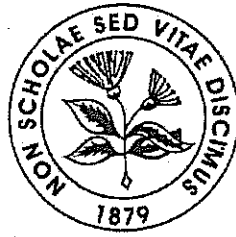


# Southland Girls' High School



## Year 9/10 CURRICULUM



2011

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# YEAR 9 AND 10 LEARNING PACKAGES

Building on our seamless, multi level philosophy of learning, this is the Year 9 and 10 curriculum for 2011.

Students will take learning packages in English, Mathematics, Social Studies, Science, Physical Education and Health and two others, each semester. Future Thinking is taught across Learning Packages at Year 9.

Students are encouraged to choose learning packages which best fit their learning needs and challenge them. They normally remain in this class for the year, but are encouraged to change to meet new learning needs. Their choices will be based on past academic records and information from teachers, home and the students themselves.

The 'traditional' options have been changed into "Learning Packages" and incorporate more cross curricular teaching to allow better in depth learning. Students will do two of these each semester. There are two semesters in a year.

## Year 9 Students

Students will take Science, Social Studies, Physical Education, Health and Future Thinking.

And **choose:**

1. An English package from Section A.
2. A Mathematics package from Section A.
3. FOUR learning packages from Section B.

## **Year 10 Students**

Students will take Social Studies, Physical Education, Health and Future Thinking.

And **choose:**

1. An English package from Section A.
2. A Mathematics package from Section A.
3. A Science package from Section A.
4. FOUR learning packages from Section B.

**NOTE:** Over Year 9 and Year 10 students **MUST** do at least:

- one learning package from Performing Arts (PA) or Visual Arts (VA).
- one learning package from the Technologies (T).

If a student wants to do a language and/or music it is better that these packages are taken in Semester 1.

**Option Expos  
will be held for parents and students on  
Tuesday, 19 October 2010  
from 12:30 pm till 1:30 pm  
and 3:30 pm till 5:00 pm  
in the East Wing**

Learning packages are designed to be one semester in most subjects. However, the demands of Level 1 NCEA at Year 11 in some subjects eg Languages and Music, mean that students will need to ensure they have completed enough learning packages to be able to continue in that subject at Year 11.

# GAINING THE NCEA

## At Level 1

To gain Level 1 NCEA, a student needs 80 credits. This must include at least 10 credits in both Literacy and Numeracy.

The 80 credits are usually spread over 6 one year courses or equivalent. Each student must choose a Mathematics, English and Science full year course and three full year or equivalent semester courses.

## At Level 2

The minimum requirement is 60 credits from Level 2, and 20 credits already gained from Level 1. These are spread over 6 one year or equivalent courses.

English at Level 2 is compulsory to fulfil University Entrance requirements.

## At Level 3

The minimum requirement is 60 credits from Level 3, and 20 credits already gained from Level 2. These are spread over 5 one year or equivalent courses.

**University Entrance** is achieved by gaining 42 credits at Level 3.

This is made up of 2 subjects at 14 credits each and 1 or 2 subjects which add up to 14 credits in total. These subjects must come from an approved NZQA / NZ Universities list. Students must have gained at least 14 credits of Mathematics at Level 1, and 8 credits of English at Level 2.

## Standards Based Assessment

Standards Based Assessment is a process of judging learner achievement against pre-defined standards (learning outcomes). Students gain credits which go towards a national qualification. Credits can be gained either by Unit Standards or by Achievement Standards.

	<b>Unit Standards</b>	<b>Achievement Standards</b>
<b>Definition</b>	A nationally registered set of learning outcomes and associated performance criteria.	A nationally registered set of learning outcomes and associated performance criteria for achievement, merit and excellence grades
<b>Nationally Recognised</b>	Yes	Yes
<b>Credits count towards a National Certificate in Educational Achievement (NCEA)</b>	Yes	Yes
<b>Terminology used to describe achievement</b>	Achieved / Not Achieved	Not Achieved, Achieved, Merit or Excellence

## Glossary

Achievement Standard	A nationally registered, coherent set of learning outcomes and associated performance criteria for achieved, merit and excellence grades
Assessment	Collecting and evaluating evidence to establish the level of an individual's performance
Credit	A numerical value assigned to a unit and achievement standard
Internally Assessed	Achievement or unit standards are assessed by teachers according to national criteria
National Qualifications Framework	Collectively, all nationally registered qualifications, achievement standards and unit standards, and the relationship among these
NCEA	National Certificate of Educational Achievement
NES	National Employment Skills
NZQA	New Zealand Qualifications Authority
Portfolio	A learner's personal collection of evidence of achievement
Record of Learning	An individual learner's transcript of standards credited and national qualifications completed, provided by NZQA from a national database
Standards-based Assessment	Process of judging learner achievement against defined standards
Unit Standard	A nationally registered, coherent set of learning outcomes and associated performance criteria assessed internally.

For further information refer to NZQA website: [www.nzqa.govt.nz](http://www.nzqa.govt.nz)

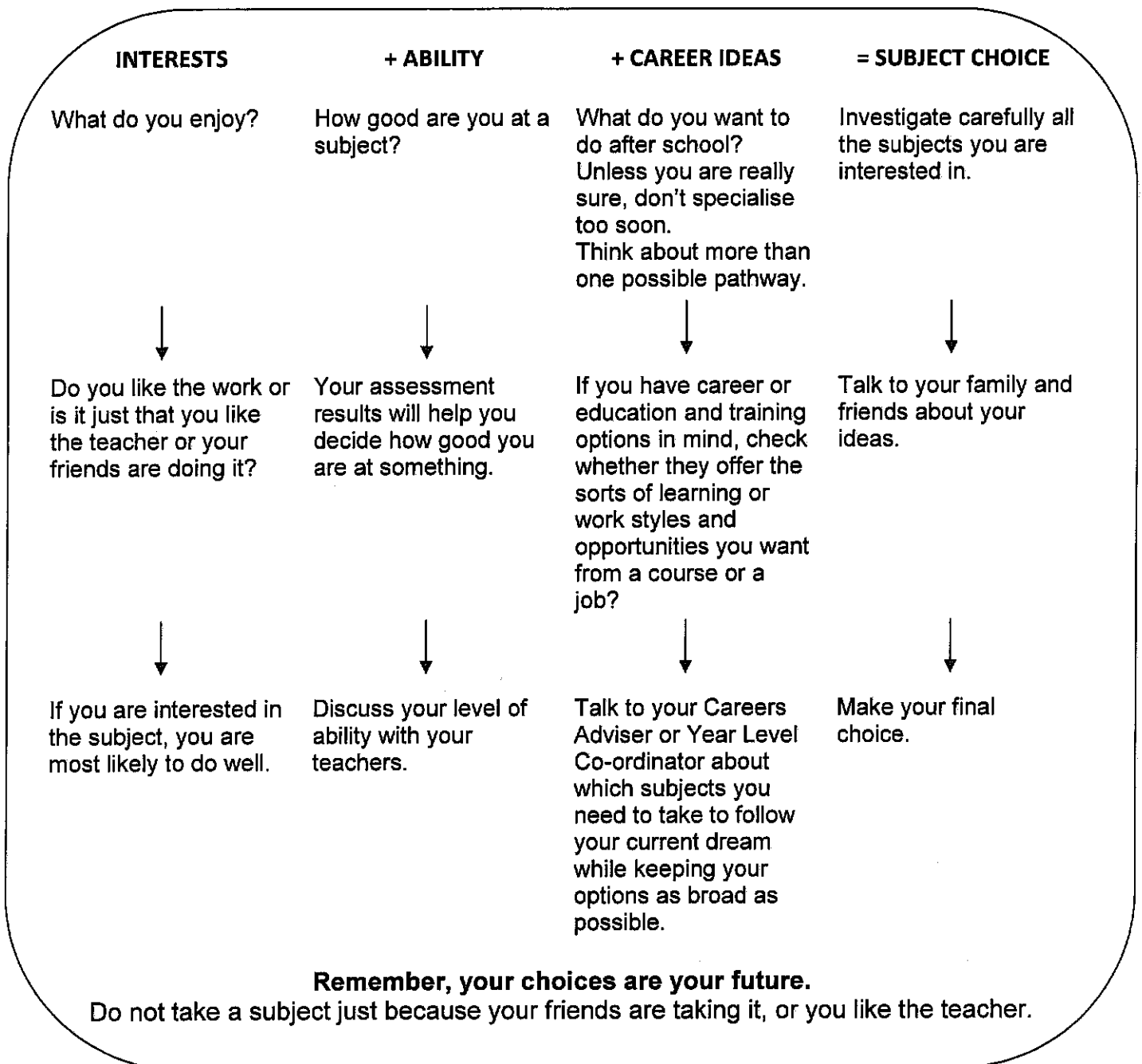
# How to Choose Subjects

Subject choices are your first career choices.

You should choose your subjects based on what you like and what you are good at. In general, you should aim to have a broad education at Year 11 and leave more specialist subjects until Year 12 or 13.

Some subjects have direct links to post-school pathways. If you think you may decide to leave school before the end of Year 13, consider whether getting into further training or work might be easier if your course includes some vocational elements.

*Try using this diagram to help you decide what subjects to choose:*



# **SECTION A**

## **ENGLISH**

### **Year 9**

#### **ESSENCE OF ENGLISH EXPLORED**

A learning programme building on essential English skills, which will enable students to understand, use and create oral, written and visual texts. We will start with the basics and build onto these as students feel confident with new learning.

There will be a taster of a range of different types of texts: novels, films, static images, short stories, poems and plays while developing the ability to say a speech, create static images and practise writing skills.

For students who find English learning a bit of a challenge and want a class that will move at a slower pace and support them in building on knowledge while tasting texts, this is the class for them.

#### **EXPANDING ENGLISH ENERGY**

A learning programme developing English skills which will enable students to understand, use and create oral, written and visual texts of increasing complexity. We will explore prior knowledge, take a quick check on the basics, and begin building onto knowledge, checking confidence with new learning as we go.

There will be the chance to explore a range of different texts, including novels, films, static images, short stories, poems and plays while developing the ability to deliver a speech, debate, create static images and practise writing skills.

We will be expecting students to bring ideas and questions to drive the learning, so for those who enjoy talking and discussing texts, this is the class for them.

#### **ENGLISH ENGAGEMENT ERUPTS**

A learning programme broadening students' range of English skills, so that they will be able to understand, use and create complex oral, written and visual texts. We will always check in on prior knowledge and the basics before challenging students to use creative and critical thinking and analysis skills to drive new learning.

Students will be given the chance to think and respond in depth to a range of different texts, including novels, films, static images, short stories, poems and plays while developing the ability to deliver a speech, debate, create static images and practise writing skills. These may be combined in a number of different ways and students may be expected to draw comparisons between a range of texts throughout the year.

For students who find English to be one of their strengths and you want to move faster, explore more, go deeper and move beyond texts, this is the class for them.

## **Year 10**

### **EXPLAIN IN ENGLISH**

A learning programme building on essential English skills, so that students will be able to understand, use and create oral, written and visual texts. Prior knowledge and skills from Year 9 will be our starting place, and we will build onto these as students feel confident with learning as we tackle texts of greater complexity, and encourage increased independence. We will be making the steps towards NCEA.

As in Year 9, students will be developing knowledge of, and the skills associated with, a range of different types of texts: novels, films, static images, short stories, poems and plays, while developing the ability to deliver a speech, create static images and practise writing skills.

For students who find English learning a bit of a challenge and want a class that will move at a slower pace and support them in building knowledge while tasting texts, this is the class for them.

### **EXPLORING THE ENGLISH EXPANSE**

A learning programme developing English skills so that students will be able to understand, use and create oral, written and visual texts of increased intricacy. We will explore prior knowledge, especially expanding on the ideas exposed in Year 9, to begin building onto knowledge, checking on confidence with new learning as we go.

Students will have the chance to explore a range of different texts, including novels, films, static images, short stories, poems and plays, while developing the ability to deliver a speech, debate, create static images, and practise writing skills. We will be delving deeply into texts, aiming for increased independence with more complex texts, to develop the skills needed for success at NCEA.

It is expected that students will bring ideas and questions to drive the learning, so for students who enjoy talking and discussing texts, this is the class for them.

### **ENGLISH @ THE EXTREME**

A learning programme broadening the range of English skills, so that students will be able to understand, use and create complex oral, written and visual texts. We will always check in on prior knowledge, with an emphasis on building from prior learning as a Year 9 student, before challenging students to use creative and critical thinking along with analytical skills with greater depth to drive new learning.

There will be chances to think and respond in depth to a range of different texts, including novels, films, static images, short stories, poems and plays, while developing the ability to deliver a speech, debate, create static images, and practise writing skills. These may be combined in a number of different ways and students may be expected to draw comparisons between a range of texts throughout the year. The complexity of texts will require students to think outside the square while making connections and finding evidence in texts to support ideas. These skills will help towards success at NCEA.

For students who consider English to be one of their strengths and for those who want to move faster, explore more, go deeper and move beyond texts, this is the class for them.

# **MATHEMATICS**

## **Year 9**

### **MAKING MATHS WORK**

This course is designed to build on and improve basic mathematical skills, focussing on numeracy knowledge and strategies and applying these in the real world.

### **DEVELOPING MATHEMATICAL IDEAS**

This course challenges each student to work and extend herself in Mathematics. Students will experience practical applications to make mathematics real in their world.

### **MATHEMATICAL MINDS**

This course is designed to extend students in a challenging way by incorporating problem solving and the ability to apply learned skills and knowledge to new situations.

## **Year 10**

### **MATHS FOR THE FUTURE**

This course continues to build basic mathematical skills, extending numeracy into abstract mathematical concepts.

### **PATHWAY TO PYTHAGORAS**

Students are challenged to think about how practical and abstract mathematics applies to their world. They continue to build their problem solving and logical thinking skills, and communicate these clearly.

### **MATHEMATICAL ENRICHMENT**

Students are extended and challenged to think and justify their mathematical and statistical findings, and to communicate these in a clear, logical and effective manner.

# **SCIENCE**

There are two courses to choose from in Year 10.

## **SCIENCE APPLIED**

This is a full science course for students intending to go further with Science in the senior school. This learning package will build on Science studied in previous years and will give each student a sound basis for study in any of the science courses offered at Year 11.

## **SCIENCE BEYOND**

This is a more challenging course for students who wish to extend themselves at Year 10. The content of this learning package is similar to Science Applied but some ideas are covered in more depth. Students taking Science Beyond should be aiming to progress into specialist science courses.

# **SOCIAL STUDIES**

## **YEAR 9 & 10 SOCIAL STUDIES**

'The social sciences learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens.' (*The New Zealand Curriculum, 2007*)

At Years 9 and 10, Social Studies becomes a separate learning package where students will be involved in asking questions, gathering information, and examining the backgrounds of important societal ideas and events. Learning will focus on encouraging students to explore and analyse values and perspectives, relating these to ideas and events; and to develop understandings about issues and the ways in which people make decisions and participate in social action. Students will also be encouraged to 'take action' themselves.

A variety of contexts will be covered in Year 9 and 10 Social Studies. Some of these contexts include: Kiwiana and NZ History, Pacific Islands, China, World Inequalities, Enterprise Studies, Nazi Germany, and The Black Civil Rights Movement.

## **YEAR 9 PE / HEALTH**

A varied programme to meet the needs of each student which involves sports and activities designed to promote motor skill learning, teamwork, problem solving and independence.

Health programme designed to meet the needs of the development adolescent.

## **YEAR 10 PE / HEALTH**

A varied programme to meet the needs of each student which involves sports and activities designed to promote motor skill learning, teamwork, problem solving and independence.

Health programme designed to meet the needs of the development adolescent.

## **FUTURE THINKING**

The Year 9 Future Thinking programme is designed to develop a range of thinking strategies and skills for students which will assist them with their current and further study and careers. Thinking skills are the foundations of high achievement. Examples of skills include critical, creative, analytical, lateral, and logical thinking, decision making, goal setting, research, time management, study skills and strategies for generating and organising ideas. The programme is integrated across the curriculum.

# **SECTION B**

## **LEARNING PACKAGES ©**

(One semester unless stated otherwise)

### **MINDS ALIVE © (MSA)**

This is an extension programme where students learn higher order thinking skills and apply these to problem solve issues from real life. Through an enquiry based programme students will be encouraged to explore independent research opportunities, access experts and test their knowledge requisition around global perspectives.

The course follows the Cambridge University International Examination syllabus for IGSCCE. Students are able to sit an international exam in this on completion of course work.

To be part of this, please apply in writing stating reasons for inclusion in the class, interests and passions in the world of knowledge.

### **LEARNING THE LINGO – FRENCH, GERMAN, JAPANESE AND SPANISH © (LLF / G / J / S)**

Dream about travelling around the world – seeing exciting places and meeting interesting people?

This year-long beginner's course covers all the basic language skills students need to be able to communicate in their chosen language.

They will develop skills in reading, writing, listening and speaking. By the end of this course they will be able to confidently interact in and understand simple conversations, and read and write short texts using basic vocabulary and sentence structures.

Culture will be taught alongside the language as they are interlinked. This will mean that students increase cross-cultural awareness and open their minds to new ideas and opinions, thus preparing to be a global citizen of the world we live in today.

This study links with the requirements of Level 1 NCEA.

# **KIWIS COMMUNICATING – FRENCH, GERMAN, JAPANESE AND SPANISH © (KCF / G / J / S)**

This year-long course builds on what was learnt in 'Learning the Lingo' and will give a solid grounding in the basics of the chosen language.

Students will further develop all four language skill areas (reading, writing, listening and speaking) through a wide variety of class activities done both independently and in pairs / groups.

They will continue to learn about the culture associated with the language and also be made aware of the cultural conventions that exist and how to respond to them in appropriate ways so as not to offend.

In Kiwis Communicating, opportunities are given to develop a pen-friend relationship with a native speaker and students are encouraged to exchange letters / emails in their chosen language.

There are many benefits for studying a second language. Some research suggests that students who receive second language instruction are more creative and better at solving complex problems than those who do not (Bamford and Mizokawa, 1991). Furthermore, researchers also believe that second language study helps enhance English and other academic skills.

By the end of this course, students will have completed two of the three years of learning required to sit Level 1 NCEA.

## **TŌKU REO, TŌKU OHOOHO - MY LANGUAGE, MY AWAKENING © (TTO)**

This course will give students a solid background into the basics of the language. Students will be given the opportunity to develop all four language skills (reading, writing, listening and speaking). These skills will be developed through a variety of classroom activities that are done independently and in pairs / groups.

Students will become aware of and understand some of the typical cultural conventions that operate in interpersonal communication.

It is expected that students will involve themselves in the school Kapahaka group, and be prepared to be a part of a support group, should the occasion arise, where the school is formally welcoming people into the school.

At the conclusion of this course, students can understand Te Reo Māori that contains well-rehearsed sentence patterns and familiar vocabulary and can interact in predictable exchanges.

## **KO TE KAI RAPU, KO IA TE KITE - HE WHO SEEKS WILL FIND © (KKM)**

This year-long course will build upon the basic language skills that students have developed in Levels 1 and 2 of the curriculum document.

They will continue to learn about the culture associated with the language and be made aware of the conventions that exist and how to respond appropriately.

Students will be able to cope with a variety of routine situations when talking to speakers of Te Reo Māori. They will be able to use the language with flexibility and pick up some new language from its context.

They will become more confident in using the language through a range of language learning strategies.

By the end of this course students will have completed two years of a three year learning course towards NCEA Level 1.

## **ARCHAEOLOGY © (ARC)**

This is a course that looks at the ancient civilisations and their cultures. From studying these remains you can work out why people lived in certain places and what their lives were like. Much of what we know about societies like the Ancient Greeks and Romans, Incas, Egyptians and early Maori in New Zealand comes from archaeology excavations.

It will teach students skills from Visual Arts and Social Studies. Students will use thinking and investigation techniques to navigate their way through the past.

## **PERFORMANCE PHYSICAL EDUCATION © (PPE)**

A course focussed on setting and achieving personal health and fitness goals. Open to all students with a desire to improve their lifestyle or sporting performance and to gain knowledge in the theory of physical education.

Interested students may be those who want to –

- Improve general fitness
- Achieve a physical milestone, e.g. 10km run, train for a sport, complete a tramp, learn a new sport.
- Learn new physical training methods and skills.

This course requires a high level of motivation and a commitment to maintaining a physical fitness programme. It will also provide a solid foundation for NCEA PE.

## **ELECTRONICS AND SOCIETY ©**

### **(ELC)**

(T)

In this course students will learn about simple electrical and electronic circuits and how to construct them. They will develop skills in building simple electronic devices. Students will be introduced to simple computer programming, using a microprocessor to control circuits. These skills will lead to a small group electronics project.

## **SCIENCE INVESTIGATIONS ©**

### **(SIV)**

(T)

Through investigating, students will develop a knowledge of science and of the processes, skills and attitudes involved in learning about the world around them.

In this course, students will be actively involved in a range of investigative activities. These investigations will engage, enrich and challenge students' ideas and thinking about science. There will be the opportunity for inquiry-based investigations that could lead to Science Fair or a nationwide award scheme, CREST – Creativity in Science and Technology.

## **DIGI IMAGE ©**

### **(DME)**

(T, VA)

This half semester course is designed to give students the opportunity to explore digital media as an art making process.

Students will learn ways in which ideas can be communicated through still and moving images. Students will develop skills through interaction with programmes such as Photoshop and iMovie. Students will explore contemporary multi media artist models. Students will learn how to document and plan ideas in a workbook, create story boards and characters, apply design elements and produce still and moving images.

This package has links with NCEA Visual Art Design, Photography and Media Studies.

## **ENVIRONMENTAL STUDIES ©**

### **(ENS)**

(T)

This course looks at how people and all other living creatures interact with the natural environment. It helps explain how a change in one area will have consequences elsewhere.

Environmental issues, both in New Zealand and on a global scale, will be investigated and students will work towards developing their own environment-related project. Inquiring, valuing, problem-solving and practical skills from the areas of Social Studies and Technology will be an integral part of this study.

## **ART WORX ©**

**(AWX)**

(VA)

This half year course will introduce students to art work from past and present artist models and cultures. It is advisable to complete this package before moving on to Bring Out the Artist in Me.

Students will learn from and explore a wide range of techniques and processes. Students will be encouraged to think creatively and imaginatively as they work towards developing original ideas. They will learn how ideas can be communicated in their own and others' work.

This study links with some of the requirements of NCEA Level 1 Visual Art.

## **BRING OUT THE ARTIST IN ME ©**

**(BAM)**

(T, VA)

This year-long course further develops what students learned in Art Worx, and gives a more in depth understanding of art-making processes.

Students will develop understanding of technical and compositional processes.

Students will learn ways in which ideas are used to communicate meaning, and develop and refine ideas in response to a wide variety of motivations.

Students will learn how to apply this knowledge creatively and imaginatively in drawing, painting, printmaking design and/or sculpture.

Bring Out the Artist in Me is a prerequisite for NCEA Level 1 Visual Art and beyond.

This study links with the requirements of NCEA Level 1 Visual Art.

## **PERFORM LIKE THERE IS NO ONE WATCHING ©**

**(PNW)**

(PA)

This is a full year course. The maximum number in the class will be 20.

To be involved in this Performance class, students must AUDITION. Auditions will be held on the weekend of 6 and 7 November 2010. Interest in auditioning will be expressed in writing to Miss Rae no later than Friday, 22 October 2010. *Please include in your letter what your area of strength is, your experience to date and what you wish to gain from this class.*

For the audition, students will prepare a performance piece in their discipline of strength, ie Drama, Dance or Music. For some students it may mean preparing more than one piece if they have more than one area of strength. They will also be asked to go through some basic exercises to show versatility as a performer.

The aim of this course is to extend students in their area of strength, as well as to bring the other disciplines on to a more even standing. Students will be expected to work as a member of a group, as well as having one-on-one tuition in their chosen area. Outside agencies will be visited and brought into school to help meet the needs of the members of the class. This group will perform in the community and be the cultural face of SGHS.

The programme will be supported by research and theory in the three disciplines and links with the requirements for NCEA Level 1.

## **IN THE SPOTLIGHT © (ITS)**

Semester One

(PA)

In this 1<sup>st</sup> semester course students will learn the drama techniques and drama elements through Improvisation Performance.

Explore Shakespeare's world through the performance of excerpts from a variety of his works, both tragedy and comedy, either as an individual, pair or trio.

Students will examine a movie in detail looking at character, situation and relationships, and devise and perform a monologue based on a character from the movie studied, using drama conventions and elements.

Explore the poem Parihaka and bring it to life in performance using the convention of Freeze Frame and media merge.

All work is supported by a written component including journal reflections.

## **DISCOVERING THE ACTOR IN ME © (TAM)**

(PA)

Students will learn drama techniques through Theatre Sport Performance.

Students will bring everyday situations to life through the use of Silent Drama. Music and photographs will be used as a form of motivation for this task.

Students will examine a playwright through the use of one of their plays, and devise and perform a duologue based on at least one character from the play studied using appropriate drama conventions, techniques and elements. Students will learn the basics of annotating a script.

All work is supported by a written component including journal reflections.

## **ALL THE WORLD'S A STAGE © (AWS)**

(PA)

This course follows "In the Spotlight". Students will be expected to perform independently as well as in a group and class situations.

Students will learn the dramatic conventions through Improvisation Performance.

The student will demonstrate appropriate application and combination of voice, body movement and use of space in a prepared improvisation within a group context.

Examine Drama of the 1800's through the use of various well known dramatists and perform a duologue from a script using costumes and props.

Research Greek Theatre and devise a script on a Greek Myth using the Greek drama structure. Design a Greek mask for their character and perform the work with their peers in an Amphitheatre situation.

All work is supported by a written component including journal reflections.

## **MUSIC : THINKING WITH SOUND © (MTS)**

(PA, T)

This 1<sup>st</sup> semester course focuses on technology involved in making music. Some of the topics covered will include computer-based composition, recording, music editing and group performance.

Designed particularly for students with an interest in music, but minimal practical experience in theory, this course aims to get students thinking about musical form, structure and design without being held up by the traditional instrumental skills.

Students who want to further their musical skills are encouraged to follow this course with the 2<sup>nd</sup> semester course ***Music : Deciphering The Code***.

## **MUSIC : DECIPHERING THE CODE © (MDC)**

(PA)

This 2<sup>nd</sup> semester course re-examines the basic notational and rhythmic conventions of Music, and sets them within a wide range of musical activities, contexts and genres.

Students will develop theory skills, experiment with composition, explore tonal quality and timbre, and look at a wide range of music in the world around them.

Although this is a stand-alone learning package, the course sets in place skills which will be useful for those interested in taking up the advanced ***Music : The Rhythm Of Life*** course.

## **MUSIC : THE RHYTHM OF LIFE © (MRL)**

(PA)

This advanced full year course offers a wide range of musical experiences, linked to aspects of the Level 1 NCEA Music programme.

Students will have the opportunity to extend their performance skills, explore composition (in particular utilising Sibelius), examine Music Works from a wide range of musical eras and develop aural skills.

Students are encouraged to learn an instrument, and are often active participants in the Itinerant Music Scheme, where students receive individual or small group tuition in their chosen instruments.

This course is an ideal stepping stone for those wishing to study NCEA Level 1 ***Music***.

## **JOY OF DANCE © (JOD)**

(PA)

This is a one semester course that gives students the opportunity to experience the excitement of Dance by studying a number of different genres.

This course is designed for students who enjoy dancing and may not necessarily have any prior experience in dance.

Students will develop their dance knowledge by performing, choreographing and analysing different styles of dance, which may include contemporary, jazz, tap, classical ballet, cultural dance and social dance.

## **DANCING CENTRE STAGE © (DCS)**

(PA)

This full year advanced course is designed for students who are serious about their dancing, and have either excelled in Joy of Dance or studied dance outside of school.

This course will enhance and extend students' knowledge of technique, performance and choreography. It is also designed to be a pre-requisite to NCEA Dance. Students will learn the vocabulary associated with dance movements and basic choreographic structures and techniques.

## **DESIGNERS FOR THE FUTURE © (DFF)**

(T,VA)

This course is based around the design process using basic skills with soft materials. It will use technology and visual art skills and thinking. It could involve making jewellery, recycled textiles and useful objects in a range of materials depending on resources and strengths of the students and teachers. Material used could be fabric, pottery, recyclable materials, acrylic resin, plastic and papier mâché. There are course costs for materials used.

This study links with aspects of Level 1 NCEA.

## **DESIGNERS FOR THE FUTURE PLUS © (DFP)**

(T,VA)

This course builds on Designers for the Future. It will use technology, visual art skills and thinking. It could involve making useful objects in a range of materials depending on resources and strengths of the students and teachers. Material used could be fabric, pottery, recyclable materials, plastic and papier mâché. There could be course costs for materials used.

This study links with aspects of Level 1 NCEA.

## **AVANT GARDE © (AVG)**

(T)

This course is based around design and making a Wearable Arts garment. Students in the course may experience elements of design, planning and working with a variety of mixed media in order to create. Working with their own theme, students will design and construct an individual garment to be shown in the public arena, eg Bluff Oyster Festival or HETTANZ Fashion, Design and Craft Awards.

This study links with aspects of Level 1 NCEA.

## **FOOD DESIGN © (FDS)**

(T)

This will involve using a range of different skills and techniques in a practical situation. Focus is also on basic nutrition.

Students may investigate the production of some food products. They will develop and adapt these foods into a desirable product.

They may investigate packaging and marketing. There is a course cost for consumable items.

This study links with aspects of Level 1 NCEA.

## **FOOD DESIGN PLUS © (FDP)**

(T)

This course allows students to extend their knowledge of food components and nutrition, enhancing their practical skills and application, with a greater in-depth study of particular foods. There is a course cost for consumable items.

This study links with aspects of Level 1 NCEA.

## **DESIGN AND GRAPHICS © (DSG)**

(T, VA)

This course is targeted at those who have little or no experience in graphics and will provide them with the foundation skills they need to design with confidence.

The aim of this programme is to focus on why the process of design is important and how it can be used to make life better. Students will learn practical skills in drawing and communicating ideas as well as the things that separate a good design from a bad one.

These skills will be learnt through practical experiences in finding and presenting interesting solutions to a range of design briefs.

This study links with the requirements of Level 1 NCEA.

## **ARCHITECTURE – PLACES FOR PEOPLE © (APP)**

(T, VA)

In this course you will explore the environments that people live and work in, in the past, present and future. Architecture is a significant and important part of the world as it is how we define the environments we construct for ourselves.

It will help you build on the skills you already have and help you explore architectural design through traditional drawing, exposure to contemporary architectural practice, and three dimensional design.

This study links with the requirements of Level 1 NCEA.

## **INNOVATION AND INVENTION © (INI)**

(T)

This course is about developing skills, problem solving and creativity. The most important skill for a designer is the ability to think outside the square and develop interesting and innovative solutions to design problems. That is the aim of this programme.

You will be challenged by design briefs that will require you to experiment with ideas and materials to develop signs for real situations.

The course is ideal for students who have some experience in Design and Graphics and it will provide the challenges and skills that are necessary to keep your brain ticking as well as providing an excellent foundation for Level 1 Graphics.

This study links with the requirements of Level 1 NCEA.

## **COMPUTER BYTES © (CMB)**

(T)

This is a one semester course. It is designed to cover the basics of keyboard skills, file management and design over a range of applications.

This study links with the requirements of NCEA Level 1 Digital Technologies.

## **COMPUTER BYTES PLUS © (CMP)**

(T)

This course reinforces the Computer Bytes package and includes spreadsheets and accessing and processing information using a range of applications.

This study links with the requirements of NCEA Level 1 Digital Technologies.

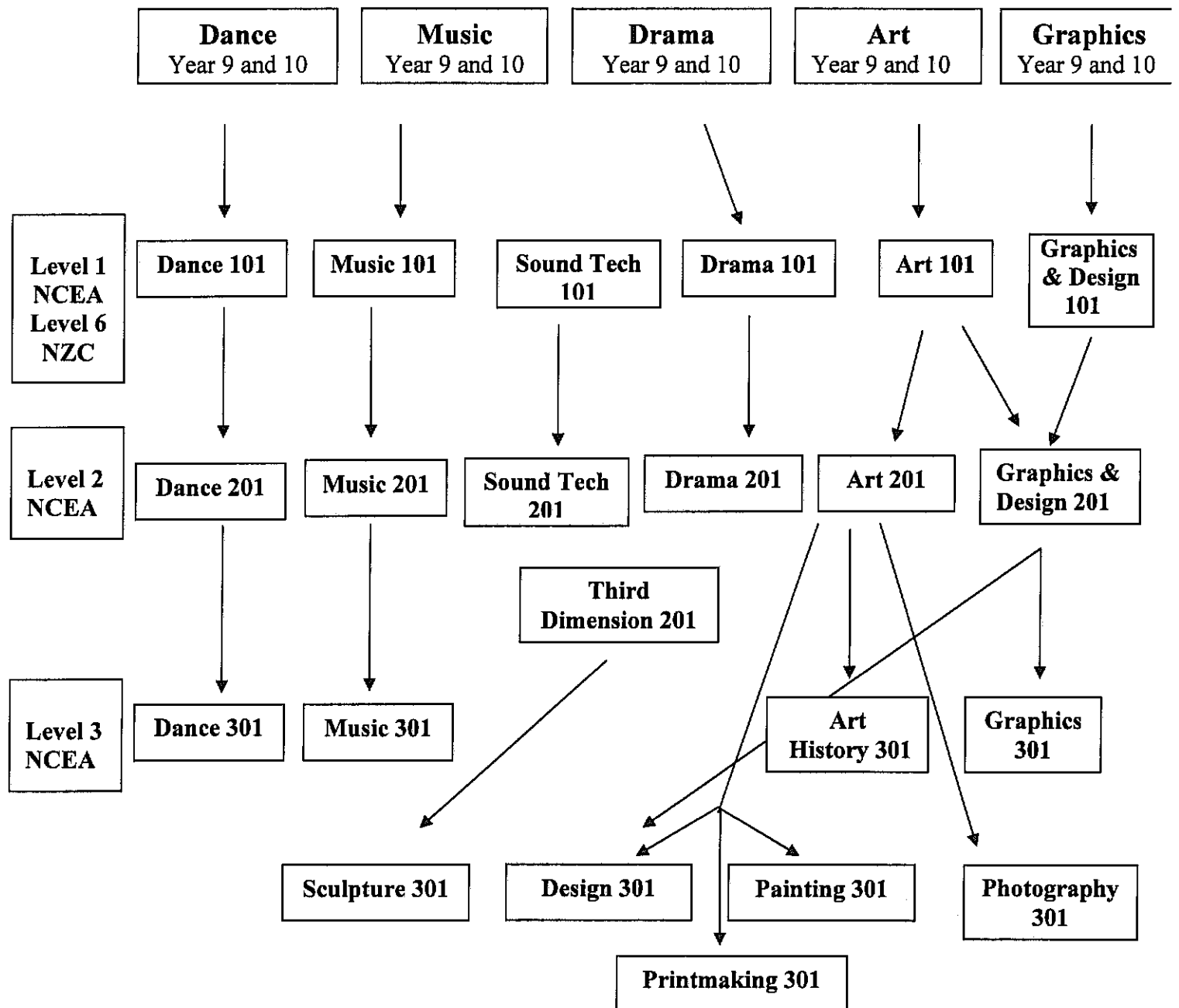
## **INFORMATION MANAGEMENT EXCEL © (IME)**

(T)

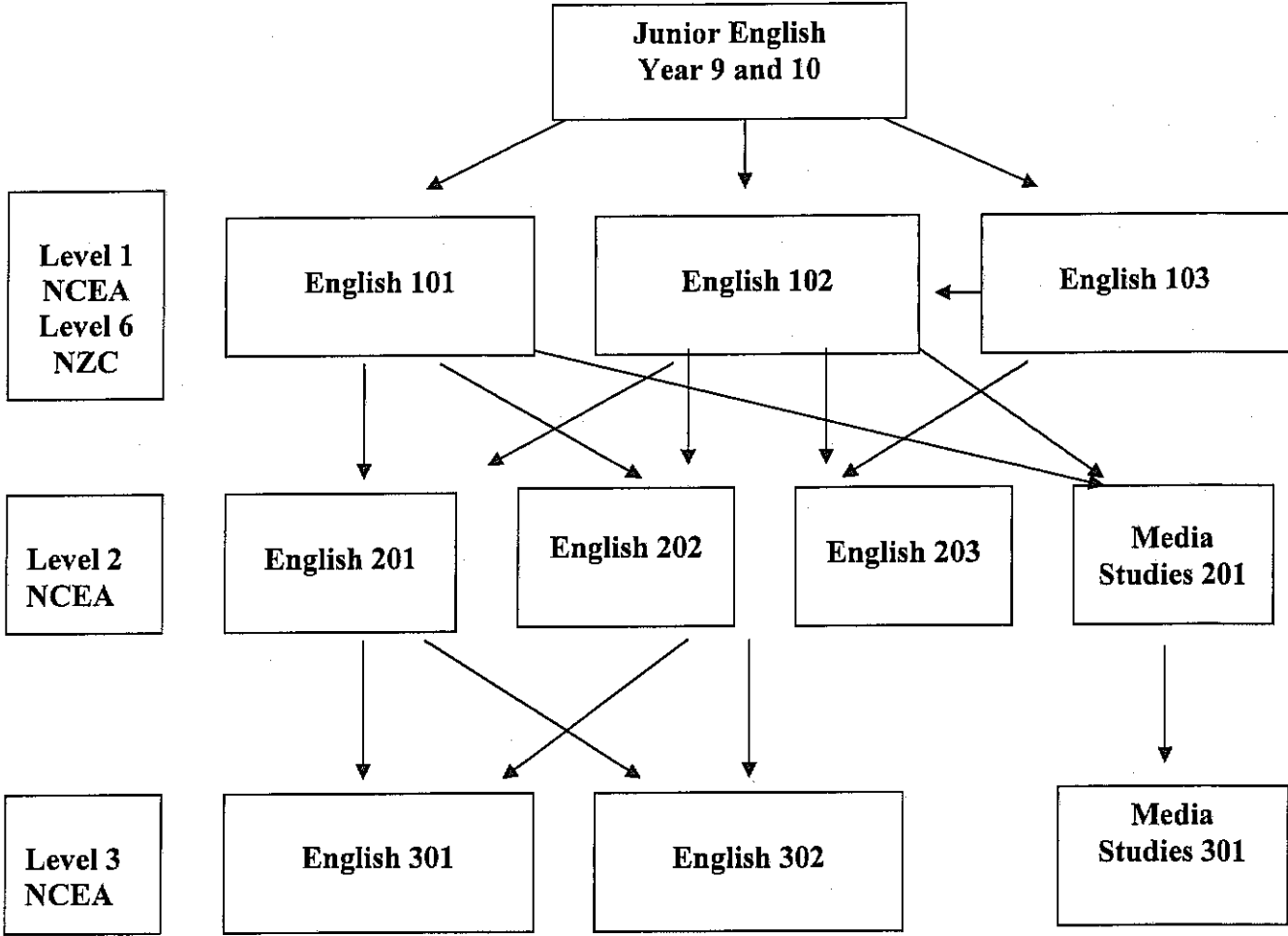
This is a year course which builds on the skills from either Computer Bytes or Computer Bytes Plus. It ensures the skills have been learned to begin the Level 1 NCEA in Year 11.

This study links with the requirements of NCEA Level 1 Digital Technologies.

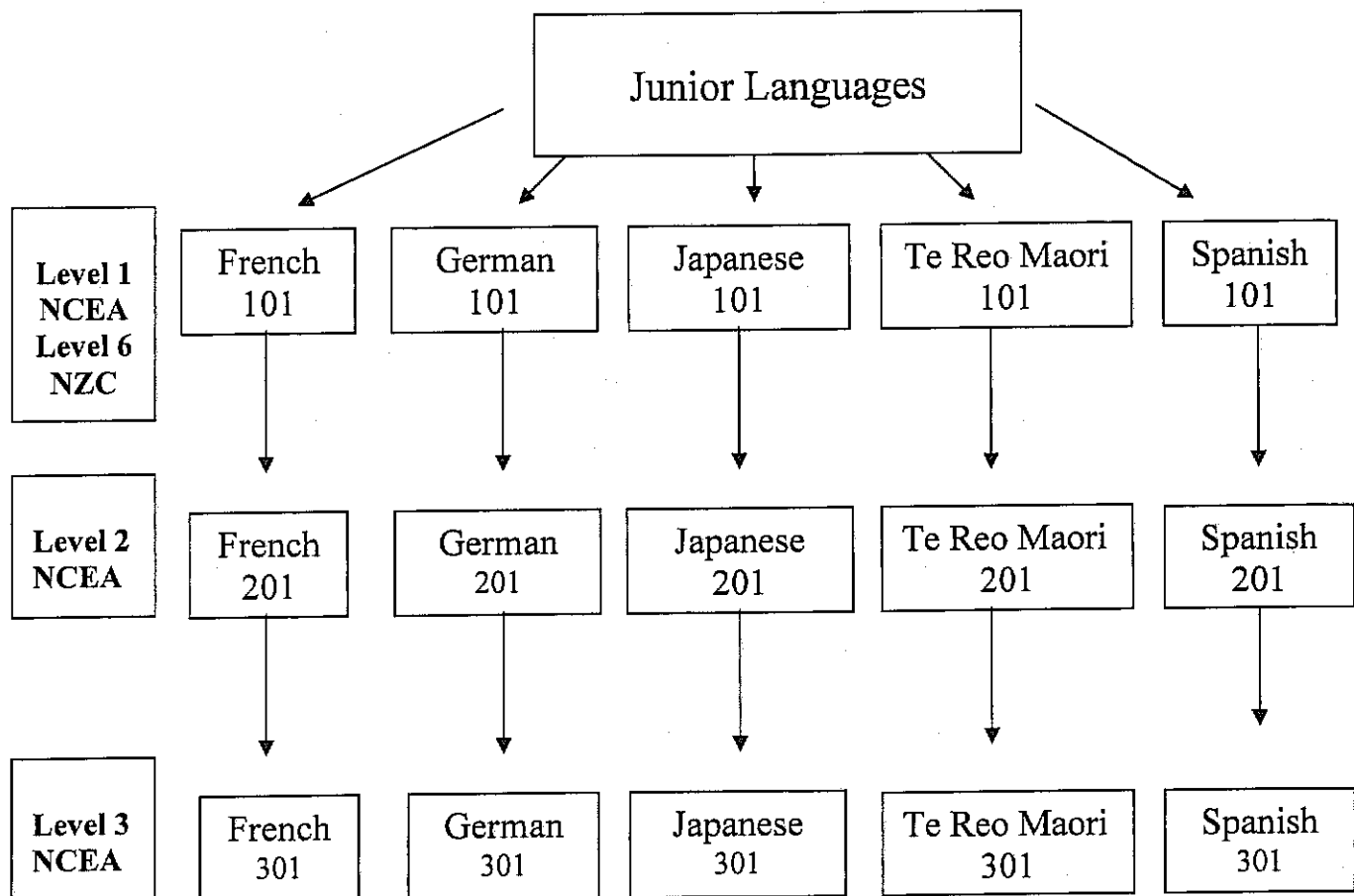
# Senior Subjects in the Arts Faculty



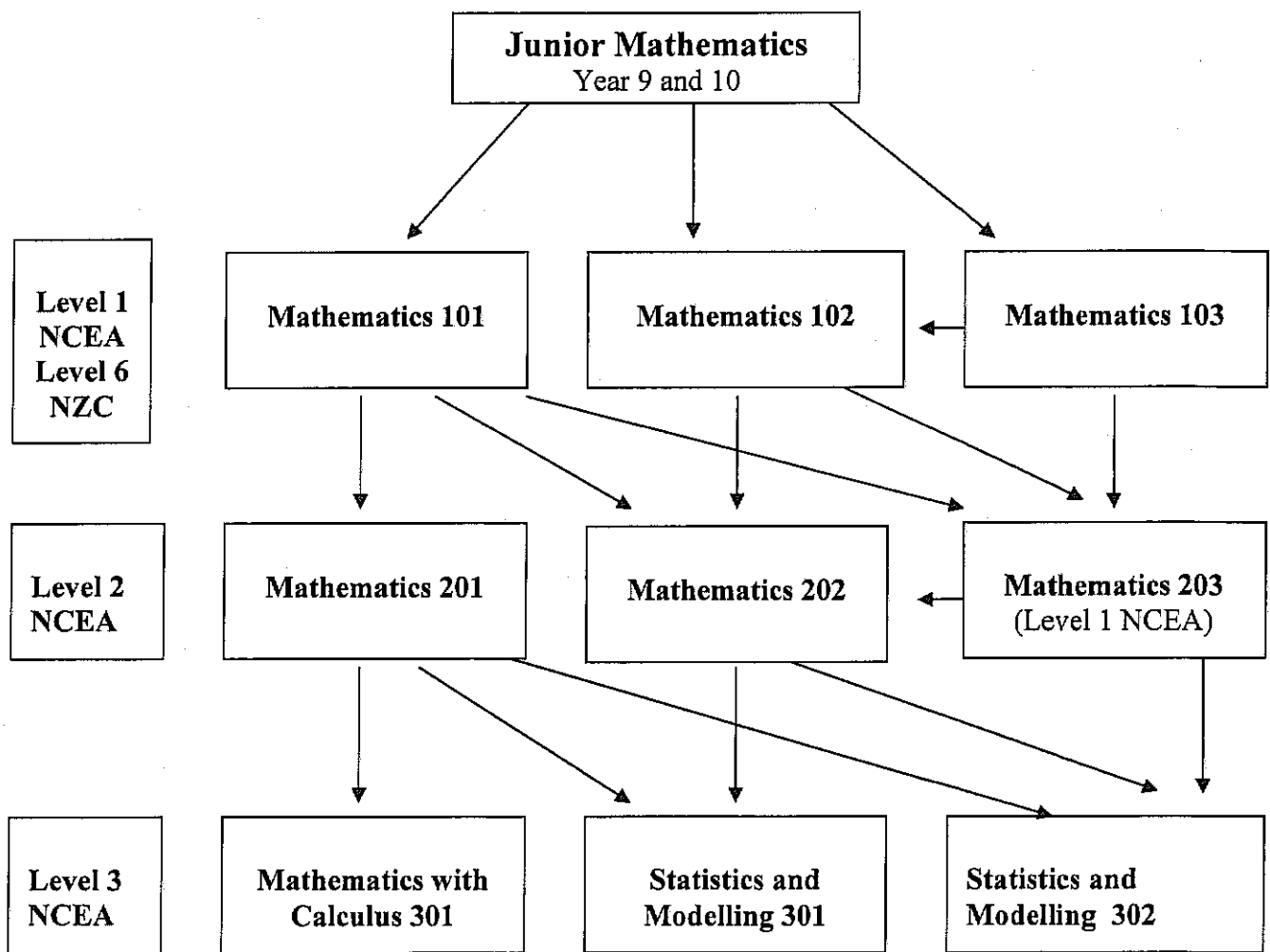
# Senior Subjects in the English Faculty



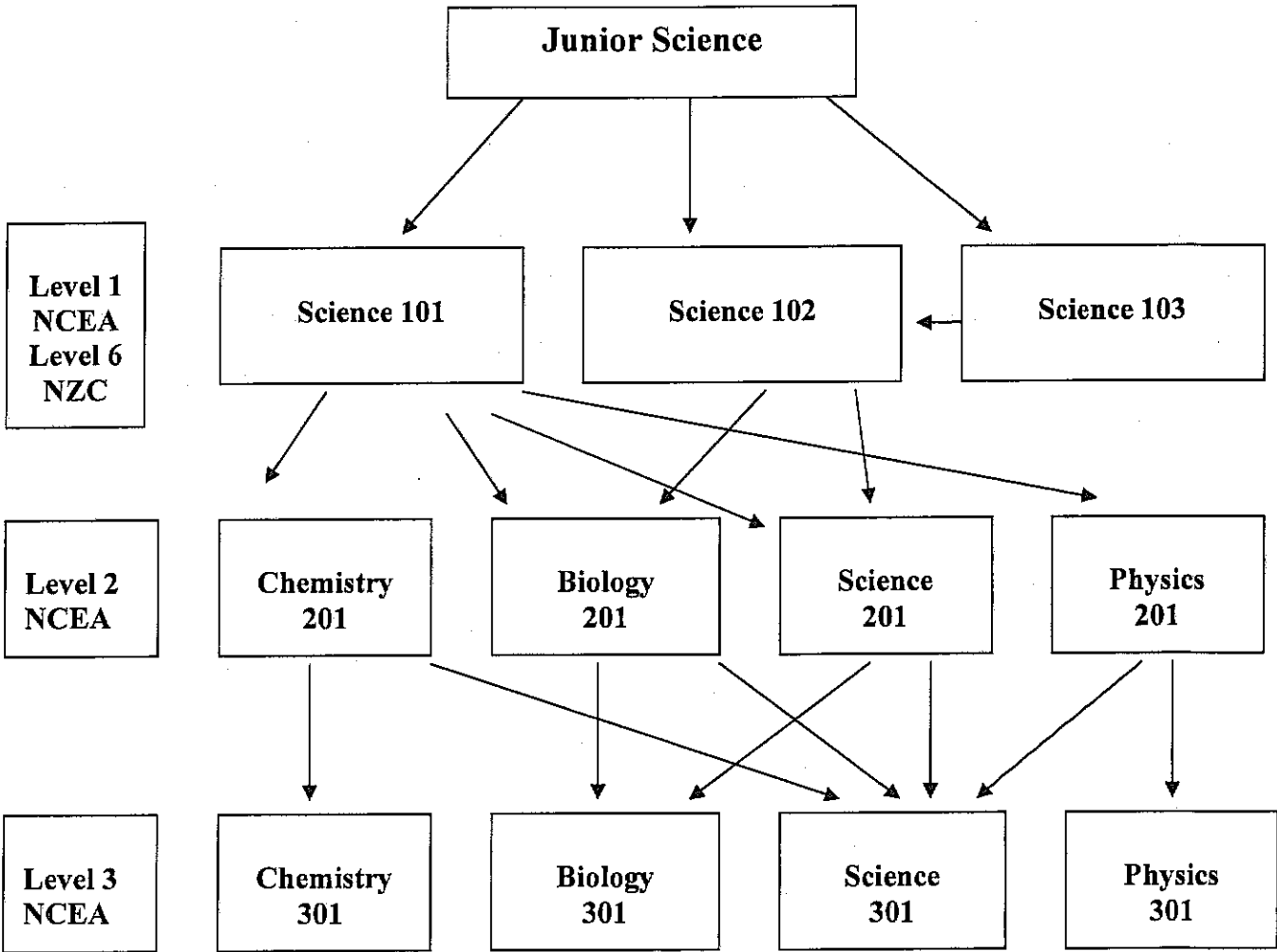
# Senior Subjects in the Languages Faculty



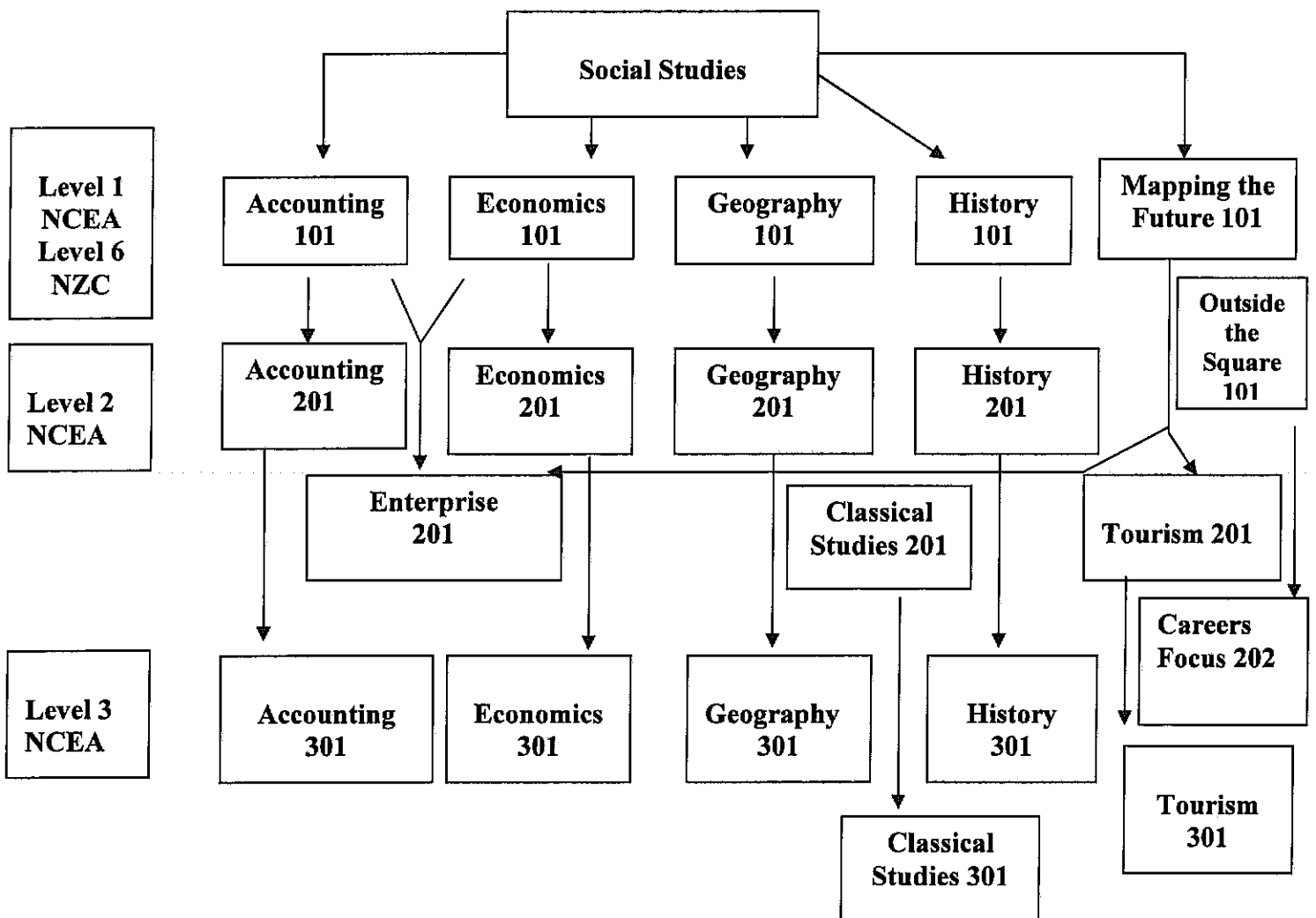
# Senior Subjects in the Mathematics Faculty



# Senior Subjects in the Science Faculty

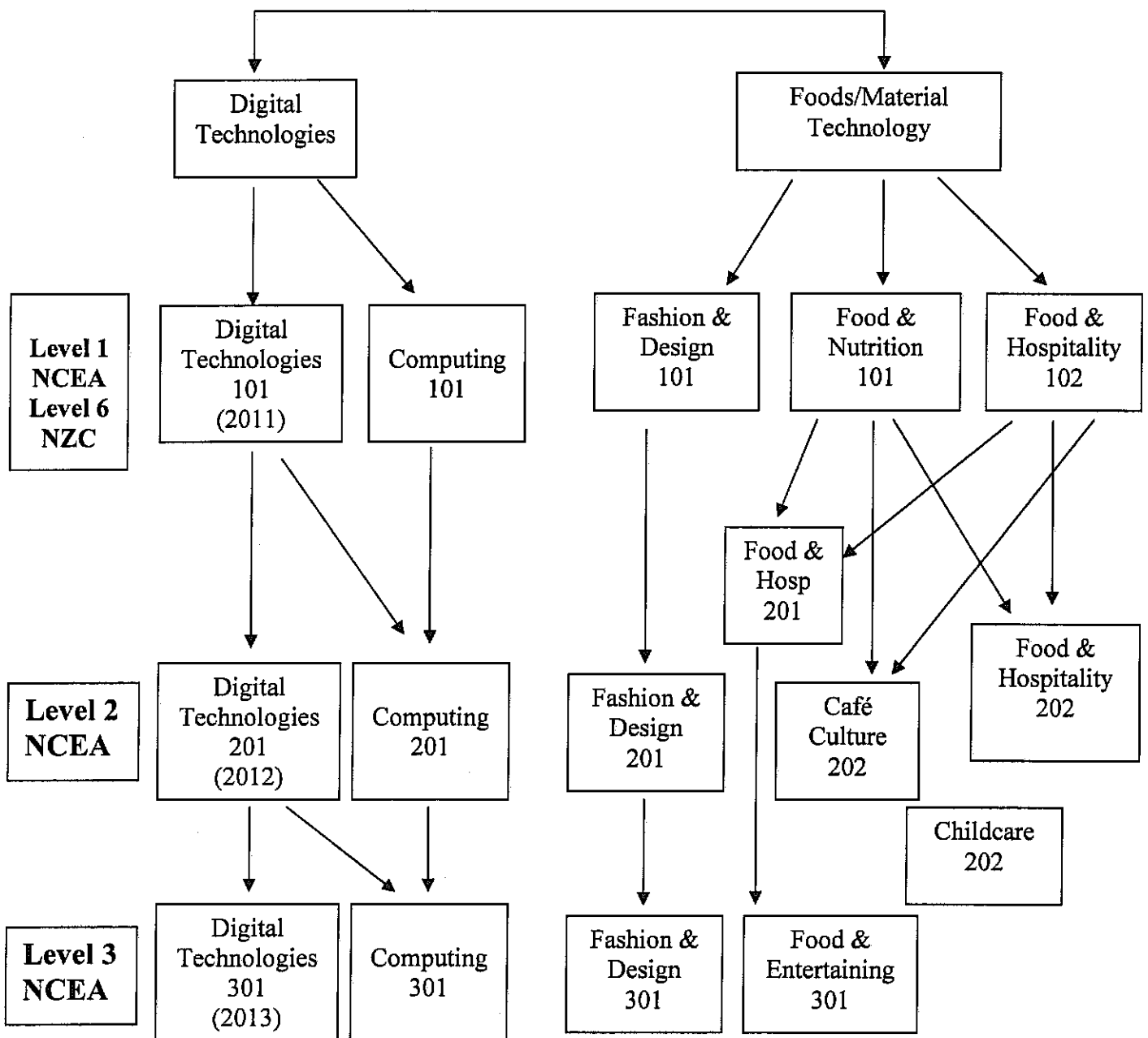


# Senior Subjects in the Social Science Faculty



# Senior Subjects in the Technology Faculty

Year 9 & 10



# Codes

All the World's a Stage	AWS
Archaeology	ARC
Architecture – Places for People	APP
Art Worx	AWX
Avant Garde	AVG
Bring out the Artist in Me	BAM
Computer Bytes	CMB
Computer Bytes Plus	CMP
Dancing Centre Stage	DCS
Design and Graphics	DSG
Designers for the Future	DFD
Designers for the Future Plus	DFP
Discovering the Actor in Me	TAM
Electronics and Society	ELC
Environmental Studies	ENS
Food Design	FDS
Food Design Plus	FDP
In the Spotlight	ITS
Information Management Excel	IME
Innovation and Invention	INI
Kiwis Communicating – French	KCF
Kiwis Communicating – German	KCG
Kiwis Communicating – Japanese	KCJ
Kiwis Communicating – Spanish	KCS
Ko te kai rapu, Ko ia te kite – He who seeks will find	KKM
Learning the Lingo – French	LLF
Learning the Lingo – German	LLG
Learning the Lingo – Japanese	LLJ
Learning the Lingo – Spanish	LLS
Music : Thinking with Sound	MTS
Music : Deciphering the Code	MDC
Music : The Rhythm of Life	MRL
Minds Alive	MSA
Moving Media	MMD
Perform Like There is No One Watching	PNW
Performance Physical Education	PPE
Science Investigations	SIV
The Joy of Dance	JOD
Toku Reo, Toku Ohoohe – My Language, My Awakening	TTO

# OPTIONS FOR YEAR 9 - 2011

Name: \_\_\_\_\_

Tutor Class 2010 : \_\_\_\_\_

## SECTION A

ENGLISH \_\_\_\_\_ MATHEMATICS \_\_\_\_\_

## SECTION B

**SEMESTER 1**

LEARNING PACKAGE 1  
\_\_\_\_\_

LEARNING PACKAGE 2  
\_\_\_\_\_

**SEMESTER 2**

LEARNING PACKAGE 1  
\_\_\_\_\_

LEARNING PACKAGE 2  
\_\_\_\_\_

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

**TO BE RETURNED TO YOUR TUTOR TEACHER  
BY FRIDAY 22 OCTOBER 2010**



# OPTIONS FOR YEAR 10 - 2011

Name: \_\_\_\_\_

Tutor Class 2010 : \_\_\_\_\_

## SECTION A

ENGLISH \_\_\_\_\_ MATHEMATICS \_\_\_\_\_

SCIENCE \_\_\_\_\_

## SECTION B

### SEMESTER 1

LEARNING PACKAGE 1

\_\_\_\_\_

LEARNING PACKAGE 2

\_\_\_\_\_

### SEMESTER 2

LEARNING PACKAGE 1

\_\_\_\_\_

LEARNING PACKAGE 2

\_\_\_\_\_

Student Signature \_\_\_\_\_

Parent Signature \_\_\_\_\_

**TO BE RETURNED TO STUDENT SERVICES  
BY FRIDAY 22 OCTOBER 2010**





# Key Competencies

Our curriculum is embedded in the key competencies. These are the capabilities people need to live, learn, work, and contribute as active members of their communities. Opportunities to develop competencies occur in social contexts.



## Managing Self is about...

- Self motivation.
- Setting goals and making plans.
- Knowing who you are, where you come from, and how you fit in.



## Relating to Others is about...

- Interacting with a diverse range of people in a variety of contexts



## Participating and Contributing is about...

- Participating actively in local, national, and global communities



## Using Language, Symbols, and Texts is about...

- Working with and making meaning of the codes in which knowledge is expressed.



## Thinking is about...

- Being Creative, Critical, and reflective
- Intellectual curiosity is at the heart of this competency

