TRAIN AND CHASSIS 110

This is a course designed to introduce the basics in the service and maintenance of the automobile chassis and power train.

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CULINARY TECHNOLOGY 110

This is an entry-level, hands-on food service training course. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills through enterprise activities in the student operated Culinary Café. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to:

- explore employment skills and career awareness in culinary arts and associated trades (cook, baker, pastry chef, server, steward, and management);
- identify potential employment options looking at provincial statistics and industry projections; and,
- identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

CULINARY TECHNOLOGY 120

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, along with large equipment and food preparation skills with a focus on scratch cookery and current trends in nutrition and industry. Culinary Technology 110 is a pre or co-requisite of Culinary Technology 120. Students will continue to study the theory of each skill and then be encouraged to practice those skills through enterprise activities. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to: 11 • explore employment skills and career awareness in Culinary Arts and associated trades (cook, baker, pastry chef, server, steward, and management); • identify potential employment options looking at provincial statistics and industry projections; and, • identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

ELECTRICAL WIRING 110

Students in this course will study the basic tools, materials and techniques used in residential wiring. Study includes the design and placement of circuits in a model family dwelling, according to the Canadian Electrical Code. The course will be of interest to students interested in exploring careers related to the electrical trade.

FRAMING AND SHEATHING 110

This course combines classroom instruction with hands-on activities to develop the skills and knowledge associated with the framing in or shell construction of a typical single-family dwelling. Lab safety as well as hand tools and equipment safety will be

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FRENCH IMMERSION LANGUAGE ARTS 10

This is a required course for French Immersion students and is required to graduate from the French Immersion program. The objectives of this course are:

- To understand a variety of oral interactions according to the situation of communication.
- To produce an oral message according to the intention of communication.
- To interact according to the situation of social and academic communication.
- To understand a variety of texts.
- To produce texts according to the intention of communication and the target audience

FRENCH IMMERSION LANGUAGE ARTS 110/120

This is a required course for French Immersion students where the development of the four language skills will be treated under vocabulary and oral expression/comprehension, literature, grammar, written expression and culture. This is required to graduate from the French Immersion program.

GRAPHIC NOVELS 120

Graphic Novels 120 will provide a unique opportunity for learners to examine this complex genre of visual storytelling in depth. The course will study the graphic novel, including the evolution of visual storytelling, text structure, artistic voice, artistic devices, and impact on the audience. Learners will read, discuss, and design a variety of visual texts, culminating in the creation of a graphic novel.

INTRODUCTORY MI'KMAW 110

This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaq language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaq language as an expression of a distinctive culture.

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INTERMEDIATE MI'KMAW 110

This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

JOURNALISM 120

This course is designed for students to develop communicative skills, to learn the principles of journalistic expression and the practice of both. Journalism is a creative process involving such skills as design, layout, creative writing and photography. Students learn to identify or generate story ideas, to gather information pertinent to the stories and to write and edit their stories.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

ORAL COMMUNICATION TECHNIQUES 110

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). It is aligned with the Common European Framework of Reference (CEFR).

This course is a language elective and may be taken as a Grade 11/12 credit. The intended audience may be learners in French Immersion or English Prime who have successfully completed the Grade 10 French requirement – French Immersion Language Arts (FILA) 10 or Post-Intensive French (PIF) 10. Learners will enroll in the course to supplement required French offerings to improve their oral French skills and in preparation for Oral Proficiency Interviews.

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- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

INFORMATION TECHNOLOGY 120

The Information Technology 120 curriculum will develop competencies that will prepare the student to work as a business/entrepreneur, systems or information analyst, or architect. A combination of information technology competencies with technical skills to analyze business needs, and problems with proposed solutions that incorporate technology effectively, are the areas which Information Technology 120 contributes to the FIT Program.

This course is designed to function with a range of business software but MVHS will focus on the Microsoft Office package (Word, Excel, PowerPoint and Access). The Information Technology 120 curriculum consists of the following three units:

- 1) IT Perspective
 - ♦ *Students will understand key IT function components and how they contribute to enterprise effectiveness. Students will gain perspective throughout the course as they accomplish the required activities.*
- 2) ICT Project Management
 - ♦ *Students will learn about, realize the importance of, and apply project management skills throughout the hands-on unit (Word Processing, Spreadsheets, Database, Presentations)*
- 3) Software Applications
 - ♦ *The majority of this course explores how productivity software is essential in business and industry. Students will learn how to recognize what combination of application software could help businesses and industry accomplish goals.*

SKILLED TRADES

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course meets the Science requirement for graduation.

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technologies including: Sparkfun Electronics, Makey Makey, Arduino Programming, Robotics, 3D Printing, Remote Operated Vehicles, Videography involving GoPro and Oculus Rift Technology.

COMPUTER SCIENCE 120

This course will teach programming using the computer language Java in a Windows environment. This course may help students planning on taking Computer Science/Engineering at university or community college. Computer Science 110 is highly recommended.

CYBERSECURITY AND TECHNICAL SUPPORT 110

The Cybersecurity and Technical Support 110 (CSTS110) course will inspire students through the experiential learning of the fundamentals of computer and network systems, the activities and processes involved in technical support, and the defensive strategies from cybersecurity. In CSTS110, students will be actively engaged in the design, development and evaluation of technical support and cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one and maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve this high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, formative and summative assessment.

CYBERSECURITY 120

The Cybersecurity 120 (CYBER120) course will inspire students through the experiential learning of the fundamentals and possibilities of cybersecurity. In Cybersecurity 120, students will be actively engaged in the design, development and evaluation of defensive cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one, while maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve a high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, and assessment.

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.

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POST INTENSIVE FRENCH 10

Post-Intensive French encourages authentic communication in French. The objective is to create a literacy experience for students and contribute to developing their ability to use language and images, in rich and varied forms to read, write, listen, speak, view, represent and think critically about ideas in their second language.

POST INTENSIVE FRENCH 110

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: mysteries, injustices and the power of photography.

**Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

POST INTENSIVE FRENCH 120

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers. **Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

READING TUTOR 120

Rationale: This course has been established for the purpose of providing assistance in achieving an acceptable standard of literacy for struggling readers and/or enabling speakers of other languages to improve their speaking, listening, reading, and writing skills in English.

Process: Grade 11/12 MVHS tutors are introduced to various techniques to assist struggling readers and students of other languages. Tutors are also immersed in the techniques of teaching. A variety of pertinent topics is explored, including how students learn, how comprehension is enhanced through experience, how learners have different styles, and how to teach and evaluate writing.

WRITING 110

This is a course in developing writing skills through practice and workshop techniques with other students. It is designed for both the creative writers and for those who demonstrate a definite proficiency in the writing process. Much time is spent writing in class and focusing on using peer editors to encourage and guide “works in progress”.

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HUMANITIES

ANCIENT AND MEDIEVAL HISTORY 112

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured. Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

CANADIAN HISTORY 122

This is an academic course of Canadian studies concentrating on the development of Canada since Confederation. This is a university accepted course.

CANADIAN GEOGRAPHY 120

This course is designed to provide an examination of the basic patterns of Canadian Geography, both physical and cultural. Students are encouraged to look for these patterns and relationships in order to develop an understanding of geographical concepts - like that of a region. This is a university accepted course.

CIVICS (FI)

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning

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consumers can help prepare learners to interact positively with digital media. Learners will develop skills to decode data and data visualizations to support critical thinking when interacting with information that surrounds them. Engaging with different marketing approaches will encourage learners to improve communication and negotiation skills, transferable skills outside of the classroom and beyond graduation.

SKILLS FOR SUCCESS (PREVIOUSLY GROWTH, GOALS, AND GRIT 120)

Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviours, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits. This course has a significant volunteer component outside of school hours.

INFORMATION AND COMMUNICATION TECHNOLOGY

COMPUTER AIDED DESIGN 110

This course is designed to assist students in understanding the relevance and importance of Computer Assisted Drafting and Design as it related to industry today. Students will use the widely popular AutoCAD program where skills in creating 2D drawings will be the focus. Students will be expected to become familiar with the various procedures required to complete technical drawings that include Isometric Drawings that allow for the creation of 3D drawings and Orthographic Projection Drawings that are used to illustrate floor plans, wall sections and elevation drawings. It will be important that students understand X, Y coordinates as well as Polar Coordinates. This course will be worthwhile to students considering the Civil Technology Program at NBCC or other related programs, as well as Bachelor of Science in Engineering or related courseware.

COMPUTER SCIENCE 110

This course is essentially an introduction to the computer programming using Visual Basic and possibly other programming languages. It focuses on developing the knowledge, skills and attitudes to solve real world problems via computer programming. Specifically, this course focuses on problem solving, technological competence and communication. This course will prepare the student to make an educated decision with respect to career opportunities at the post-secondary level. Students will have an opportunity to work on special projects involving new

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FINANCIAL ACCOUNTING 120

The focus of this course is to provide the essential understandings, economic framework, consumer skills and attitudes to successfully participate in a society influenced by financial and business decisions. Students will better manage personal finances, understand obligations of business owners and make informed decisions concerning life careers and choices. The intention of this course is to encourage students to further their education in a Bachelor of Business Administration or Bachelor of Commerce program. This is an academic course.

HOSPITALITY AND TOURISM 110

In this course students will be introduced to the Hospitality and Tourism Industry, particularly in the Atlantic tourism region. They will learn the workplace skills, knowledge, attitudes and marketing strategies for this industry, as well as safety skills. Various career paths for this industry will be explored.

HOUSING AND DESIGN 120

The overall aim of this course is to provide students with lifelong learning skills that are transferable to future learning related to the housing environment and interior décor. Students will:

- raise the students' awareness of architectural aesthetics;
- understand the motivating factors that have an impact on the economy and environment;
- utilize the elements and principles of design as they apply to interior décor;
- encourage individual creativity through interior design;
- incorporate technology options in the living environment; and,
- identify issues related to human needs and their impact on future housing trends.

HUMAN SERVICES 110

If you have an interest in nursing, social work or education, this course will focus on the skills needed to prepare you to work with the elderly and the handicapped. The overall aim of Human Services is to increase your awareness of the importance of human service work and to prepare you for future employment and/or post-secondary education. You will learn practical skills needed to work with and care for special needs students through participation in activities with students in our school. (May be used to satisfy the Wellness and PE option until June 2027 only)

MARKETING 120

Knowledge of marketing techniques and strategies enables learners to develop marketing plans that appeal to the consumer, by identifying and reflecting on the various wants, needs, and experiences of the target audience. Understanding the purpose of marketing and strategies used to evoke an emotional response in

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opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. Students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

FRENCH IMMERSION MODERN HISTORY 112

This is a French Immersion course for students taking Modern History.

FRENCH IMMERSION WORLD ISSUES 120

This course examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The future of the global community is also examined. Accent will be placed on a project/research-based approach in French.

LAW 120

This is an academic course that is sometimes accepted for university entrance. It is taught as a university preparatory course. This course is designed to help students become more aware and appreciative of the law and how it applies to them. Students are expected to read, and study related legal materials.

MODERN HISTORY 112

The focus of the course is European history from the French Revolution through to the Cold War. Topics include rights and revolution (French Revolution), Industrial Revolution, Pre-World War I, World War I & II, the Holocaust, and the Cold War.

MODERN HISTORY 113

This is a general history course dealing with events of the twentieth century.

NORTH SHORE LEGACY 120

Students will be given an in-depth experience of the exploits of the North Shore Regiment during the Second World War. Pre and Post war topics as they relate to the Regiment and the North Shore region will be analyzed as well. The course will give students experience in working with primary documents and developing their skills as historians by allowing them firsthand opportunities to conduct research, historical investigations, and international collaborative work. Students will learn the benefits of these skillsets and their contributions to our community's legacy, but also to themselves as lifelong learning adults.

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Historical content of the course will help complement students' exploration of themes related to remembrance and commemoration. Students will experience different ways society engages in remembrance and commemoration. The course will have unique opportunities to conduct research and commemoration work that will contribute to current work in the field at the local and international level. Final assessment in the course will be based on student project proposals related to the course material and themes.

POLITICAL SCIENCE 120

This is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons (particularly with respect to the Canadian system). This is a university recognized credit.

SOCIOLOGY 120

This course will introduce students to the basic theoretical development and scientific foundation of this discipline. Students will develop the ability to examine social phenomena objectively and increase their understanding of the components and dynamics of social groups as they affect culture. Many interesting topics such as culture, socialization, deviance and social control, religion and social movements will be covered. Each student will be required to prepare and deliver a seminar to the class.

WABANAKI STUDIES 120

This course is designed to promote understanding of the Mi'kmaq and Maliseet perspectives on life in the Maritime Provinces. Using the text *Maritime Native Studies*, students will learn about language and culture, religion and spirituality, ancient times, arts and crafts, the land and the Mi'kmaqs of the Miramichi region. This course offers a good look at the culture and lifestyle of the original Canadians. This course is open to all interested students. This is a university recognized credit.

WORLD ISSUES 120

This is an academic course that is sometimes accepted for university entrance. This course explores the idea that the world has become a global community with major obstacles to overcome. Students will compare the rich northern nations with the poor southern countries; study environmental problems; explore the Population "explosion"; examine earth's depleting resources; plus look at current social and political issues.

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EARLY CHILDHOOD SERVICES 120

The overall aim of this course is to prepare students for careers working with young children in relation to the New Brunswick Early Learning Framework. Students will evaluate their capacity as an early childhood educator and the requirements for employment in New Brunswick. The focus will be valuing the early years and the topics of: Well Being, Play and Playfulness, Communication and Literacy, Diversity and Social Responsibility. Post-secondary employment opportunities will be researched as well.

ENTREPRENEURSHIP 110

In this course attitudes and aptitudes will be covered to determine if you have the necessary skills involved in owning and operating a small business. Students will be required to work in small groups to plan and operate a business venture.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

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engage in informed career pathway planning through self-awareness, exploration of opportunities and engagement in authentic career connected experiences. Throughout the course, students will develop the skills and competencies to design personalized career pathways for high school and life after graduation.

CAREER CONNECTED EXPERIENCES 110

Whether you are planning a gap year, a once-in-a-lifetime summer experience or exploring opportunities beyond the classroom, this course will help you learn more about your personal and career pathway goals and discover non-traditional ways to experience life, learning and work. This course will explore local, provincial, national and international experiences and clarify how you may make the most of your time, money and energy while moving towards your preferred career pathway – you can expect to learn about building your resume, discovering new possibilities, earning money, seeing the world and/or developing a sense of confidence and independence. In addition to high school credits, students are eligible to earn the Student of Leadership & Humanity Award upon the completion of the required components within this course.

CAREER PATHWAY MENTORSHIP 120 (8 CREDIT HOURS)

This course is open to all Grade 12 students who wish to acquire on the job experiences in an area in which they plan to further their education. Students must apply in advance for this course, have acceptable grades, show maturity and have good attendance. Students will be considered for this course by application and interview. (This is a two-credit course/eight credit hours)

DEVELOP AND LEAD 110

This course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members. Participation results in a journey through which learners can create a positive legacy in their school and community.

***Please note that only the FSL version of this course will be offered at this time.**

EARLY CHILDHOOD SERVICES 110

This course helps students prepare for a career in teaching and/or in childcare. Students work in a group setting where they will be involved in planning curriculum, preparing lessons, organizing schedules required in the operation of a playschool for preschoolers. The student will learn practical skills for guiding children as they establish rules and handle daily activities. This is an independent course where self-motivation/direction is required. Attendance is critical.

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MATHEMATICS

GEOMETRY, MEASUREMENT AND FINANCE 10

Geometry, Measurement and Finance 10 provides foundations for further study in mathematics and along mathematics pathways, and includes concepts in geometry and measurement, and develops financial literacy. Learners will relate the properties and principles of lines and angles; compare and apply systems of measurement; apply financial literacy concepts to personal financial decisions and wellness; apply formulae to solve problems. Learners will enact and apply prior Mathematics K-9 knowledge, and personal financial decision making and wellness knowledge from Personal Wellness 6-8 curriculum. Geometry, Measurement and Finance 10 is the final compulsory mathematics course in New Brunswick. Topics include Pythagorean Theorem; polygons; angles; trigonometric ratios; metric and imperial systems of measurement; surface area and volume; unit pricing; currency exchange; income (gross and net pay); credit cards; loans; interest.

NUMBER, RELATIONS AND FUNCTIONS 10

This is a recommended course for grade 10 students and required if students are choosing an academic mathematics pathway. This is a pre-requisite for Foundations of Mathematics 110. The course includes the following topics: factors and multiples of whole numbers, perfect squares and cubes and their roots, common factors of a polynomial, factoring, irrational numbers, mixed and entire rationales, fractional and negative exponents, relations and functions, graphs, linear functions, systems of linear equations.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This is a compulsory course that meets the graduation requirement of ONE Mathematics course at the grade 11/12 level. This course will develop basic and practical skills that will ensure students develop basic life skills to deal with money, measurement, statistics, and basic number operations.

FINANCIAL WORKPLACE MATHEMATICS 120

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact

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on profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics.

NBCC SKILLED TRADES AND WORK-READY MATH 120

This course gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. Ideally, students will apply math concepts using a hands-on fashion in an authentic workplace or trades facility. However, safety restrictions and limitations of facilities in some schools require the flexibility to design activities that can also be completed in a community or classroom environment. Teachers should use a variety of learning situations that will address various learning styles of students and complement the resources available in the school and community.

Every concept and skill should be authentically contextualized. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Teachers are encouraged to be innovative in their methods of presentation of the material. Students should become familiar and proficient with the terms ‘accuracy’ and ‘precision,’ and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons should feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial and S.I. units should both be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

FOUNDATIONS OF MATHEMATICS 110

This course has the following pre-requisites: Geometry, Measurement & Finance 10 AND Numbers, Relations & Functions 10. This course is designed to ensure that students obtain the necessary foundation to pursue post-secondary programs that may require a Mathematical background. Upon completion, students may continue on to further study mathematics by enrolling in the Pre-Calculus 110 course. Otherwise, students will be able to take either the Workplace/Financial Mathematics 110 or Foundations of Mathematics 120.

FOUNDATIONS OF MATHEMATICS 120

This is the second of two courses in the Foundations of Mathematics pathway designed for entry into post-secondary academic programs not requiring pre-calculus. In statistics, students are introduced to normal curves, and learn to

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participation and attendance in the 9/10 Physical Education programs as a pre-requisite.

YOGA 110

Yoga is a lifestyle. Students will be given the opportunity to learn in a safe environment where they can have fun through movement, social interaction and independence. Through breathing, posture development, body awareness and body/mind integration, students will gain an understanding of health promoting practices and habits. Classroom sessions are designed to educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty, and respect in the context of challenging physical activity.

CAREER CONNECTED

CAREER AND OCCUPATIONAL

BUSINESS MANAGEMENT 120 (PREVIOUSLY BOM 120)

The course is designed to provide the student with skills in leadership, critical thinking and problem solving. Students will develop communication and collaboration skills while working on project-based learning assignments. Through this course students will develop 21st century skills which will help students to become creative innovators who will be able to quickly adapt to an ever-changing business environment. While students are engaged in their learning they will develop digital literacy skills. Main topics to be covered include Ethics, Business Environment, Management, Business Ownership and Human Resources. It is a good course if you are planning on taking Business in post-secondary school.

CAREER PATHWAY DESIGN 10

Career is the journey through life, learning and work. Not just employment. The vision for this course is to provide equitable and inclusive career pathway planning for each student. Career pathway planning plays an important role in one's sense of self and life satisfaction. Psychological wellbeing is directly linked to career pathway planning. This course is informed by evidence-based research as found in the New Brunswick Career Education Framework. It builds upon the Personal Wellness 3-9 continuum of learning and Career Connected Learning K-12. This course is an opportunity for further career pathway and transition planning allowing for informed high school and post-secondary life decisions. Participating in this course will provide learners with autonomy and increased engagement in their personalized high school pathway. This course will help contextualize high school learning with purpose and career pathway connections. Career Pathway Design 10 encourages students to

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interest in sport-specific skill development. At MVHS, this class currently focuses on hockey.

PSYCHOLOGY 110

The vision for this course is to introduce learners to the study of behaviour and mental processes. In Psychology 110 learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies. Learners in Psychology 11 will cover a variety of areas related to psychology including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.

SPORT AND RECREATION LEADERSHIP 120

The vision for this course is to have learners successfully plan, organize, and administer their own event, tournament, and program. Educators will facilitate opportunities for learners to develop sport and recreation leadership skills within their school, community and beyond.

The learner's leadership potential is developed when initiatives serve to reinforce skill development around leadership roles. This course seeks to use sport and recreational activities as a tool for creating concrete leadership experiences and develop leadership potential.

Learners will explore various roles in team dynamics including being a leader, mentor, and collaborating positively with others in inclusive experiences. The emphasis of this course focuses on planning, performance, evaluation, and reflection.

Planning and operation of events, tournaments, and programs will require learners to dedicate time outside of school hours (e.g., before school, after school, evenings, and/or weekends).

WELLNESS THROUGH PHYSICAL EDUCATION 110

The aim of Wellness through PE 110 is to promote healthy active living for life. The course goal is to explore a variety of activities highlighting non-traditional approaches to fitness and wellness. As a result, the course offers a range of learning experiences for students that encourage healthy active living. This course is intended to allow students the opportunity to be physically active, while further enhancing their decision-making skills towards personal wellness. This course requires excellent

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interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning students analyze puzzles and games, and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions and sinusoidal functions to solve problems.

PRE-CALCULUS 110

This elective course follows *Foundations of Mathematics 110* and is the first course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12A

This elective course follows *Pre-Calculus 110* and is the second course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12B

This elective course follows *Pre-Calculus 12A* and is the third course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

CALCULUS 120

This is the last course offered in the Pre-Calculus Pathway and follows *Pre-Calculus B 120*. The course will introduce derivatives of polynomial, trigonometric, inverse trigonometric, exponential and logarithmic functions, and the product, quotient and chain rules. Applications of derivatives will be explored including rates of change, increasing and decreasing functions, maximum and minimum values, optimization problems, concavity and the second derivative, curve sketching, indeterminate forms and l'Hopital's Rule. Integrals will also be explored including interpretations, properties and numerical approximations of definite integrals, applications of integrals, and techniques and applications of antidifferentiation.

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SCIENCE

AGRICULTURE 110

Agriculture 110 includes the history and evolution of Agriculture in New Brunswick which recognizes Indigenous and settler contributions, everyday impacts on life in New Brunswick, and specific types of Agriculture predominant in New Brunswick. Learners will apply knowledge of plants and animals to local contexts, to introductory plant growing and animal care research skills, this leads to creating quality Agriculture products and/or operations. Learners will apply skills during Agriculture experiences and/or work placements and will have build knowledge in Agricultural careers. Agriculture 110 allows the opportunity for a learner-led personal choice project or development of a business proposal and plan to summarize and demonstrate learning.

AQUATIC SCIENCES, AQUACULTURE AND FISHERIES 120

This course introduces learners to the blue economy. Learners will dive into inquiry-based learning while exploring the aquaculture industry, fisheries, and aquatic systems. In this context, learners will build scientific literacy skills such as observing, questioning, predicting, data collection, analysis, drawing conclusions, applying knowledge, and communicating results. This course explores career pathways. Learn about the vital role aquaculture and fisheries play in our daily lives and discover the diverse range of career opportunities available, from marine biology to environmental stewardship. Furthermore, this course emphasizes personal connections, sustainable practices, and respect of Indigenous ways of knowing, in a local and global context.

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course may be used to meet the science requirement for graduation.

BIOLOGY 112

This is an introductory course based on four units of study. The principle emphasis is on energy, water, equilibrium and systems. The units of study are: 1. Biodiversity; 2. Energy Flows and Cellular Matter; 3. Energy and Matter Exchange by Human and Other Organisms; 4. Energy and Matter Exchange in Ecosystems; 5. Animal Kingdom; 6. Digestion, Circulation, Blood and Immunity and Respiration.

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being by enhancing intrapersonal and interpersonal skills. Learners will utilize developed skills and group dynamics to plan, lead and evaluate out-trips and/or excursions that should include an overnight wilderness outing. This course exposes learners to the natural environment in unique and enriching ways that allow them to strengthen lifelong connections critical for personal wellness and a sustainable future. Frequent experiences in the outdoors develops an affiliation with nature that can evolve into informed, proactive, and lifelong responsible use and protection of the natural world. Outdoor Education 120 places an emphasis on learner-based leadership and autonomy. Learners must have demonstrated proficiency in skills obtained in Outdoor Education 110 prior to enrolling in Outdoor Education 120.

PHYSICAL EDUCATION 10

This course provides learners with introductory skills and concepts in the areas of sport and recreation leadership, outdoor education, kinesiology, and fitness. Skills developed through sport and recreation leadership benefit learners by improving communication, problem-solving, and decision-making. y engaging with the basics of leadership through sport and recreation, learners will understand the interrelationships among physical education, society, and the environment, and can become better equipped for future leadership roles.

Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork.

Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness.

Successful completion of Physical Education 10 will prepare learners for courses such as Outdoor Education, and Sport and Recreation Leadership.

PHYSICAL EDUCATION THROUGH SPORT 110

Physical Education Through Sport 110 is designed to support learners' experiences and understanding of the theoretical and practical aspects of sports. Learners will explore, connect, and participate in hands-on instructional practices, including individual and team sports. They will also engage in topics such as sociology of sport, mentorship, lifelong sport involvement, careers in physical education, ethical issues, and sport-specific skills, strategies, tactics, and training. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an

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in the fields of physical education, health education, physiotherapy, athletic therapy, nursing, athletic coaching, sport management, recreation, and leisure.

***Please note that only the FSL version of this course will be offered at this time.**

NUTRITION FOR HEALTHY LIVING 120

This is a university level course. This course is excellent for those concerned with personal wellness or for students who wish to pursue a career in Science and Nutrition, Nursing, Dietetics or the Social Sciences.

Nutrition for Healthy Eating 120 is designed to help students understand information to help make them healthy choices. They will become aware of strategies that contribute to overall wellness and strategies needed to maintain a balance between eating habits and physical activity. The roles of nutrients in the body-digestion, absorption, transportation of nutrients and metabolism are explained. Chronic conditions, lifestyles and food technologies will be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyle choices.

OUTDOOR EDUCATION 110

This course is a “selective-elective” with 9/10 physical education as a pre-requisite. The course will develop personal outdoor recreation skills based on environment ethics. Students must satisfy a requirement to complete a series of out-trips that may be day-trips, overnight or extended trips. The course will take advantage of local outdoor access and could include camping, hiking, canoeing and other outdoor adventure activities. Students must be prepared to plan, lead and evaluate out-trip experiences from personal and group dynamics perspectives by compiling a journal. Enrollment is limited to 18 students per semester and preference is given to grade 12 students. Students must apply.

OUTDOOR EDUCATION 120

This course builds upon skills from Outdoor Education 110 providing experiential learning related to the outdoors and involves wilderness-based experiences (e.g., navigation, fire building, survival skills) in which learners explore how to safely participate in and lead a variety of outdoor activities (e.g., hiking, climbing, canoeing). Outdoor education draws upon the theory, connection, and application of experiential and environmental education. By fostering a safe yet challenging setting, Outdoor Education 120 develops technical and adaptive skills for an environmentally sustainable life through outdoor activities and experiential learning. Through interaction with the natural world, learners develop leadership skills and an understanding of self, others, and the outdoors. Life and physical activity skills are achieved through the combination of challenge, mastery, and success in various activities. Outdoor Education 120 also leverages these skills to develop student well-

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BIOLOGY 122

This is a continuation of Biology 112. It is based on four units of study. The principal emphasis is on exchange, diversity, equilibrium, systems and models. The units of study are: 1. Systems Regulating Change in Human and Other Organisms; 2. Reproduction and Development; 3. Chromosomes, Genes and DNA; 4. Change in Populations, Communities and Species; 5. Protein Synthesis. (Biology 112 would be an asset and is recommended but is not a prerequisite.)

CHEMISTRY 112

This is the first of a two-semester sequential course designed for students who plan to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

CHEMISTRY 122

This is the second of a two-semester sequential course recommended for students planning to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Prerequisite: Chemistry 112.

ENVIRONMENTAL SCIENCE 120

The objective of this course is for students to develop the knowledge base and skills for investigating/analyzing environmental issues while communicating their findings to others. The units of study are: 1) An Overview of Environmental Science [Issues and Populations]; 2) Sustainable Development [Ecology, Environmental Awareness, Sustainable Ecosystems and Communities]; 3) Investigating Environmental Issues [Themed Project with a research paper, presentation, and eco-challenge activities].

HUMAN PHYSIOLOGY 120

This course is designed to appeal to a wide range of learners including students for whom this will serve to fulfill their science graduation requirement and students who will take additional science courses. A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. It will also be relevant to those students who will be going on to careers in the social sciences, kinesiology, and health care.

This course focuses on the biology and healthy functions of all of the major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices and disorders.

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PHYSICS 112

This is the first of a two-semester sequential course designed for students planning to pursue science/engineering courses at the university level or who plan to enroll in a technical program at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

PHYSICS 122

This is the second of a two-semester sequential course recommended for students planning to pursue science/engineering at the university level or who plan to enroll in a technical program at community college. Prerequisite: Physics 112.

SCIENCE 10: SCIENCE FOR SUSTAINABLE SOCIETIES

Learners enrolled in Science 10: Science for Sustainable Societies will consider the roles science and technology play in their lives and communities. Throughout the course, learners examine how scientific concepts and theories are applied to sustain the environment and natural resources we chemically transform.

The connections that exist between matter and energy are explored through systems thinking. Systems thinking helps learners determine ways to connect chemical reactions to planetary cycles, and to weave core concepts into sustainability discourse. Using systems thinking to consider the complex interplay of chemical processes with scientific, societal, and environmental systems provide learners with critical knowledge required for other high school science courses.

Through investigations learners will examine how matter is transformed into the products and technologies they use daily, how this matter flows through society, and explore emerging theories in sustainability and energy production. Learners gain deeper understandings of the complexities of societal development, apply critical analysis skills to design solutions for problems in their community, and connect their learning to Sustainable Development Goals.

PERSONALIZED WELL-BEING

CREATIVE ARTS

DIGITAL ANIMATION 120

which provides learners with opportunities to develop knowledge, skills, and competencies in digital animation through hands on experiential learning including using animation software. While some learning will be collaborative in nature, learners will be expected to independently work on tasks and projects to practice skill development, culminating in a final capstone project.

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WELLNESS AND PHYSICAL EDUCATION

ADVANCED TRAINING PRINCIPLES 120

This course is designed to support learners with theoretical and practical exercise physiology experience. This course is designed to enhance the planning and implementation of a personalized training program and create opportunities to improve individual health and well-being. Through daily training, learners will explore applied exercise physiology principles, functional movement, and technical and assessment skills in a wide range of training principles. Learners will develop, connect, and participate in engaging instructional practices and group activities. Learners will model respectful, ethical, and safe behaviours in Advanced Training Principles 120. Topics covered during this course will include foundational health and well-being, nutrition, fitness, human systems, careers, and training programs and assessment

EARLY CHILDHOOD DEVELOPMENT 120 (FORMERLY CHILD STUDIES 120)

This course is an in-depth study of children from conception to school age (6). Learning about children and their development can improve your understanding both of children and yourself. It can also help you think about your future in relation to parenthood and career choices.

INDIVIDUAL AND FAMILY WELLNESS 120

Students will see the connections made between the course content and their personal development and relationships. This curriculum will help prepare them to have a better understanding of themselves, their family and the world around them. Individual and Family Wellness 120 touches on aspects of sociology, psychology, economics and anthropology. The knowledge and skills presented in the course will benefit students who may wish to pursue fields of study such as: law enforcement, social services, family law, careers in counseling, psychotherapy and family medicine.

INTRO TO KINESIOLOGY 120

This course is designed to provide a foundation to support learners' experiences and understanding of the theoretical and practical aspects of Kinesiology. Learners will explore, connect, and participate in hands-on instructional practices, including group activities and labs. They will also engage in topics such as: historical physical activity and sport events, ethical issues, physical literacy, anatomy, physiology, human performance, biomechanics, and prevention and care of athletic injuries. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an interest in learning more about kinesiology including careers

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MUSIC 10

The grade 10 program is outcome-directed; that is, the knowledge and skills that students must demonstrate are articulated in outcome form. Every outcome is followed by an elaboration that provides further information on, and clarification of the outcome. This elaboration also includes a list of activities, experiences, and objectives that, if achieved, will help the student meet the outcome.

MUSIC 112

This course involves increased demands on ability of a major instrument, history and theory. NOTE: Participation in Concert Band and/or Jazz Ensembles is an element of this course.

WORLD MUSIC 120

This is a preparation course for university level music: performance, history and composition. There is a Band element also. Course selection is subject to approval. This is a university preparatory class.

VISUAL ARTS 10

This course is designed to continue developing artistic knowledge and skills from Visual Arts 9. This course is heavily project-based, and students are expected to create expressive works with a range of audiences, and purposes using a variety of different artistic techniques. Projects are broken down into four different categories: Art Processes, Forms & Applications, Self-Expression & Reflection, Socio & Cultural Art; Cumulative Art.

VISUAL ARTS 110

This course is designed to improve student skills and knowledge in a variety of areas: drawing, painting, color theory, sculpture, art history, sketchbooks.

VISUAL ARTS 120

This course is designed for motivated art students and those considering attending art school in the future. Studio projects will demand technical excellence and originality. Students will keep a sketch book and notebook and are required to supply some of their own materials. Art 110 is a prerequisite for Art 120.

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Storytelling is an essential piece to learner success, and it is therefore recommended learners have successfully completed English Language Arts 10. This will enable learners to draw from their experiences in writing for clarity in multi-modal works and defining topics which support identifiable purposes and specific audience.

Visual Art skills are also key to learner success, and so it is also **recommended learners successfully complete Visual Arts 10 prior to Digital Animation 120**. Visual Art 10 will provide learners the experience needed to create expressive works in visual arts for specific audience and purposes using a variety of art media.

*Locally Developed Course

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.
- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

DRAMATIC ARTS 110

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. In this course, students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purpose of creating, analyzing, conducting research, and performing. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) as the manifestations of theatre activities are many and varied. Students are also strongly encouraged to experience extracurricular and community-based opportunities.

DRAMATIC ARTS 120

This is an elective course that deals with the major aspects of theatre performance including acting, stage craft, play management and theatre history. Students are required to perform in public and must be prepared to memorize. Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110. While students are not

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required to take Dramatic Arts 110 as a pre-requisite it would be beneficial. In Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

FILM 110

This course is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. Learners will get hands on experience in film production (basic camera operation, lighting, sound design and other elements) through purposeful creation of short film(s). Learners will practice implementing strategies to enhance clarity and the control of an intended message. Learning in and through the arts requires learners to create, connect, and communicate. Film 110 is appropriate for learners who are actively involved in filmmaking, and those who have an interest in learning more about film in a way that promotes a general knowledge of film and culture.

Film 110 is designed with learners who have successfully completed English Language Arts 10 in mind. Successful completion of this course will provide

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learners skills required to analyze and critique film, and to research, write persuasively and present ideas and opinions with sensitivity and decorum. While the focus of Film 110 is to create short film(s), viewing and analyzing film is also included to build understanding of the process and purpose of filmmaking. Learners will critically respond to film using the language of cinematic criticism, to create films using the cinematic conventions including shot composition, lighting, editing, sound design, and narrative structure. Learners may need to commit time beyond the common learning environment to meet their goals.

GRAPHIC ART AND DESIGN 110

This course is designed to provide students with a basic understanding of design and layout which will foster confidence in their own abilities. Throughout the course students will be asked to take ideas and requirements and make them visual and appealing using an assortment of software programs, such as Adobe Photoshop, to achieve desired effects with graphic images. Good attendance is extremely important in this course.

Students will develop various graphic projects starting with fundamental progressing on through advanced procedures.

Areas of study will include:

- The History of Graphic Arts
- Elements of Visual Perception
- Principles of Visual Perception
- Composing the Image Optically

Students considering a career in a graphic arts related area would benefit greatly from this course. Creativity and an interest/ability in art and drawing is an asset.

GRAPHIC ART AND DESIGN 120

This course is intended to be an opportunity to extend learning in concepts studies in Graphic Art & Design 110.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

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Pathway A is necessary for any students considering post-secondary programs in business, engineering, nursing, or science. Pathway B is sufficient for most students considering post-secondary programs in the arts or in the trades (exceptions do apply to some programs; please see guidance for clarification).

MIRAMICHI VALLEY HIGH SCHOOL



MIRAMICHI, NB

TELEPHONE: 627-4083

**MINI-BROCHURE GUIDE
FOR COURSE SELECTION**

2026-2027

GUIDANCE

M. O'Donnell-Students Last Names A-L

P. Landry-Students Last Names M-Z

J. Dedam-First Nations

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TYPES OF COURSES

There are two types of courses: Compulsory and Elective. Compulsory courses are required for graduation. Elective courses are available to support your interests and future career plans.

COURSE LEVELS

All course names include a three-digit number. The first two digits indicate the grade; the third digit indicates the level at which the course is offered. Level 1 – enriched university preparation; Level 2 – regular university, community college and private training institution preparation; Level 3 – non-technical community college, private training and business college preparation; Level 0 – not offered at another level and will vary in level of difficulty. Some qualify for university entrance and others do not.

VIRTUAL LEARNING

Several courses are offered through the New Brunswick Virtual Learning Centre (NBVLC) and may be available to meet specific circumstances. Virtual Learning courses are offered on-line via the Internet and require a high degree of self-discipline and commitment to self-directed learning. For further information go to: https://www2.gnb.ca/content/gnb/en/departments/education/k12/content/anglophone_sector/elearning/distance.html or see your Guidance Counsellor. Courses in French Immersion are available as well.

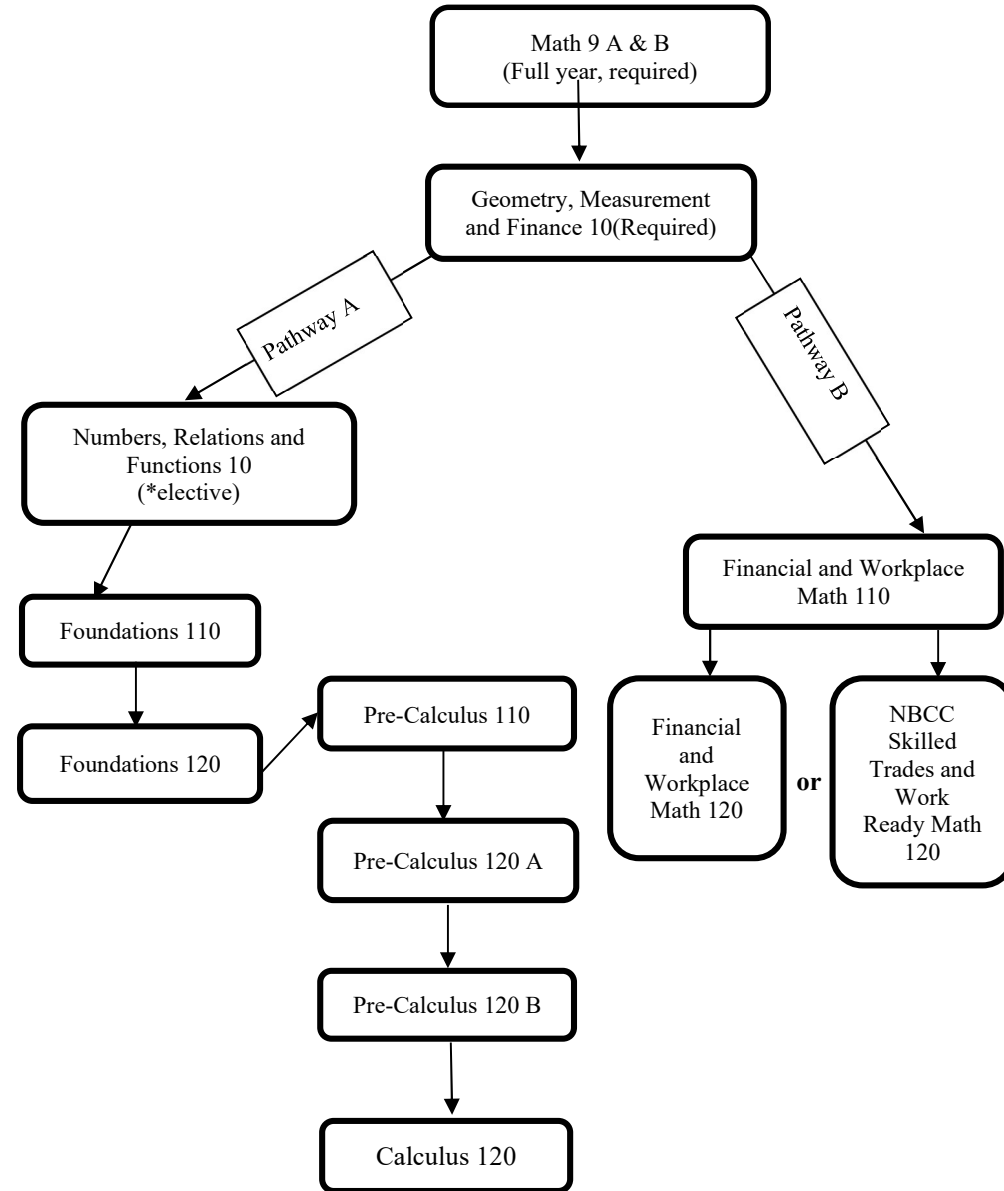
AWARD OF ACADEMIC EXCELLENCE

This requires a student to have an average of 85% on the 10 credits they have taken in a single academic year. If a student is taking a level 1 or an AP course and achieves a mark of 85% or higher, one percent will be added to their average to a maximum of 3 percent. Grade 12 recipients of the Award of Academic Excellence will be identified at graduation. Recipients of the award in grades 9-11 will be recognized at a ceremony at the beginning of the next academic year.

FRENCH IMMERSION PROGRAM

To graduate as a French Immersion (FI) student recognized by the province of New Brunswick, students must take a required number of FI designated courses. Specifically, 50% of the course load in grade 9 must be FI designated. They must also take a minimum of 10 courses with an FI designation between grades 10-12. Students who participate in the French Immersion program and complete the allotted number of courses will receive a French Immersion Completion Certificate upon graduation.

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Grade 12

- Students must successfully complete Financial and Workplace Mathematics 110 or Foundations of Mathematics 110 before enrolling in Financial and Workplace Mathematics 120.
- Students must successfully complete Foundations of Mathematics 110 before enrolling in Foundations of Mathematics 120.
- Students must successfully complete Pre-Calculus 110 before enrolling in Pre-Calculus 120A.

Financial and Workplace Mathematics 120	Foundations of Mathematics 120	Pre-Calculus 120A
<i>Pre-requisite: Financial and Workplace Mathematics 110 or Foundations of Mathematics 110</i>	<i>Pre-requisite: Foundations of Mathematics 110</i>	<i>Pre-requisite: Pre-Calculus 110</i>
		Pre-Calculus 12B
		<i>Pre-requisite: Pre-Calculus 120A</i>
		Calculus 12
		<i>Pre-requisite: Pre-Calculus 120A and Pre-Calculus 120 B</i>

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HONOURS POLICY

HONOURS

- Average of 85% when all 25 boxes of student’s grad portfolio are averaged with no adjustments (double period classes like Co-op only count as 1 mark and average is from 24).
- Has never failed a class, received an “incomplete” or dropped a class after October 1st and March 1st.

HONOURS WITH DISTINCTION POLICY

- Average of 90% when all 25 boxes of student’s grad portfolio are averaged (double period classes like Co-op only count as 1 mark and average is from 24).
- Has been an MVHS student for 3 consecutive years.
- Has taken English 112 and 122 level courses.
- Has taken NRF 10 and Foundations 110.
- Has taken one academic science course (Biology 112, Biology 122, Chemistry 112, Chemistry 122, Physics 112, Physics 122, Aquatic Sciences 120, Environmental Science 120).
- Has taken one academic humanities course (Ancient and Medieval History 112, Canadian History 122, Modern History 112, Wabanaki Studies 120, World Issues 120).
- Has never failed a class (between grades 10-12), received an “incomplete” or dropped a class after October 1st and March 1st.

VALEDICTORIAN AND RANKINGS

- The Valedictorian, Salutatorian and subsequent grad class rankings will be done by taking the highest average of students who have Honours with Distinction.

COURSE CHANGES

Students, with the help of parents, are encouraged to consider carefully their choices when selecting courses. Consideration should be given to the entry requirements of various post-secondary institutions as well as your career interests. To aid in this selection, teachers and guidance counsellors are prepared to help you to choose appropriate courses. Once all students have been scheduled, course changes are difficult to accommodate.

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Requests for a course change due to a failure in June will be accommodated, if space allows, and if requested at that time. Requests for course change initiated once school opens in September must be submitted using a Guidance Request Form. These requests will be considered if supported by academic need, graduation requirements, post-secondary admission requirements and/or career direction providing there is available space in the course(s) requested.

GRADUATION REQUIREMENTS

Policy 316B, indicates that graduates must:

- Have met learning requirements prescribed in Grade 9 curriculum
- Have completed compulsory credit-hours in Grades 10 through 12
- Have accumulated 100 credit-hours to apply for graduation
- Have developed a documented career-life plan

The minimum acceptable grade of 60% will remain in place; however, students will start to accumulate credit-hours beginning in grade 10.

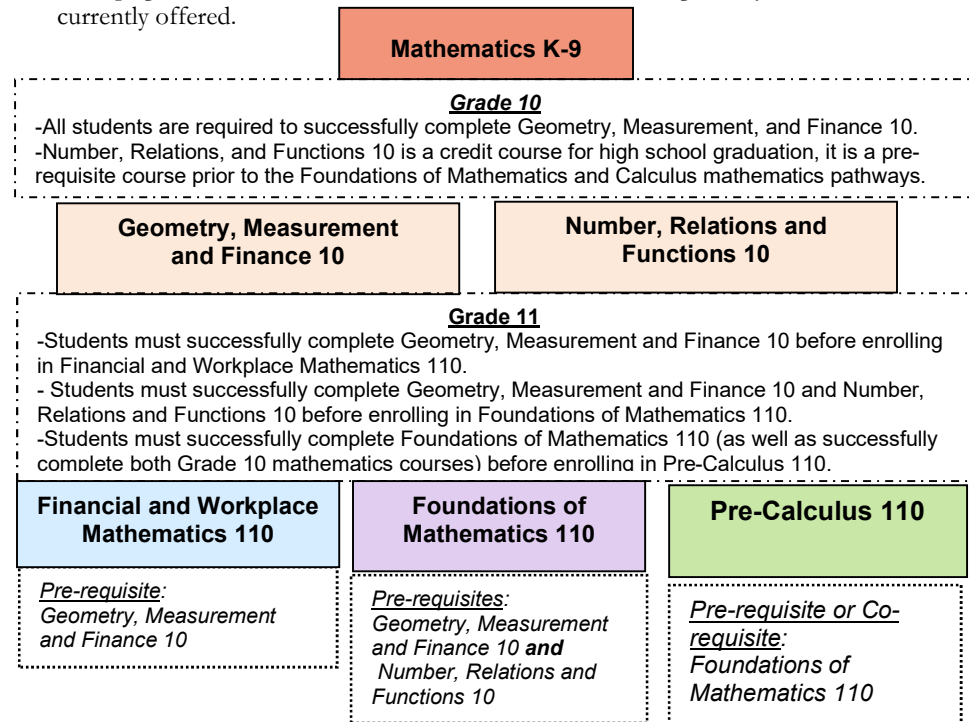
You must also pass the English Language Proficiency Assessment administered during Grade 9.

MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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Pathways and Courses

SUMMARY—The Conceptual Framework for Grades 10–12 Mathematics describes the nature of mathematics, the mathematical processes, the pathways and topics, and the role of outcomes and achievement indicators in grades 10–12 mathematics. Activities that take place in the mathematics classroom should be based on a problem-solving approach that incorporates the mathematical processes and leads students to an understanding of the nature of mathematics.

The graphic below summarizes the three mathematics pathways and courses currently offered.



**MIRAMICHI VALLEY HIGH SCHOOL – COURSE SELECTION
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RESIDENTIAL FINISH 120

This course examines the work required to finish a family dwelling once it is framed in. Topics covered include insulation, wall cladding, doors, windows, cornice trim and roof covering. Students will study these topics both in theory and through practical project work. This course should be of interest and value to those students interested in pursuing a career related to the residential construction industry. Pre-Requisite: Framing & Sheathing 110

TUNE UP AND EMISSIONS 120

This is a course designed to provide students with a practical approach to diagnosing, servicing, and repairing of automotive fuel and emission systems and to performing engine tune-ups. Suggested Pre-requisite: Internal Combustion Engines 110 and Automotive Electrical Systems 120.

WELDING/METALS FABRICATION 110

This is a practical course involving both classroom and lab activities. The methods of fabricating and fastening components will be explored as will gas and electric welding, oxy-acetylene cutting, brazing and soldering through the completion of compulsory projects. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

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Compulsory Credits for Graduates

	Core Clusters	Required	Compulsory
	Language Arts and Languages	24 credit hours	PIF/FILA 10, ELA 10, ELA 11, ELA 12 (all of these are 4 credits hours) AND 8 credit hours of options from Language Arts and Languages Note: For Newcomer and Indigenous students there may be other options available. Mi'kmaw may replace French (PIF/FILA 10) as the language requirement for Indigenous students.
	Humanities	8 credit hours	Civics 10 and 4 credit hours from Designated History Course List
	Mathematics	12 credit hours	Geometry, Measurement and Finance 10 and 8 credit hours from Math Course List.
	Science	8 credit hours	Options from Science
Personalized Well-Being	Creative Arts	4 credit hours	Options from Creative Arts
	Wellness and Physical Education	4 credit hours	Options from Wellness and Physical Education
	Career-Connected	4 credit hours	Options from Career and Occupational, Information Communication Technology, and Skilled Trades
	Options from the three Personalized Well-being Clusters	8 credit hours	Creative Arts, Wellness and Physical Education, and Career-Connected (Career and Occupational, Information and Communication Technology, and Skilled Trades).
	Core Cluster	8 credit hours	Options from any of the following core clusters: Language Arts and Languages, Humanities, Mathematics, Science, Creative Arts, Wellness and Physical Education, Career Connected
	Clusters Credit-hours Total	80 credit hours	Prescribed courses only
	Flexible Credit-hours Total	20 credit hours	Includes all options for credit
	Minimum Total Credit-hours for Graduation	100 credit hours	To apply to graduate

LANGUAGE ARTS AND LANGUAGES

ENGLISH LANGUAGE ARTS FOUNDATIONAL 10/EXTENDED 10

In grade 10, English Language Arts students are expected to listen, view, read, and discuss increasingly complex information and literary texts, representing a variety of voices, for enjoyment, learning and personal understanding, collaboratively and independently. With an emphasis on Canadian content, including works by Black, Indigenous and racialized people, students will be exposed to a wide variety of texts representing diverse voices and perspectives (e.g., LGBTQ2S+, neurodiversity, age, gender, ethnicity, culture, religion, and ability). Students show increasing sophistication in selecting specific strategies to meet their needs while interacting, reading, and representing. They understand the learning process and strategies that work for them when creating a variety of texts. A text is not just the written word—other examples include an oral story, a musical score, a piece of art, a mathematical equation, a dance, a chemical formula, a game, a network of linked web pages, an advertisement, a video, and an outfit. Lessons are designed to allow for differentiation and support, so all learners have access to equitable learning experiences.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 112/EXTENDED 112

This is an academically orientated program concentrating on the novel, short stories drama, the formal essay, and poetry. A compulsory examination is written in this course.

ENGLISH LANGUAGE ARTS FOUNDATIONAL 113/EXTENDED 113

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

ENGLISH 122

This is an academically orientated program concentrating on literature and writing skills. A compulsory examination is written in this course.

ENGLISH 123

This is a general English program emphasizing reading development and basic writing skills. A compulsory examination is written in this course.

emphasized. There is a final exam in this course, but exemptions do apply.

INTERNAL COMBUSTION ENGINES 110

This is a course designed to introduce the basics in the repair, overhaul, service and testing of the internal combustion engine. The theory of operation of the engine and its components is emphasized along with the development of manipulative skills and work habits.

INTRO TO SKILLED TRADES 110

Students will complete a series of projects from the areas of Woodworking, Motor Mechanics, Plumbing, Drywall Repair, Electrical, Manufacturing and Construction. All projects will be done in groups except for woodworking. **This course will be required for further courses within the skilled trades.**

METALS PROCESSING 110

This is an introductory course involving classroom instruction and hands-on activities relating to industrial practices in the metals industry. Includes bench work, basic machine work, lathe operation, drill press and other machines. Lab safety as well as hands on tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply.

METALS PROCESSING 120

Metal Processing 120 allows students to advance basic skills developed in Metals Processing 110. Also, students will practice and develop new introductory skills that are required to pursue post-secondary learning in the Metals trades. Students enrolled in this course are encouraged to work both independently and in teams while achieving specific curriculum outcomes. Students must have successfully completed Metals Processing 110 as a pre-requisite.

MILL AND CABINET 120

This is a course designed to introduce students (through classroom instruction and hands-on activities) to the materials and processes involved in the manufacturing and installation of cabinets and interior finish components found in a typical house. Lab safety as well as hand tools and equipment safety will be emphasized. There is a final exam in this course, but exemptions do apply. (Suggested pre-requisite: Framing & Sheathing 110)

POWER TRAIN AND CHASSIS 110

This is a course designed to introduce the basics in the service and maintenance of the automobile chassis and power train.

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CULINARY TECHNOLOGY 110

This is an entry-level, hands-on food service training course. Culinary skill sets include: industry organization, standards, safety and sanitation, use of tools and equipment, and food preparation. Students will study the theory of each skill and be encouraged to practice those skills through enterprise activities in the student operated Culinary Café. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to:

- explore employment skills and career awareness in culinary arts and associated trades (cook, baker, pastry chef, server, steward, and management);
- identify potential employment options looking at provincial statistics and industry projections; and,
- identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

CULINARY TECHNOLOGY 120

Culinary Technology 120 is a continuation of Culinary Technology 110. The grade 12 skill sets include a review of skills learned in grade 11, along with large equipment and food preparation skills with a focus on scratch cookery and current trends in nutrition and industry. Culinary Technology 110 is a pre or co-requisite of Culinary Technology 120. Students will continue to study the theory of each skill and then be encouraged to practice those skills through enterprise activities. The overall aim of this course is to cultivate the need and desire of students to follow safe work practices and to develop the language and work skills of the trade by being able to: 11 • explore employment skills and career awareness in Culinary Arts and associated trades (cook, baker, pastry chef, server, steward, and management); • identify potential employment options looking at provincial statistics and industry projections; and, • identify the certification and continued education available at colleges and universities, as well as an awareness of the Canadian Red Seal Certification Program and its professional designation (RSE).

ELECTRICAL WIRING 110

Students in this course will study the basic tools, materials and techniques used in residential wiring. Study includes the design and placement of circuits in a model family dwelling, according to the Canadian Electrical Code. The course will be of interest to students interested in exploring careers related to the electrical trade.

FRAMING AND SHEATHING 110

This course combines classroom instruction with hands-on activities to develop the skills and knowledge associated with the framing in or shell construction of a typical single-family dwelling. Lab safety as well as hand tools and equipment safety will be

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FRENCH IMMERSION LANGUAGE ARTS 10

This is a required course for French Immersion students and is required to graduate from the French Immersion program. The objectives of this course are:

- To understand a variety of oral interactions according to the situation of communication.
- To produce an oral message according to the intention of communication.
- To interact according to the situation of social and academic communication.
- To understand a variety of texts.
- To produce texts according to the intention of communication and the target audience

FRENCH IMMERSION LANGUAGE ARTS 110/120

This is a required course for French Immersion students where the development of the four language skills will be treated under vocabulary and oral expression/comprehension, literature, grammar, written expression and culture. This is required to graduate from the French Immersion program.

GRAPHIC NOVELS 120

Graphic Novels 120 will provide a unique opportunity for learners to examine this complex genre of visual storytelling in depth. The course will study the graphic novel, including the evolution of visual storytelling, text structure, artistic voice, artistic devices, and impact on the audience. Learners will read, discuss, and design a variety of visual texts, culminating in the creation of a graphic novel.

INTRODUCTORY MI'KMAW 110

This is a beginner's level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaq language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaq language as an expression of a distinctive culture.

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INTERMEDIATE MI'KMAW 110

This is an intermediate level language course with an emphasis on conversational skills. Students will learn and practice language through conversations, games and written assignments. By the end of this course, students will have a general understanding of the nature and function of the Mi'kmaw language that will enable them to communicate using the language. Students will also develop an understanding and appreciation of the Mi'kmaw language as an expression of a distinctive culture.

JOURNALISM 120

This course is designed for students to develop communicative skills, to learn the principles of journalistic expression and the practice of both. Journalism is a creative process involving such skills as design, layout, creative writing and photography. Students learn to identify or generate story ideas, to gather information pertinent to the stories and to write and edit their stories.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.

ORAL COMMUNICATION TECHNIQUES 110

This is a practical course that is designed to increase learner confidence when speaking and interacting through the authentic use of the French language. While it contains elements of reading and viewing (15%), as well as writing (15%), the primary purpose of the course is to promote the development of oral competencies (70%). These skills include oral comprehension (listening), oral production (self-expression), and oral interaction (taking part in conversation). It is aligned with the Common European Framework of Reference (CEFR).

This course is a language elective and may be taken as a Grade 11/12 credit. The intended audience may be learners in French Immersion or English Prime who have successfully completed the Grade 10 French requirement – French Immersion Language Arts (FILA) 10 or Post-Intensive French (PIF) 10. Learners will enroll in the course to supplement required French offerings to improve their oral French skills and in preparation for Oral Proficiency Interviews.

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- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

INFORMATION TECHNOLOGY 120

The Information Technology 120 curriculum will develop competencies that will prepare the student to work as a business/entrepreneur, systems or information analyst, or architect. A combination of information technology competencies with technical skills to analyze business needs, and problems with proposed solutions that incorporate technology effectively, are the areas which Information Technology 120 contributes to the FIT Program.

This course is designed to function with a range of business software but MVHS will focus on the Microsoft Office package (Word, Excel, PowerPoint and Access). The Information Technology 120 curriculum consists of the following three units:

- 1) IT Perspective
 - ♦ *Students will understand key IT function components and how they contribute to enterprise effectiveness. Students will gain perspective throughout the course as they accomplish the required activities.*
- 2) ICT Project Management
 - ♦ *Students will learn about, realize the importance of, and apply project management skills throughout the hands-on unit (Word Processing, Spreadsheets, Database, Presentations)*
- 3) Software Applications
 - ♦ *The majority of this course explores how productivity software is essential in business and industry. Students will learn how to recognize what combination of application software could help businesses and industry accomplish goals.*

SKILLED TRADES

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course meets the Science requirement for graduation.

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technologies including: Sparkfun Electronics, Makey Makey, Arduino Programming, Robotics, 3D Printing, Remote Operated Vehicles, Videography involving GoPro and Oculus Rift Technology.

COMPUTER SCIENCE 120

This course will teach programming using the computer language Java in a Windows environment. This course may help students planning on taking Computer Science/Engineering at university or community college. Computer Science 110 is highly recommended.

CYBERSECURITY AND TECHNICAL SUPPORT 110

The Cybersecurity and Technical Support 110 (CSTS110) course will inspire students through the experiential learning of the fundamentals of computer and network systems, the activities and processes involved in technical support, and the defensive strategies from cybersecurity. In CSTS110, students will be actively engaged in the design, development and evaluation of technical support and cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one and maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve this high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, formative and summative assessment.

CYBERSECURITY 120

The Cybersecurity 120 (CYBER120) course will inspire students through the experiential learning of the fundamentals and possibilities of cybersecurity. In Cybersecurity 120, students will be actively engaged in the design, development and evaluation of defensive cybersecurity projects, including awareness, concepts and challenges. The intent of this program of study is to have students discussing real-world case studies and learning in hands-on activities from day one, while maintaining a high level of engagement throughout the course through a commitment to problem-based and project-based learning. To achieve a high level of student engagement, teachers will use a feedback loop of instruction, hands-on learning, and assessment.

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.

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POST INTENSIVE FRENCH 10

Post-Intensive French encourages authentic communication in French. The objective is to create a literacy experience for students and contribute to developing their ability to use language and images, in rich and varied forms to read, write, listen, speak, view, represent and think critically about ideas in their second language.

POST INTENSIVE FRENCH 110

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: mysteries, injustices and the power of photography.

**Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

POST INTENSIVE FRENCH 120

Post-Intensive French is a literacy-based, non-immersion program for students choosing to continue to learn French as a second Language. Themes at this level include: looking to the future, ecological challenges, similarities and differences and careers. **Note also that if a student achieves a level of Intermediate at the end of grade 10, he or she may select to enroll in French immersion courses (including online options) in addition to or in place of Post Intensive French courses in grades 11 and 12.*

READING TUTOR 120

Rationale: This course has been established for the purpose of providing assistance in achieving an acceptable standard of literacy for struggling readers and/or enabling speakers of other languages to improve their speaking, listening, reading, and writing skills in English.

Process: Grade 11/12 MVHS tutors are introduced to various techniques to assist struggling readers and students of other languages. Tutors are also immersed in the techniques of teaching. A variety of pertinent topics is explored, including how students learn, how comprehension is enhanced through experience, how learners have different styles, and how to teach and evaluate writing.

WRITING 110

This is a course in developing writing skills through practice and workshop techniques with other students. It is designed for both the creative writers and for those who demonstrate a definite proficiency in the writing process. Much time is spent writing in class and focusing on using peer editors to encourage and guide “works in progress”.

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HUMANITIES

ANCIENT AND MEDIEVAL HISTORY 112

Ancient and medieval histories have an influence on popular culture, public discourse, and academic curricula. The roots of the present lie deep in the past. An understanding of ancient and medieval societies will not only give students the ability to think critically about that influence and about many other issues but also foster the development of historical thinking. Thinking about how we are different from past societies and how we continue to ponder many of the same questions helps us to understand the human condition more broadly. What has changed, and what has stayed the same? Does change always mean progress? Students should have opportunities to examine ancient societies to understand what happened in the past and what characteristics have endured. Ancient and medieval societies have rich primary source traditions, which allows students to grapple with a variety of types of evidence. From Egyptian hieroglyphics to the Roman Colosseum and from the archaeological evidence for everyday life around the world to oral traditions that have been passed down over thousands of years, ancient and medieval histories provide students great opportunities to consider how we know what we think we know and why certain interpretations carry more weight than others. These interpretive skills are readily transferrable to a variety of activities and careers.

CANADIAN HISTORY 122

This is an academic course of Canadian studies concentrating on the development of Canada since Confederation. This is a university accepted course.

CANADIAN GEOGRAPHY 120

This course is designed to provide an examination of the basic patterns of Canadian Geography, both physical and cultural. Students are encouraged to look for these patterns and relationships in order to develop an understanding of geographical concepts - like that of a region. This is a university accepted course.

CIVICS (FI)

By the end of this course, students will be able to articulate personal rights and responsibilities and interplay among authority systems, citizens, and public policy. They will be able to express their understandings of various ideologies and forms of power as well as how those are operationalized and lived out in governments, civil society organizations, and the lives of individuals. They will be able to articulate the origins, functions, and sources of government power and how the roles played by individuals and groups is critical to informed citizenship and decision-making. This course pairs classroom learning with experiential learning

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consumers can help prepare learners to interact positively with digital media. Learners will develop skills to decode data and data visualizations to support critical thinking when interacting with information that surrounds them. Engaging with different marketing approaches will encourage learners to improve communication and negotiation skills, transferable skills outside of the classroom and beyond graduation.

SKILLS FOR SUCCESS (PREVIOUSLY GROWTH, GOALS, AND GRIT 120)

Skills for Success 120 will provide students with skills in three main areas - positive and productive mindsets and behaviours, organizational patterns, as well as functional and critical literacy. Within the broad learning expectations of the course, specific success skills, strategies, and practices will be explored. Students will be supported to apply and transfer these skills, strategies, and practices to other courses and real-life situations. Students will learn how these support postgraduate pursuits. This course has a significant volunteer component outside of school hours.

INFORMATION AND COMMUNICATION TECHNOLOGY

COMPUTER AIDED DESIGN 110

This course is designed to assist students in understanding the relevance and importance of Computer Assisted Drafting and Design as it related to industry today. Students will use the widely popular AutoCAD program where skills in creating 2D drawings will be the focus. Students will be expected to become familiar with the various procedures required to complete technical drawings that include Isometric Drawings that allow for the creation of 3D drawings and Orthographic Projection Drawings that are used to illustrate floor plans, wall sections and elevation drawings. It will be important that students understand X, Y coordinates as well as Polar Coordinates. This course will be worthwhile to students considering the Civil Technology Program at NBCC or other related programs, as well as Bachelor of Science in Engineering or related courseware.

COMPUTER SCIENCE 110

This course is essentially an introduction to the computer programming using Visual Basic and possibly other programming languages. It focuses on developing the knowledge, skills and attitudes to solve real world problems via computer programming. Specifically, this course focuses on problem solving, technological competence and communication. This course will prepare the student to make an educated decision with respect to career opportunities at the post-secondary level. Students will have an opportunity to work on special projects involving new

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FINANCIAL ACCOUNTING 120

The focus of this course is to provide the essential understandings, economic framework, consumer skills and attitudes to successfully participate in a society influenced by financial and business decisions. Students will better manage personal finances, understand obligations of business owners and make informed decisions concerning life careers and choices. The intention of this course is to encourage students to further their education in a Bachelor of Business Administration or Bachelor of Commerce program. This is an academic course.

HOSPITALITY AND TOURISM 110

In this course students will be introduced to the Hospitality and Tourism Industry, particularly in the Atlantic tourism region. They will learn the workplace skills, knowledge, attitudes and marketing strategies for this industry, as well as safety skills. Various career paths for this industry will be explored.

HOUSING AND DESIGN 120

The overall aim of this course is to provide students with lifelong learning skills that are transferable to future learning related to the housing environment and interior décor. Students will:

- raise the students' awareness of architectural aesthetics;
- understand the motivating factors that have an impact on the economy and environment;
- utilize the elements and principles of design as they apply to interior décor;
- encourage individual creativity through interior design;
- incorporate technology options in the living environment; and,
- identify issues related to human needs and their impact on future housing trends.

HUMAN SERVICES 110

If you have an interest in nursing, social work or education, this course will focus on the skills needed to prepare you to work with the elderly and the handicapped. The overall aim of Human Services is to increase your awareness of the importance of human service work and to prepare you for future employment and/or post-secondary education. You will learn practical skills needed to work with and care for special needs students through participation in activities with students in our school. (May be used to satisfy the Wellness and PE option until June 2027 only)

MARKETING 120

Knowledge of marketing techniques and strategies enables learners to develop marketing plans that appeal to the consumer, by identifying and reflecting on the various wants, needs, and experiences of the target audience. Understanding the purpose of marketing and strategies used to evoke an emotional response in

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opportunities so that students can use their civic skills to engage with issues that impact them and their communities. Students will be able to exercise their civic agency within the four domains of civic engagement (Peck & Sears, 2019) and explore the benefits and limits of power and governance. Students will be able to articulate and act on personal rights and responsibilities and the interplay among authority systems, citizens, and public policy.

FRENCH IMMERSION MODERN HISTORY 112

This is a French Immersion course for students taking Modern History.

FRENCH IMMERSION WORLD ISSUES 120

This course examines various issues that are global in nature and that require a global solution. The concept of the global village is studied as is the relationship between nations as players in the global community. Various issues are examined to acknowledge the fact that events in any part of the World have a reverberating effect. The future of the global community is also examined. Accent will be placed on a project/research-based approach in French.

LAW 120

This is an academic course that is sometimes accepted for university entrance. It is taught as a university preparatory course. This course is designed to help students become more aware and appreciative of the law and how it applies to them. Students are expected to read, and study related legal materials.

MODERN HISTORY 112

The focus of the course is European history from the French Revolution through to the Cold War. Topics include rights and revolution (French Revolution), Industrial Revolution, Pre-World War I, World War I & II, the Holocaust, and the Cold War.

MODERN HISTORY 113

This is a general history course dealing with events of the twentieth century.

NORTH SHORE LEGACY 120

Students will be given an in-depth experience of the exploits of the North Shore Regiment during the Second World War. Pre and Post war topics as they relate to the Regiment and the North Shore region will be analyzed as well. The course will give students experience in working with primary documents and developing their skills as historians by allowing them firsthand opportunities to conduct research, historical investigations, and international collaborative work. Students will learn the benefits of these skillsets and their contributions to our community's legacy, but also to themselves as lifelong learning adults.

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Historical content of the course will help complement students' exploration of themes related to remembrance and commemoration. Students will experience different ways society engages in remembrance and commemoration. The course will have unique opportunities to conduct research and commemoration work that will contribute to current work in the field at the local and international level. Final assessment in the course will be based on student project proposals related to the course material and themes.

POLITICAL SCIENCE 120

This is an introductory political science course designed to develop an understanding of various political ideologies and systems, as well as the ability to assess the merits of each and to make comparisons (particularly with respect to the Canadian system). This is a university recognized credit.

SOCIOLOGY 120

This course will introduce students to the basic theoretical development and scientific foundation of this discipline. Students will develop the ability to examine social phenomena objectively and increase their understanding of the components and dynamics of social groups as they affect culture. Many interesting topics such as culture, socialization, deviance and social control, religion and social movements will be covered. Each student will be required to prepare and deliver a seminar to the class.

WABANAKI STUDIES 120

This course is designed to promote understanding of the Mi'kmaq and Maliseet perspectives on life in the Maritime Provinces. Using the text *Maritime Native Studies*, students will learn about language and culture, religion and spirituality, ancient times, arts and crafts, the land and the Mi'kmaqs of the Miramichi region. This course offers a good look at the culture and lifestyle of the original Canadians. This course is open to all interested students. This is a university recognized credit.

WORLD ISSUES 120

This is an academic course that is sometimes accepted for university entrance. This course explores the idea that the world has become a global community with major obstacles to overcome. Students will compare the rich northern nations with the poor southern countries; study environmental problems; explore the Population "explosion"; examine earth's depleting resources; plus look at current social and political issues.

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EARLY CHILDHOOD SERVICES 120

The overall aim of this course is to prepare students for careers working with young children in relation to the New Brunswick Early Learning Framework. Students will evaluate their capacity as an early childhood educator and the requirements for employment in New Brunswick. The focus will be valuing the early years and the topics of: Well Being, Play and Playfulness, Communication and Literacy, Diversity and Social Responsibility. Post-secondary employment opportunities will be researched as well.

ENTREPRENEURSHIP 110

In this course attitudes and aptitudes will be covered to determine if you have the necessary skills involved in owning and operating a small business. Students will be required to work in small groups to plan and operate a business venture.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

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engage in informed career pathway planning through self-awareness, exploration of opportunities and engagement in authentic career connected experiences. Throughout the course, students will develop the skills and competencies to design personalized career pathways for high school and life after graduation.

CAREER CONNECTED EXPERIENCES 110

Whether you are planning a gap year, a once-in-a-lifetime summer experience or exploring opportunities beyond the classroom, this course will help you learn more about your personal and career pathway goals and discover non-traditional ways to experience life, learning and work. This course will explore local, provincial, national and international experiences and clarify how you may make the most of your time, money and energy while moving towards your preferred career pathway – you can expect to learn about building your resume, discovering new possibilities, earning money, seeing the world and/or developing a sense of confidence and independence. In addition to high school credits, students are eligible to earn the Student of Leadership & Humanity Award upon the completion of the required components within this course.

CAREER PATHWAY MENTORSHIP 120 (8 CREDIT HOURS)

This course is open to all Grade 12 students who wish to acquire on the job experiences in an area in which they plan to further their education. Students must apply in advance for this course, have acceptable grades, show maturity and have good attendance. Students will be considered for this course by application and interview. (This is a two-credit course/eight credit hours)

DEVELOP AND LEAD 110

This course facilitates leadership experiences by capitalizing on and creating opportunities for learners to act as change agents and facilitate growth. Learners will build rapport with peers, gain valuable understanding of group dynamics through practice, and connect with service providers and community members. Participation results in a journey through which learners can create a positive legacy in their school and community.

***Please note that only the FSL version of this course will be offered at this time.**

EARLY CHILDHOOD SERVICES 110

This course helps students prepare for a career in teaching and/or in childcare. Students work in a group setting where they will be involved in planning curriculum, preparing lessons, organizing schedules required in the operation of a playschool for preschoolers. The student will learn practical skills for guiding children as they establish rules and handle daily activities. This is an independent course where self-motivation/direction is required. Attendance is critical.

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MATHEMATICS

GEOMETRY, MEASUREMENT AND FINANCE 10

Geometry, Measurement and Finance 10 provides foundations for further study in mathematics and along mathematics pathways, and includes concepts in geometry and measurement, and develops financial literacy. Learners will relate the properties and principles of lines and angles; compare and apply systems of measurement; apply financial literacy concepts to personal financial decisions and wellness; apply formulae to solve problems. Learners will enact and apply prior Mathematics K-9 knowledge, and personal financial decision making and wellness knowledge from Personal Wellness 6-8 curriculum. Geometry, Measurement and Finance 10 is the final compulsory mathematics course in New Brunswick. Topics include Pythagorean Theorem; polygons; angles; trigonometric ratios; metric and imperial systems of measurement; surface area and volume; unit pricing; currency exchange; income (gross and net pay); credit cards; loans; interest.

NUMBER, RELATIONS AND FUNCTIONS 10

This is a recommended course for grade 10 students and required if students are choosing an academic mathematics pathway. This is a pre-requisite for Foundations of Mathematics 110. The course includes the following topics: factors and multiples of whole numbers, perfect squares and cubes and their roots, common factors of a polynomial, factoring, irrational numbers, mixed and entire rationales, fractional and negative exponents, relations and functions, graphs, linear functions, systems of linear equations.

FINANCIAL AND WORKPLACE MATHEMATICS 110

This is a compulsory course that meets the graduation requirement of ONE Mathematics course at the grade 11/12 level. This course will develop basic and practical skills that will ensure students develop basic life skills to deal with money, measurement, statistics, and basic number operations.

FINANCIAL WORKPLACE MATHEMATICS 120

This is the second of two courses in the Financial and Workplace pathway designed for entry into post-secondary trades and technical programs, or for direct entry into the work force. Students explore the limitations of measuring instruments, and solve problems using sine and cosine laws and the properties of triangles, quadrilateral, and regular polygons as they relate to construction, industrial, commercial and artistic applications. Transformations of 2-D and 3-D shapes are identified, drawn with and without technology, and used to create, analyze and describe designs and to solve contextual problems. The viability of small business options are explored including expenses, feasibility, and factors that could impact

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on profitability. Linear relations are studied, including patterns and trends, graphing, creating tables of values, writing equations, interpolating and extrapolating, and solving problems. Students gain an understanding of mean, weighted and trimmed mean, median and mode, and explore the impact of outliers. They also compare percent and percentile and explore probability. Opportunity is given to research and present an historical event or an area of interest that involves mathematics.

NBCC SKILLED TRADES AND WORK-READY MATH 120

This course gives students the opportunity to practice skills individually, to solve problems with others and to work on projects that incorporate mathematics. Ideally, students will apply math concepts using a hands-on fashion in an authentic workplace or trades facility. However, safety restrictions and limitations of facilities in some schools require the flexibility to design activities that can also be completed in a community or classroom environment. Teachers should use a variety of learning situations that will address various learning styles of students and complement the resources available in the school and community.

Every concept and skill should be authentically contextualized. The intent of this course is that students become proficient with concepts in-context, so they can easily apply skills in workplace situations. Teachers are encouraged to be innovative in their methods of presentation of the material. Students should become familiar and proficient with the terms ‘accuracy’ and ‘precision,’ and be able to determine what measuring tool is appropriate in various situations and will provide the required level of accuracy/precision. Lessons should feature the opportunity to work with measurement tools such as a tape measure, metal ruler, micrometer, calipers, protractors, etc., in context. Imperial and S.I. units should both be explored with a focus given to those most commonly found in the context of a post-secondary program or jobsite (ex: fractional inch).

FOUNDATIONS OF MATHEMATICS 110

This course has the following pre-requisites: Geometry, Measurement & Finance 10 AND Numbers, Relations & Functions 10. This course is designed to ensure that students obtain the necessary foundation to pursue post-secondary programs that may require a Mathematical background. Upon completion, students may continue on to further study mathematics by enrolling in the Pre-Calculus 110 course. Otherwise, students will be able to take either the Workplace/Financial Mathematics 110 or Foundations of Mathematics 120.

FOUNDATIONS OF MATHEMATICS 120

This is the second of two courses in the Foundations of Mathematics pathway designed for entry into post-secondary academic programs not requiring pre-calculus. In statistics, students are introduced to normal curves, and learn to

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participation and attendance in the 9/10 Physical Education programs as a pre-requisite.

YOGA 110

Yoga is a lifestyle. Students will be given the opportunity to learn in a safe environment where they can have fun through movement, social interaction and independence. Through breathing, posture development, body awareness and body/mind integration, students will gain an understanding of health promoting practices and habits. Classroom sessions are designed to educate students about the relationship between nutrition and fitness, the history and philosophy of yoga including values of non-violence, ethics, honesty, and respect in the context of challenging physical activity.

CAREER CONNECTED

CAREER AND OCCUPATIONAL

BUSINESS MANAGEMENT 120 (PREVIOUSLY BOM 120)

The course is designed to provide the student with skills in leadership, critical thinking and problem solving. Students will develop communication and collaboration skills while working on project-based learning assignments. Through this course students will develop 21st century skills which will help students to become creative innovators who will be able to quickly adapt to an ever-changing business environment. While students are engaged in their learning they will develop digital literacy skills. Main topics to be covered include Ethics, Business Environment, Management, Business Ownership and Human Resources. It is a good course if you are planning on taking Business in post-secondary school.

CAREER PATHWAY DESIGN 10

Career is the journey through life, learning and work. Not just employment. The vision for this course is to provide equitable and inclusive career pathway planning for each student. Career pathway planning plays an important role in one's sense of self and life satisfaction. Psychological wellbeing is directly linked to career pathway planning. This course is informed by evidence-based research as found in the New Brunswick Career Education Framework. It builds upon the Personal Wellness 3-9 continuum of learning and Career Connected Learning K-12. This course is an opportunity for further career pathway and transition planning allowing for informed high school and post-secondary life decisions. Participating in this course will provide learners with autonomy and increased engagement in their personalized high school pathway. This course will help contextualize high school learning with purpose and career pathway connections. Career Pathway Design 10 encourages students to

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interest in sport-specific skill development. At MVHS, this class currently focuses on hockey.

PSYCHOLOGY 110

The vision for this course is to introduce learners to the study of behaviour and mental processes. In Psychology 110 learners will gain transferrable skills to daily interactions, to understand, communicate, empathize, and cooperate with others, and to maintain healthy relationships to support positive mental health. This will lead to stronger interpersonal and intrapersonal relationships at home, school and in the workforce. Learners will apply concepts studied to real-world situations to develop competencies related to personal development and global competencies. Learners in Psychology 11 will cover a variety of areas related to psychology including social influences, scientific methodologies, historical perspectives, psychological disorders, and potential career opportunities. Learners can expect to participate in class discussions, engage in self-reflection, interact with media, and collaborate with peers. The topics will include psychology as a social science, biological factors, variations and perspectives, and applications of psychology.

SPORT AND RECREATION LEADERSHIP 120

The vision for this course is to have learners successfully plan, organize, and administer their own event, tournament, and program. Educators will facilitate opportunities for learners to develop sport and recreation leadership skills within their school, community and beyond.

The learner's leadership potential is developed when initiatives serve to reinforce skill development around leadership roles. This course seeks to use sport and recreational activities as a tool for creating concrete leadership experiences and develop leadership potential.

Learners will explore various roles in team dynamics including being a leader, mentor, and collaborating positively with others in inclusive experiences. The emphasis of this course focuses on planning, performance, evaluation, and reflection.

Planning and operation of events, tournaments, and programs will require learners to dedicate time outside of school hours (e.g., before school, after school, evenings, and/or weekends).

WELLNESS THROUGH PHYSICAL EDUCATION 110

The aim of Wellness through PE 110 is to promote healthy active living for life. The course goal is to explore a variety of activities highlighting non-traditional approaches to fitness and wellness. As a result, the course offers a range of learning experiences for students that encourage healthy active living. This course is intended to allow students the opportunity to be physically active, while further enhancing their decision-making skills towards personal wellness. This course requires excellent

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interpret statistical data, using confidence intervals, confidence levels, and margins of error. To develop logical reasoning students analyze puzzles and games, and solve problems that involve application of set theory and conditional statements. The validity of odds and probability statements are assessed and problems are solved that involve probability of two events, the fundamental counting principle, permutations, and combinations. The binomial theorem is used to expand powers of a binomial. Data is represented using polynomial functions, exponential and logarithmic functions and sinusoidal functions to solve problems.

PRE-CALCULUS 110

This elective course follows *Foundations of Mathematics 110* and is the first course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with the mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12A

This elective course follows *Pre-Calculus 110* and is the second course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

PRE-CALCULUS 12B

This elective course follows *Pre-Calculus 12A* and is the third course in the Pre-Calculus pathway that can be selected by students. This pathway is designed to provide students with mathematical understandings and critical-thinking skills identified for entry into post-secondary programs that require the study of theoretical calculus.

CALCULUS 120

This is the last course offered in the Pre-Calculus Pathway and follows *Pre-Calculus B 120*. The course will introduce derivatives of polynomial, trigonometric, inverse trigonometric, exponential and logarithmic functions, and the product, quotient and chain rules. Applications of derivatives will be explored including rates of change, increasing and decreasing functions, maximum and minimum values, optimization problems, concavity and the second derivative, curve sketching, indeterminate forms and l'Hopital's Rule. Integrals will also be explored including interpretations, properties and numerical approximations of definite integrals, applications of integrals, and techniques and applications of antidifferentiation.

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SCIENCE

AGRICULTURE 110

Agriculture 110 includes the history and evolution of Agriculture in New Brunswick which recognizes Indigenous and settler contributions, everyday impacts on life in New Brunswick, and specific types of Agriculture predominant in New Brunswick. Learners will apply knowledge of plants and animals to local contexts, to introductory plant growing and animal care research skills, this leads to creating quality Agriculture products and/or operations. Learners will apply skills during Agriculture experiences and/or work placements and will have build knowledge in Agricultural careers. Agriculture 110 allows the opportunity for a learner-led personal choice project or development of a business proposal and plan to summarize and demonstrate learning.

AQUATIC SCIENCES, AQUACULTURE AND FISHERIES 120

This course introduces learners to the blue economy. Learners will dive into inquiry-based learning while exploring the aquaculture industry, fisheries, and aquatic systems. In this context, learners will build scientific literacy skills such as observing, questioning, predicting, data collection, analysis, drawing conclusions, applying knowledge, and communicating results. This course explores career pathways. Learn about the vital role aquaculture and fisheries play in our daily lives and discover the diverse range of career opportunities available, from marine biology to environmental stewardship. Furthermore, this course emphasizes personal connections, sustainable practices, and respect of Indigenous ways of knowing, in a local and global context.

AUTOMOTIVE ELECTRICAL SYSTEMS 120

This is a course designed to introduce the student to the theory of operation and basic service of the automotive electrical systems. The students will study the function of electrical system components and practice basic service procedures. Suggested Pre-requisite: Internal Combustion Engines 110. This course may be used to meet the science requirement for graduation.

BIOLOGY 112

This is an introductory course based on four units of study. The principle emphasis is on energy, water, equilibrium and systems. The units of study are: 1. Biodiversity; 2. Energy Flows and Cellular Matter; 3. Energy and Matter Exchange by Human and Other Organisms; 4. Energy and Matter Exchange in Ecosystems; 5. Animal Kingdom; 6. Digestion, Circulation, Blood and Immunity and Respiration.

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being by enhancing intrapersonal and interpersonal skills. Learners will utilize developed skills and group dynamics to plan, lead and evaluate out-trips and/or excursions that should include an overnight wilderness outing. This course exposes learners to the natural environment in unique and enriching ways that allow them to strengthen lifelong connections critical for personal wellness and a sustainable future. Frequent experiences in the outdoors develops an affiliation with nature that can evolve into informed, proactive, and lifelong responsible use and protection of the natural world. Outdoor Education 120 places an emphasis on learner-based leadership and autonomy. Learners must have demonstrated proficiency in skills obtained in Outdoor Education 110 prior to enrolling in Outdoor Education 120.

PHYSICAL EDUCATION 10

This course provides learners with introductory skills and concepts in the areas of sport and recreation leadership, outdoor education, kinesiology, and fitness. Skills developed through sport and recreation leadership benefit learners by improving communication, problem-solving, and decision-making. y engaging with the basics of leadership through sport and recreation, learners will understand the interrelationships among physical education, society, and the environment, and can become better equipped for future leadership roles.

Outdoor education promotes an appreciation for nature and the environment while also providing opportunities for experiential learning and physical activity. Through outdoor education activities, learners will develop skills such as navigation, survival, and teamwork.

Physical Education 10 also introduces kinesiology: the study of human movement. This area of study helps learners understand the mechanics of the human body and how to optimize movement to improve physical performance. By gaining an understanding of kinesiology, learners can develop healthy habits and techniques that will help them reduce the risk of injury and improve their overall physical fitness.

Successful completion of Physical Education 10 will prepare learners for courses such as Outdoor Education, and Sport and Recreation Leadership.

PHYSICAL EDUCATION THROUGH SPORT 110

Physical Education Through Sport 110 is designed to support learners' experiences and understanding of the theoretical and practical aspects of sports. Learners will explore, connect, and participate in hands-on instructional practices, including individual and team sports. They will also engage in topics such as sociology of sport, mentorship, lifelong sport involvement, careers in physical education, ethical issues, and sport-specific skills, strategies, tactics, and training. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an

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in the fields of physical education, health education, physiotherapy, athletic therapy, nursing, athletic coaching, sport management, recreation, and leisure.

***Please note that only the FSL version of this course will be offered at this time.**

NUTRITION FOR HEALTHY LIVING 120

This is a university level course. This course is excellent for those concerned with personal wellness or for students who wish to pursue a career in Science and Nutrition, Nursing, Dietetics or the Social Sciences.

Nutrition for Healthy Eating 120 is designed to help students understand information to help make them healthy choices. They will become aware of strategies that contribute to overall wellness and strategies needed to maintain a balance between eating habits and physical activity. The roles of nutrients in the body-digestion, absorption, transportation of nutrients and metabolism are explained. Chronic conditions, lifestyles and food technologies will be discussed. Students will be encouraged to use reliable information to examine their eating habits and lifestyle choices.

OUTDOOR EDUCATION 110

This course is a “selective-elective” with 9/10 physical education as a pre-requisite. The course will develop personal outdoor recreation skills based on environment ethics. Students must satisfy a requirement to complete a series of out-trips that may be day-trips, overnight or extended trips. The course will take advantage of local outdoor access and could include camping, hiking, canoeing and other outdoor adventure activities. Students must be prepared to plan, lead and evaluate out-trip experiences from personal and group dynamics perspectives by compiling a journal. Enrollment is limited to 18 students per semester and preference is given to grade 12 students. Students must apply.

OUTDOOR EDUCATION 120

This course builds upon skills from Outdoor Education 110 providing experiential learning related to the outdoors and involves wilderness-based experiences (e.g., navigation, fire building, survival skills) in which learners explore how to safely participate in and lead a variety of outdoor activities (e.g., hiking, climbing, canoeing). Outdoor education draws upon the theory, connection, and application of experiential and environmental education. By fostering a safe yet challenging setting, Outdoor Education 120 develops technical and adaptive skills for an environmentally sustainable life through outdoor activities and experiential learning. Through interaction with the natural world, learners develop leadership skills and an understanding of self, others, and the outdoors. Life and physical activity skills are achieved through the combination of challenge, mastery, and success in various activities. Outdoor Education 120 also leverages these skills to develop student well-

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BIOLOGY 122

This is a continuation of Biology 112. It is based on four units of study. The principal emphasis is on exchange, diversity, equilibrium, systems and models. The units of study are: 1. Systems Regulating Change in Human and Other Organisms; 2. Reproduction and Development; 3. Chromosomes, Genes and DNA; 4. Change in Populations, Communities and Species; 5. Protein Synthesis. (Biology 112 would be an asset and is recommended but is not a prerequisite.)

CHEMISTRY 112

This is the first of a two-semester sequential course designed for students who plan to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

CHEMISTRY 122

This is the second of a two-semester sequential course recommended for students planning to pursue nursing, medicine, science or engineering courses at the university level or similar technical programs at community college. Prerequisite: Chemistry 112.

ENVIRONMENTAL SCIENCE 120

The objective of this course is for students to develop the knowledge base and skills for investigating/analyzing environmental issues while communicating their findings to others. The units of study are: 1) An Overview of Environmental Science [Issues and Populations]; 2) Sustainable Development [Ecology, Environmental Awareness, Sustainable Ecosystems and Communities]; 3) Investigating Environmental Issues [Themed Project with a research paper, presentation, and eco-challenge activities].

HUMAN PHYSIOLOGY 120

This course is designed to appeal to a wide range of learners including students for whom this will serve to fulfill their science graduation requirement and students who will take additional science courses. A study of Human Physiology will be relevant to every student, providing them with the tools they will need to make informed choices about their own health and that of others. It will also be relevant to those students who will be going on to careers in the social sciences, kinesiology, and health care.

This course focuses on the biology and healthy functions of all of the major human body systems and how wellness can be compromised by struggles with mental and social health, lifestyle choices and disorders.

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PHYSICS 112

This is the first of a two-semester sequential course designed for students planning to pursue science/engineering courses at the university level or who plan to enroll in a technical program at community college. Proficiency in science and mathematics is required. Level two mathematics is highly recommended.

PHYSICS 122

This is the second of a two-semester sequential course recommended for students planning to pursue science/engineering at the university level or who plan to enroll in a technical program at community college. Prerequisite: Physics 112.

SCIENCE 10: SCIENCE FOR SUSTAINABLE SOCIETIES

Learners enrolled in Science 10: Science for Sustainable Societies will consider the roles science and technology play in their lives and communities. Throughout the course, learners examine how scientific concepts and theories are applied to sustain the environment and natural resources we chemically transform.

The connections that exist between matter and energy are explored through systems thinking. Systems thinking helps learners determine ways to connect chemical reactions to planetary cycles, and to weave core concepts into sustainability discourse. Using systems thinking to consider the complex interplay of chemical processes with scientific, societal, and environmental systems provide learners with critical knowledge required for other high school science courses.

Through investigations learners will examine how matter is transformed into the products and technologies they use daily, how this matter flows through society, and explore emerging theories in sustainability and energy production. Learners gain deeper understandings of the complexities of societal development, apply critical analysis skills to design solutions for problems in their community, and connect their learning to Sustainable Development Goals.

PERSONALIZED WELL-BEING

CREATIVE ARTS

DIGITAL ANIMATION 120

which provides learners with opportunities to develop knowledge, skills, and competencies in digital animation through hands on experiential learning including using animation software. While some learning will be collaborative in nature, learners will be expected to independently work on tasks and projects to practice skill development, culminating in a final capstone project.

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WELLNESS AND PHYSICAL EDUCATION

ADVANCED TRAINING PRINCIPLES 120

This course is designed to support learners with theoretical and practical exercise physiology experience. This course is designed to enhance the planning and implementation of a personalized training program and create opportunities to improve individual health and well-being. Through daily training, learners will explore applied exercise physiology principles, functional movement, and technical and assessment skills in a wide range of training principles. Learners will develop, connect, and participate in engaging instructional practices and group activities. Learners will model respectful, ethical, and safe behaviours in Advanced Training Principles 120. Topics covered during this course will include foundational health and well-being, nutrition, fitness, human systems, careers, and training programs and assessment

EARLY CHILDHOOD DEVELOPMENT 120 (FORMERLY CHILD STUDIES 120)

This course is an in-depth study of children from conception to school age (6). Learning about children and their development can improve your understanding both of children and yourself. It can also help you think about your future in relation to parenthood and career choices.

INDIVIDUAL AND FAMILY WELLNESS 120

Students will see the connections made between the course content and their personal development and relationships. This curriculum will help prepare them to have a better understanding of themselves, their family and the world around them. Individual and Family Wellness 120 touches on aspects of sociology, psychology, economics and anthropology. The knowledge and skills presented in the course will benefit students who may wish to pursue fields of study such as: law enforcement, social services, family law, careers in counseling, psychotherapy and family medicine.

INTRO TO KINESIOLOGY 120

This course is designed to provide a foundation to support learners' experiences and understanding of the theoretical and practical aspects of Kinesiology. Learners will explore, connect, and participate in hands-on instructional practices, including group activities and labs. They will also engage in topics such as: historical physical activity and sport events, ethical issues, physical literacy, anatomy, physiology, human performance, biomechanics, and prevention and care of athletic injuries. Learners will be supported to practice respectful, ethical, inclusive, and safe behaviours in a variety of learning environments. This course is appropriate for learners who have an interest in learning more about kinesiology including careers

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MUSIC 10

The grade 10 program is outcome-directed; that is, the knowledge and skills that students must demonstrate are articulated in outcome form. Every outcome is followed by an elaboration that provides further information on, and clarification of the outcome. This elaboration also includes a list of activities, experiences, and objectives that, if achieved, will help the student meet the outcome.

MUSIC 112

This course involves increased demands on ability of a major instrument, history and theory. NOTE: Participation in Concert Band and/or Jazz Ensembles is an element of this course.

WORLD MUSIC 120

This is a preparation course for university level music: performance, history and composition. There is a Band element also. Course selection is subject to approval. This is a university preparatory class.

VISUAL ARTS 10

This course is designed to continue developing artistic knowledge and skills from Visual Arts 9. This course is heavily project-based, and students are expected to create expressive works with a range of audiences, and purposes using a variety of different artistic techniques. Projects are broken down into four different categories: Art Processes, Forms & Applications, Self-Expression & Reflection, Socio & Cultural Art; Cumulative Art.

VISUAL ARTS 110

This course is designed to improve student skills and knowledge in a variety of areas: drawing, painting, color theory, sculpture, art history, sketchbooks.

VISUAL ARTS 120

This course is designed for motivated art students and those considering attending art school in the future. Studio projects will demand technical excellence and originality. Students will keep a sketch book and notebook and are required to supply some of their own materials. Art 110 is a prerequisite for Art 120.

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Storytelling is an essential piece to learner success, and it is therefore recommended learners have successfully completed English Language Arts 10. This will enable learners to draw from their experiences in writing for clarity in multi-modal works and defining topics which support identifiable purposes and specific audience.

Visual Art skills are also key to learner success, and so it is also **recommended learners successfully complete Visual Arts 10 prior to Digital Animation 120**. Visual Art 10 will provide learners the experience needed to create expressive works in visual arts for specific audience and purposes using a variety of art media.

*Locally Developed Course

DIGITAL PRODUCTIONS 120

This course is designed to introduce students to cutting edge technology used in the multimedia industry. Students will use industry standard software which will help prepare them for post-secondary technology schools.

On successfully completing this course, students will be able to:

- Follow Canadian copyright law and related ethical standards in your work.
- Create effectively designed digital imaging products.
- Create their own audio products.
- Create their own video products.
- Create and edit their own website using the principles of effective web-page design

An interest/ability in digital technology/production is an asset.

DRAMATIC ARTS 110

Dramatic Arts 110 is a performance-based course designed to encourage students to develop their dramatic skills through exposure to a variety of challenges and opportunities that require creative and higher-order thinking skills. In this course, students will be required to work individually, independently, in small groups, and in larger ensembles. Projects and research activities are encouraged to be activity-based experiential learning. Students will be exposed to a wide range of dramatic conventions and styles for the purpose of creating, analyzing, conducting research, and performing. Students may be required to work outside of the classroom (including individual/ensemble practice and studio rehearsal) as the manifestations of theatre activities are many and varied. Students are also strongly encouraged to experience extracurricular and community-based opportunities.

DRAMATIC ARTS 120

This is an elective course that deals with the major aspects of theatre performance including acting, stage craft, play management and theatre history. Students are required to perform in public and must be prepared to memorize. Dramatic Arts 120 expands on the skills acquired in Dramatic Arts 110. While students are not

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required to take Dramatic Arts 110 as a pre-requisite it would be beneficial. In Dramatic Arts 120, students will be expected to have more involvement and ownership of their learning and subsequent assessment.

FASHION TECHNOLOGY AND DESIGN 110

This course focuses on the present-day fashion, textile and apparel Fashion Technology and Design 110 aims to prepare students for future careers in the fashion industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through the application of current techniques of product construction and design this course of study will assist learners in gaining a better understanding of the fashion production process. While engaging in practical applications, learners will explore options that emphasize sustainability and a reduction of the industry's environmental impact. Learning through the activities in this course of study will empower students to make a positive difference in their lives, their families, and their communities.

FASHION TECHNOLOGY AND DESIGN 120

Fashion Technology and Design 120 is designed to prepare students for future careers in the fashion design industry. Students will engage in problem solving and decision making, task and process analysis, and improve time management skills while exploring industry standards and practices. Through practical activities learners will apply various sequential creative processes to assist them in gaining a better understanding of the fashion design and construction process. Learners will also examine the business of fashion including apparel production, marketing, and promotion. The impact of current means of production and exploration of ethical and sustainable practices will be evaluated. The goal of Fashion Technology and Design 120 is to empower students to make a positive difference in their lives, their families, and their communities.

FILM 110

This course is designed for learners interested in exploring the craft of filmmaking and producing short films for an intended audience. Learners will get hands on experience in film production (basic camera operation, lighting, sound design and other elements) through purposeful creation of short film(s). Learners will practice implementing strategies to enhance clarity and the control of an intended message. Learning in and through the arts requires learners to create, connect, and communicate. Film 110 is appropriate for learners who are actively involved in filmmaking, and those who have an interest in learning more about film in a way that promotes a general knowledge of film and culture.

Film 110 is designed with learners who have successfully completed English Language Arts 10 in mind. Successful completion of this course will provide

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learners skills required to analyze and critique film, and to research, write persuasively and present ideas and opinions with sensitivity and decorum. While the focus of Film 110 is to create short film(s), viewing and analyzing film is also included to build understanding of the process and purpose of filmmaking. Learners will critically respond to film using the language of cinematic criticism, to create films using the cinematic conventions including shot composition, lighting, editing, sound design, and narrative structure. Learners may need to commit time beyond the common learning environment to meet their goals.

GRAPHIC ART AND DESIGN 110

This course is designed to provide students with a basic understanding of design and layout which will foster confidence in their own abilities. Throughout the course students will be asked to take ideas and requirements and make them visual and appealing using an assortment of software programs, such as Adobe Photoshop, to achieve desired effects with graphic images. Good attendance is extremely important in this course.

Students will develop various graphic projects starting with fundamental progressing on through advanced procedures.

Areas of study will include:

- The History of Graphic Arts
- Elements of Visual Perception
- Principles of Visual Perception
- Composing the Image Optically

Students considering a career in a graphic arts related area would benefit greatly from this course. Creativity and an interest/ability in art and drawing is an asset.

GRAPHIC ART AND DESIGN 120

This course is intended to be an opportunity to extend learning in concepts studies in Graphic Art & Design 110.

MEDIA STUDIES 120

This is a course that offers an introduction to the evolution and impact of mass media on the individual and society. The television/video unit is compulsory, accompanied by a choice of three additional units on advertising, film, print and electronic journalism.

The primary purpose of the course is to have students learn through experiment and exploration; the course is practical, and activity based. Students enrolled in Media Studies 120 must be mature enough to meet the high level of independence, reliability and responsibility required of them.