



New Plymouth Girls' High School



YEAR 9
CURRICULUM
BOOKLET

2019

YEAR 9 NEW PLYMOUTH

This Booklet gives you information about:

- How the school day works;
- How the classes are organised;
- The subjects you will be taking;
- Your choices within subjects.

GIRLS' HIGH SCHOOL

**If you have questions
PLEASE ask at:**

- Opening Evening
- Enrolment Day
- Orientation Day
- Or contact the Year 9 Deans
(Phone 757 3899)



TABLE OF CONTENTS

- Click on Contents page for direct link to actual page

Table of Contents	i
Important Dates 2018 & 2019	1
Term Dates 2019	1
Key Staff	1
School Organisation	2
Tutor Group Time / Assemblies	2
Learning Support Services	2
Reflection & Goal Setting for 2019	3
Year 9 Subject Selection Form 2019	4
Curriculum Subject Selection Guide 2019	6

Year 9 Curriculum Learning Areas

7

Arts

- Dance 8
- Drama 9
- Music 10
- Visual Arts 11

English

12

Health & PE

- Food & Nutrition 13
- Health 14
- Physical Education 15

Languages

- English Language 16
- French 17
- Literacy 18
- Spanish 19
- Te Reo Māori 20

Learning Support

- Learning Skills 21

Mathematics

- Numeracy 22
23

Science

24

Social Science

25

Technology

- Biotechnology 26
- Design Technology 27
- Design and Visual Communication 28
- Digital Technology 29
- Textiles Technology 30

IMPORTANT DATES 2018 & 2019

Open Evening (school tours) **Wednesday 1 August 2018, 5:30pm – 8:00pm**

Proposed Enrolment Days:

DATE	SCHOOL
August	
14	Highlands Intermediate
15	Highlands Intermediate
22	Puketapu
22	Manukorihi
20	Devon Intermediate
21	Mangorei
28	Omata & Oakura
September	
5	Bell Block

Other enrolment appointments can be made by telephoning the school office on 06 757 3899 from Monday 13 August 2018.

Orientation Afternoon: Friday 7 December 2018

All enrolments **received after Thursday 13 December 2018** will be interviewed by Deans during the week prior to the start of Term 1 2019, (22 – 26 January). Please ring the school office on 06 757 3899 to make an appointment.

TERM DATES 2019

Term 1	Tuesday 29 January – Friday 12 April
Term 2	Monday 29 April – Friday 5 July
Term 3	Monday 22 July – Friday 27 September
Term 4	Monday 14 October – Tuesday 10 December

KEY STAFF

Principal:	Ms Victoria Kerr, BA (Hons), PGCE
Deputy Principals:	Mrs Stella Bond, BA, MBA, Dip Tchg, Dip Ed, PG Dip Ed (Ed Admin) Mr Kevin Byrne, BA, Dip Tchg, PG Dip Ed (Ed Admin (Dist)) Ms Kerry Macdonald, BA, Dip Tchg, Dip SMnt Mrs Suzanne Bradburn, BLS, BEd, Dip Tchg
Guidance Counsellors:	Ms Yvonne Van Lent, Dip Tchg, BA, MCounselling, MNZAC Ms Jan Finnigan, Dip Tchg, BPhEd, MCounselling
Head of Careers:	Mr Brett Zimmerman, BBS, Dip Tchg
Resource Teacher of Learning and Behaviour:	Mrs Jo Thompson-Garrett, BEd, Dip Tchg, Dip Maori, Higher Dip Tchg, PG - Specialist Tchg - Lrng & Behav
Principal's Personal Assistant:	Mrs Melissa Cumberledge, Grad CIPD
Deans:	Mrs Leah Preston, BSc, GDip Tchg (Sec) A second Dean is to be advised

SCHOOL ORGANISATION

- Throughout the day students move between classrooms as they go from subject to subject.
- Students belong to a Tutor Group with about 28 girls and have a Tutor Teacher who is responsible for their care.
- Each Tutor Group consists of other girls from Year 9. Students will be in one of the four school houses: - Aotea (Red), Kurahaupo (Blue), Tainui (Green) and Tokomaru (Yellow), named after local waka.
- Year 9s are together with their Tutor Group for most of their subjects.
- Tutor Groups meet in the same room each Tutor Time.

TUTOR GROUP TIME / ASSEMBLIES

- Monday: Tutor Group Time
- Tuesday: Tutor Group Time
- Wednesday: Tutor Group Time / Year 9 Assembly (*Fortnightly Rotation*)
- Thursday: Tutor Group Time (*Peer Support – Terms 1 and 2*)
- Friday: Whole School Assembly

LEARNING SUPPORT SERVICES

Learning Support is a team of people working together to help students make the most of their opportunities at New Plymouth Girls' High School. The Learning Support Team consists of:

- **Ms Shirley McVicar – HOD Learning Support**
- **Mrs Joan McLellan - Learning Support Teacher**
- **Mrs Jo Thomson-Garrett - RTLB (*Resource Teacher of Learning and Behaviour*)**
- **Teacher Aides**

These people offer a range of different forms of support to students, staff and parents. Students are referred by teachers, parents, other support staff or by self-referral. If students need extra help with their learning these are the people to see.

Learning Support is based in Awhina House, the yellow and blue house on the corner of Northgate and Mangorei Road. Awhina means "help and support". The ultimate goal is that every student requiring support with their learning should receive it. Awhina aims to provide a safe, positive learning environment where students can receive support through a range of different programmes. With a dedicated teaching staff and a highly-committed team of teacher aides, the team work hard to support students who have specific learning needs.

AWHINA PROVIDES:

- Programmes for selected Year 9 and 10 students. Students come out of class for a spell to work at Awhina to improve their literacy skills, numeracy skills and any other learning needs they may have.
- Senior students receive support through joining a SPEC (Specific Preparation for Employment and Citizenship) option class to focus on the key competencies and developing life long learning skills.
- Additional resourcing to assist with specific special needs.
- Individual Education Programmes (IEP's) if needed for specific support for those students with identified special learning needs.
- Withdrawal space for students who may need a "time out" area or withdrawal from their mainstream class. Awhina is a safe, supportive environment that students can come to if necessary.
- An in-class support team of teachers and teacher aides who target specific classes and work in class to support students and staff in a range of curriculum areas.

For any parents or students who feel that learning support is appropriate or needed, please raise this with a Year 9 Dean or contact Ms Shirley McVicar.



REFLECTION & GOAL SETTING FOR 2019 - *your copy*

Name: _____

2018 School: _____

REFLECTION ON 2018:

1. My strengths in 2018 were:

2. The areas that challenged me in 2018 were:

GOALS FOR 2019:

3. My goals for **Term 1** 2019 (academic, sports, cultural or personal) are:

Academic: _____

Other: _____

4. My long term goals for my time at School (academic, sports, cultural or personal) might be:

Academic: _____

Other: _____

5. What might prevent me achieving my 2019 goals?

6. What assistance might I need in achieving my 2019 goals?



New Plymouth Girls' High School

First choice in educating young women

For Subject details go to the Year 9 Curriculum Booklet on the NPGHS website: www.npghs.school.nz/Curriculum.php

YEAR 9 SUBJECT SELECTION FORM 2019 - *your copy*

Name: _____ 2018 School: _____

STUDENTS STUDY ALL 8 CURRICULUM LEARNING AREAS:

- Arts
- English
- Health and Physical Education
- Languages

- Mathematics
- Science
- Social Sciences
- Technology

Courses are based on Levels 3 and 4 of the New Zealand National Curriculum

COMPULSORY LEARNING AREAS

- English
- Health and Physical Education
- Mathematics

- Science
- Social Sciences

STUDENT PLACEMENT COURSES

(based on learning needs)

- English Language (ESOL)
- Learning Skills

- Literacy
- Numeracy

LEARNING AREA SELECTION

ARTS

Choose **TWO Arts**:

Order of preference:

- | | | |
|---------------|---------|--|
| • Dance | 1 | |
| • Drama | 2 | |
| • Music | Reserve | |
| • Visual Arts | | |

LANGUAGES

Choose **TWO Languages**:

Order of preference:

- | | | |
|----------------|---------|--|
| • French | 1 | |
| • Spanish | 2 | |
| • Te Reo Māori | Reserve | |
| | | |

TECHNOLOGY

Choose **FOUR Technologies**:

- Biotechnology
- Design Technology
- Design & Visual Communication
- Digital Technology
- Textiles Technology

Order of preference:

- | | |
|---|--|
| 1 | |
| 2 | |
| 3 | |
| 4 | |

Placement is subject to student numbers and staffing

Student signature: _____ Parent/Caregiver signature: _____

.....

For Deans:

Interviewer:

Approved / Clarification needed (*please circle*)

Initial: _____

Code: _____

Notes: _____



SUBJECT SELECTION GUIDE 2019

	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 3+
ARTS	<ul style="list-style-type: none"> Dance Drama Music Visual Arts 	<ul style="list-style-type: none"> Dance Drama Music Visual Arts 	<ul style="list-style-type: none"> Dance Digital Visual Arts Drama Music Visual Arts 	<ul style="list-style-type: none"> Art Design Art History Dance Drama Music Photography Visual Arts 	<ul style="list-style-type: none"> Art Design Art History Dance Drama Music Painting Photography Printmaking Sculpture 	
ENGLISH	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> English 	<ul style="list-style-type: none"> English English Alternative English Extension (for Yr10's) English Intermediate 	<ul style="list-style-type: none"> English English Alternative English Extension (for Yr11's) English Intermediate 	<ul style="list-style-type: none"> English Alternative English Extension (for Yr12's) English Visual English Written 	<ul style="list-style-type: none"> English Extension (Scholarship) (for Yr13's)
HEALTH & PHYSICAL ED	<ul style="list-style-type: none"> Food & Nutrition Health Physical Education 	<ul style="list-style-type: none"> Food & Nutrition Health Physical Education Sports Education 	<ul style="list-style-type: none"> Food & Nutrition Hauora Health Hospitality Sports Science & Physical Education 	<ul style="list-style-type: none"> Fitness & Recreation (for Yr11/12/13's) Food & Nutrition Hauora Health Hospitality (for Yr12's & Yr13's) Sports Science & Physical Education 	<ul style="list-style-type: none"> Food & Nutrition Hauora Health Sports Science & Physical Education 	
LANGUAGES	<ul style="list-style-type: none"> English Language French Literacy Spanish Te Reo Māori 	<ul style="list-style-type: none"> English Language French Literacy Spanish Te Reo Māori 	<ul style="list-style-type: none"> English Language French Spanish Te Reo Māori 	<ul style="list-style-type: none"> English Language French Spanish Te Reo Māori 	<ul style="list-style-type: none"> English Language French Spanish Te Reo Māori 	
LEARNING SUPPORT	<ul style="list-style-type: none"> Learning Skills 	<ul style="list-style-type: none"> SPEC Yr 10 /Pre-Level 1 (for Yr10/11/12/13's) 	<ul style="list-style-type: none"> SPEC (for Yr11/12/13's) 	<ul style="list-style-type: none"> SPEC (for Yr11/12/13's) 	<ul style="list-style-type: none"> SPEC (for Yr11/12/13's) 	
MATHEMATICS	<ul style="list-style-type: none"> Mathematics Numeracy 	<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Maths with Algebra & Statistics Maths Extension (for Yr10's) Maths Numeracy Maths with Statistics 	<ul style="list-style-type: none"> Maths with Algebra & Statistics Maths Extension (for Yr11's) Maths with Statistics 	<ul style="list-style-type: none"> Calculus Maths Extension (for Yr12's) Statistics External Statistics Internal 	<ul style="list-style-type: none"> Statistics Extension (for Yr13's)
SCIENCES	<ul style="list-style-type: none"> Science 	<ul style="list-style-type: none"> Animal & Plant Science Science 	<ul style="list-style-type: none"> Animal & Plant Science Science Alternative Science Extension (for Yr10's) Science External Science Internal 	<ul style="list-style-type: none"> Animal & Plant Science Biology Chemistry Physics Science Science Alternative 	<ul style="list-style-type: none"> Animal & Plant Science # Biology Chemistry Physics Science Science Alternative 	
SOCIAL SCIENCES	<ul style="list-style-type: none"> Social Science 	<ul style="list-style-type: none"> Business Studies Social Science 	<ul style="list-style-type: none"> Accounting Business Studies Economics Geography History Social Science Extension (for Yr10's) Social Studies 	<ul style="list-style-type: none"> Accounting Classical Studies Economics Enterprise Studies Geography History Media Studies Social Studies Tourism 	<ul style="list-style-type: none"> Accounting Classical Studies Economics Enterprise Studies Geography History Media Studies Social Studies Tourism 	
TECHNOLOGY	<ul style="list-style-type: none"> Biotechnology Design Technology Design & Visual Communication Digital Technology Textiles Technology 	<ul style="list-style-type: none"> Design Technology Design & Visual Communication Digital Technology Textiles Technology 	<ul style="list-style-type: none"> Computer Science Design Technology Design & Visual Communication Textiles Technology 	<ul style="list-style-type: none"> Computer Science Design Technology Design & Visual Communication Textiles Technology 	<ul style="list-style-type: none"> Computer Science Design Technology Design & Visual Communication Textiles Technology 	
VOCATIONAL TRAINING			<ul style="list-style-type: none"> Supplementary Career Development (Not an option subject) 	<ul style="list-style-type: none"> Classroom Career Development Supplementary Career Development (Not an option subject) Trades Academy Work Place Training 	<ul style="list-style-type: none"> Classroom Career Development EE2E Engineering Supplementary Career Development (Not an option subject) Work Place Training 3 + 2 Career Training 	
Total	23	25	40	48	46	2

ACADEMIC LEVELS:

Extension Course

Intermediate Course

Alternative Course

All courses are subject to numbers and staffing

This course may be offered through Te Kura (Correspondence School) - others courses may also be available

SPEC – (Specific Preparation for Employment & Citizenship)

YEAR 9 CURRICULUM LEARNING AREAS

COMPULSORY

• ENGLISH	
• HEALTH & PHYSICAL EDUCATION	<ul style="list-style-type: none"> • Food & Nutrition • Health • Physical Education
• MATHEMATICS	• Numeracy*
• SCIENCE	
• SOCIAL SCIENCES	

OPTIONAL

• ARTS	<ul style="list-style-type: none"> • Dance • Drama • Music • Visual Arts
• LANGUAGES	<ul style="list-style-type: none"> • English Language* • French • Literacy* • Spanish • Te Reo Māori
• LEARNING SUPPORT	• Learning Skills*
• TECHNOLOGY	<ul style="list-style-type: none"> • Biotechnology • Design Technology • Design & Visual Communication • Digital Technology • Textiles Technology

* Students are placed in these courses

All courses are based on Level 3 or Level 4 of the New Zealand Curriculum

ARTS (select 2 of 4 offered)

Dance (9DAN)

Description:

This course is for students who enjoy movement and want to explore the elements of dance as a school subject.

Dance is a performing art that involves physical movement, performing, developing ideas and reflections on class work. Students will create dance from various stimuli and will engage in a range of dance styles. Students view, explore and perform dance from other cultures.

Students need to be prepared to work co-operatively with others in exploring their own and others' ideas. Strong self-management skills are required.

Content:

The course is based on the elements of dance.

Students will have the opportunity to perform in one public performance as well as develop skills in:

- Viewing, discussing and describing a variety of dance contexts;
- Participating in movement activities (exploring dance);
- Performing and contrasting features of dance (exploring dance);
- Choreographing dance sequences with and without props (choreographing dance);
- Improvising movement and contributing ideas to group dances (choreographing dance).

Assessment:

There are three common assessments.

- Two performances and one written reflection;
- All assessments are videoed for moderation purposes.

Entry: Open entry – optional.

Equipment:

Foot undies or dance shoes preferred, no socks in class.

Black singlet and skins (leggings) for assessment. PE uniform.

Approximate cost from \$56.00.

Additional Costs:

- \$10.00 for workshop and costume materials.
- There may be an additional cost for external performances as are opportune, and appropriate.

Further Information:

Mrs Freeman



ARTS (select 2 of 4 offered)

Drama (9DRA)

Description:

Drama is a performing art that enables students to step into role as characters in different times and places. Drama students work creatively with others in groups, practice physical skills such as voice work, and share their work with the class through performance. Drama develops confidence, co-operation and performance skills. It suits students who like to learn by doing, who enjoy moving, speaking and acting, telling stories and using their imagination.

Content:

By the end of Year 9 students develop skills to:

- Work co-operatively with others in group and whole class situations including games and improvisations;
- Use voice, body and space to create a storm scene from Shakespeare's *The Tempest*;
- Create a clown character and use costume and a prop to perform physical comedy;
- Explore what life was like for children evacuated from war-time London in a process drama;
- Move and speak together as a chorus in an Ancient Greek play.

Assessment:

There are three common assessment tasks in the course that require:

- Practical performance;
- Written planning;
- Bringing a costume item or prop to use in performance.

Entry: Open entry – optional.

Equipment: 1B5 exercise book (\$1.00).

Additional Costs:

Attendance at any performance groups that visit the school.

This is usually \$5.00 per performance.

Further Information:

Mrs Simpson



ARTS (select 2 of 4 offered)

Description:

Music is a performing art that provides students with many opportunities for self-expression and assists them to develop to their full potential.

Students will work according to their ability. Opportunities to extend skills are offered.

Content:

By the end of the course students will be able to:

- Use focused listening to identify and describe musical elements;
- Have basic skills on guitar, drums, violin, keyboard and ukulele;
- Use musical elements, instruments and technologies to create structured compositions and improvisations;
- Prepare, rehearse, present and evaluate brief music performances;
- Identify and investigate characteristics of music associated with particular contexts, purposes and styles in past and present cultures.

Assessment:

There are four common assessments.

- Standards-based assessment will be used to gauge and report on student achievement;
- These will be in line with the achievement objectives set out in the Arts Curriculum, and will cover a range of skills and knowledge.

Entry: Open entry – optional.

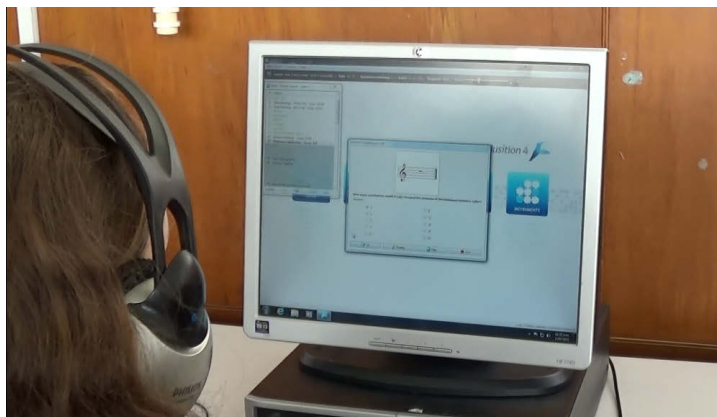
Equipment: 1B5 exercise book, 2B pencil (\$3.00).

Additional Costs:

Optional individual tuition costs (\$10.00 per term) plus instrument hire (various).

Further Information:

Mrs Woller



ARTS (select 2 of 4 offered)

Description:

This course enables students to develop skills with a variety of media and materials in the selected fields of Painting, Photography, Design, and Sculpture. It allows for creativity, originality and understanding of art making in a range of contexts. Students will engage in individual making, groupwork, installation practice, including making work for an exhibition (optional). The course will conclude with a 'Cake Party' and making a short animation.

Content:

This course is designed for students to engage in the work of New Zealand and international artists as a source of motivation for their own art works.

A variety of art works will be made using a range of subject matter centered on the theme of **Celebration** in four Visual Arts fields:

- Painting – drawing and using acrylic paint;
- Sculpture – object/installation and collaboration using modelling clay and mixed media;
- Photography – photograms and cyanotypes / still life photography;
- Design – understanding context in Sculpture using Adobe Photoshop.

Assessment:

There are two common assessments. Assessment is based on the four Visual Arts strands including standards-based assessment. The criteria will consist of the Visual Arts Curriculum at Level 4:

- Developing Practical Knowledge in Visual Arts;
- Developing Ideas in Visual Arts;
- Communicating and Interpreting in Visual Arts;
- Understanding Visual Arts in Context.

Entry: Open entry – optional.

Equipment:

A4 Spiral Bound Diary, 2B pencil, 1 paint tray with lid, brush set (\$25.00).

Additional Costs:

\$25.00 (includes paint, photo paper and chemicals, ink jet printing and specialist paper and drawing media and materials).

Further Information:

Ms Wright



ENGLISH (*compulsory*)

Description:

All work is focused on increasing students' ability to read and use language, whether written, oral, or visual.

Content:

In Year 9 English students learn about six main forms of communication:

- Listening;
- Reading;
- Viewing;
- Speaking;
- Writing;
- Presenting.

Texts studied include novels, short stories, poetry, film, non-fiction, television, magazines, posters and hypertexts.

Students will consider the purpose and audience, the ideas, language features and structure of these forms of communication.

Assessment:

There are five common assessments in; formal writing, creative writing, speech, research and reading logs and an end of year examination. Assessment takes the form of:

- Written essays;
- Assignments;
- Oral presentations;
- Computer-based displays.

The assessments use criteria, which explain the skills required in a task.

Entry: Open entry – compulsory.

Equipment:

1B5 exercise book, 2B5 hard cover exercise book, 1 manila folder and 10 copy safe pockets, 1 Slimpick document wallet, 1 USB memory stick. Approximate cost: \$25.00.

Further Information:

Mrs McNeil



HEALTH & PE (compulsory)

Description:

This course is a study of:

- Selection, preparation and serving of food;
- Eating patterns that reflect health-enhancing attitudes towards nutrition.

Content:

The programme will enable students to:

- Recognise the importance of wise food choices;
- Demonstrate skills in planning, selection and preparation of foods for individuals and families that meet the National Nutritional Guidelines;
- Apply knowledge of safe food practices;
- Study the four food groups;
- Complete a foods practical every second timetable cycle;
- Develop social, co-operative, time management and problem solving skills.

Assessment:

There are two common assessments;

- Kitchen and Food Safety written assessment;
- Meal planning – practical and written assessment.

Entry: Open entry – compulsory

Equipment:

Write on workbook provided.

Additional Costs:

Perishable food for practical sessions.

Further Information:

Mrs Findlay



HEALTH & PE *(compulsory)*

Description:

The course aims to provide information to enable students to make sensible and healthy choices focusing on skills necessary to maintain health, assertiveness and sound decision making.

Content:

The course of study will:

- Support students with their transition into secondary school;
- Enable students to make safe, informed decisions about their personal health;
- Examine current health issues that affect the lives of young people;
- Assist students to develop social and cooperative skills;
- Focus on our school values: Respect, Responsibilities and Positive Relationships.

Assessment:

There are two common assessments involving:

- Work book tasks;
- Summative assessment;
- Observation.

Entry:

Open entry – compulsory.

Equipment:

Write on booklet provided. 1B5 exercise book (\$1.00)

Further Information:

Miss Murphy



HEALTH & PE (compulsory)

Physical Education (9PED)

Description:

The course aims to promote physical participation and skill development in a variety of individual and team activities.

Content:

The core units allow participation and skill development and focus on the individual and team activities of:

- 25 sports;
- Aquatics;
- Fitness;
- Outdoor/Indoor Games;
- Major games;
- Minor games;
- Movement;
- Adventure based learning.

All practical work is linked to Health related concepts.

Key learning areas include:

- Physical activity;
- Sport studies;
- Outdoor Education

Students are expected to participate in all aspects of this course unless certified as medically unfit to participate in specific forms of physical activity.

Assessment:

There are five common assessments. They are skill based and cover; catching and throwing, evaluative co-operation, fitness and evaluative participation.

Will consist of a combination of:

- Practical testing;
- Observation;
- Self-assessment;
- Standards-based assessment;
- Activity-based assessment.

Entry: Open entry – compulsory.

Equipment:

PE uniform (compulsory):

- Compulsory PE shirt (available from the uniform shop), blue or black shorts, or Harlequin shorts (blue / black / red / white panels only) and sports shoes / trainers. Approximate cost: (\$36.00);
- Suitable swimming clothing and towel (Term 1 only);
- Drink bottle.

Additional Costs:

Other minor costs.

Further Information:

Mr Dickson



LANGUAGES *(select 2 of 3 offered)*

Description:

This course aims to support English speakers of other languages who need specific assistance both in learning the English language and in their other curriculum areas.

Content:

There will be an emphasis on the core skills needed in listening, speaking, reading and writing with a focus on grammar and vocabulary development. While a core text will assist students in an ongoing English language programme, support will also be provided for students' subject areas and language across the curriculum needs.

Assessment:

There are four common assessments. These are initial and ongoing diagnostic and formative assessments in English language skills in:

- Listening;
- Reading;
- Writing;
- Speaking.

Entry:

Restricted to English speakers of other languages needing specific language support.

Equipment:

1B8 exercise book (\$3.00).

Further Information:

Ms Blackwell / Ms Kindler



LANGUAGES *(select 2 of 3 offered)*

French (9FRE)

Description:

This course develops skills in listening, speaking, reading and writing in familiar, everyday situations in French.

Content:

You will learn to speak, read and write French and to understand what you hear in French.

You may also learn about how people live in French-speaking countries and sample French food.

Learning French will help you to speak clearly, listen carefully, spell accurately, develop a good memory and understand and accept other ways of life.

Topics studied include:

- Greetings;
- Family;
- Where you live;
- School.

Assessment:

There are a minimum of two common assessments. Each is a test at the end of each topic which could assess:

- Listening;
- Speaking;
- Reading;
- Writing.

Entry:

Open entry - optional.

Equipment:

1B5 exercise book (\$1.00).

Further Information:

Ms Williams



LANGUAGES

Literacy (9LIT) (placement)

Description:

This course is for students who need improvement in their reading and writing skills. The class work will support the English programme and also provide further practice with basic English skills. The course will be structured to meet individual and class needs.

Content:

The purpose of this course is to provide for students who have the need for additional skills in Literacy. The course is skills-based to support the regular work covered in the Year 9 English Curriculum with a strong focus on basic literacy skills in reading, writing and speaking.

Assessment:

A mix of informal tests and worksheets are used. The emphasis will be on diagnostic and formative assessment.

Entry: Restricted entry based on academic records from the students' Year 7 and 8 school reports and the Year 9 Entry Tests.

Equipment:

1B5 exercise book (\$1.00).

Further Information:

Mrs McNeil



LANGUAGES *(select 2 of 3 offered)*

Description:

This course develops skills in listening, speaking, reading and writing in familiar, everyday situations in Spanish.

Content:

You will learn to speak, read and write Spanish and to understand what you hear in Spanish. You may also learn about how people live in Spanish-speaking countries and sample Spanish food.

Learning Spanish will help you to speak clearly, listen carefully, spell accurately, develop a good memory, understand and accept other ways of life.

Topics studied will include:

- Greetings;
- Family;
- School;
- Food and drink.

Assessment:

There are a minimum of two common assessments. Each is a test at the end of each topic which could assess:

- Listening;
- Speaking;
- Reading;
- Writing.

Entry: Open entry – optional.

Equipment:

1B5 exercise book (\$1.00).

Further Information:

Ms Williams



LANGUAGES *(select 2 of 3 offered)*

Te Reo Māori (9MAO)

Description:

This course is the first stage of learning Te Reo and of the build up to Te Reo in the senior school.

Content:

The programme provides an introduction and exploration of Te Reo Māori. It will give students an insight into how Māori see the world.

Students will cover:

Whakarongo / Aural

- Hear a variety of Māori legends and retell in English;
- Follow commands and instructions in Te Reo Māori;
- Learn historical facts pertinent to Taranaki.

Kōrero / Oral

- Speak about themselves, their family and their origins;
- Learn commonly used Māori words and sentences;
- Ask and answer questions pertinent to topics studied.

Pānui / Reading

- Practice reading aloud to become confident with pronunciation.

Tuhituhi / Writing

- Write basic sentences in Māori;
- Write an essay relevant to the powhiri process (Tikanga / Protocol);
- Write waiata and karakia as a means of building personal resources;
- Learn Tikanga pertinent to Taranaki;
- Visit a Marae and write about the experience.

Mahi a Ringa / Arts and Crafts

- Use Māori motifs and designs to show family affiliations;
- Become familiar with Māori designs and patterns.

Assessment:

There are three common assessments. The assessments are:

- Listening (Maui fishing up NZ);
- Written (Taku Whānau);
- Reading (Tangata Rongonui).

Entry:

Open entry – optional.

Equipment:

2B5 hard cover exercise book, two 3B1 note books (\$8.00).

Additional Costs:

Koha for Marae visits.

Further Information:

Matua Rihari Brown



LEARNING SUPPORT

Learning Skills (9LRN) (placement)

Description:

This course is for students who need support to develop the key competencies and their personal learning skills. The class work will support each of the other subjects the student takes. The course will be structured to meet individual and class needs.

Content:

The purpose of this course is to provide students with support to learn and embed the five Key Competencies

- Thinking;
- Relating well to others;
- Using language, symbols and texts;
- Managing yourself;
- Participating and Contributing.

Other areas of focus are; Solo Mind Maps and Verbs, Personal Writing, Habits of a Successful Mind, Smart Goal Setting, Leisure and Relaxation, Exam and Study Skills, Thinking Skills games and activities, General Life Skills, and looking to the Future.

Assessment:

A mix of informal tests and worksheets are used. The emphasis will be on diagnostic and formative assessment.

Entry:

Placement is based on academic records from the students' Year 7 and 8 school reports and the Year 9 Entry Tests.

Equipment:

1B5 exercise book (\$1.00).

Further Information:

Miss Doherty



MATHEMATICS *(compulsory)*

Mathematics (9MAT)

Description:

This course is the first year of a comprehensive two year programme designed to prepare students for Senior School Mathematics. All students are expected to make progress at their own level. Higher-achieving students will be offered the chance to enter various competitions and other extension opportunities.

Content:

The following strands of the Mathematics curriculum are covered;

- Number;
- Geometry;
- Measurement;
- Algebra;
- Statistics and Probability;
- Processes.

These are divided into different sub-topics. In Year 9 Number and Algebra are the main areas of focus.

A range of teaching approaches are used including;

- Book work;
- Group work activities;
- Use of ICT (Information Communications Technology).

A large focus is placed on mental and written numeracy strategies. Students also spend time looking at Numeracy Strategies for addition and subtraction, multiplication and division as well as proportional thinking.

Assessment:

There are up to six common assessments, including an end of year examination.

Tests and assignments are used to gauge and report on student progress. These include standards-based tests to prepare students for the style of assessment used in the senior school as well as strategy assessments to determine their progress through the Numeracy stages.

Entry:

Open entry – compulsory

Equipment:

Two 1J8 exercise books, protractor, 30cm ruler, compass, pencils (\$15.00).

Students will be given a homework book for this course.

Further Information:

Mrs Parry



MATHEMATICS

Description:

This course is for students who need support to develop their numeracy skills. The class work will support the Mathematics programme and also provide further practice with basic numeracy skills. The course will be structured to meet individual and class needs.

Content:

The purpose of this course is to provide for students who have the need for additional numerical skills. The course is skills-based to support the regular work covered in the Year 9 Mathematics Curriculum with a strong focus on basic numeracy skills in:

- Number sense;
- Addition;
- Subtraction;
- Multiplication;
- Division.

Assessment:

A mix of informal tests and worksheets are used.
The emphasis will be on diagnostic and formative assessment.

Entry:

Placement based on academic records from the students' Year 7 and 8 school reports and the Year 9 Entry Tests.

Equipment:

Two 1J8 exercise books, protractor, 30cm ruler, compass, pencils (\$15.00)

Further Information:

Mrs Parry



SCIENCE (compulsory)

Description:

Learning in Science is fundamental to understanding the world in which we live and work. It helps students to clarify ideas, to ask questions and to test explanations through measurement and observation.

Content:

This course involves students investigating the living, physical, material and technological components of their environment, and making sense of them in logical and creative ways.

The course is divided into seven units:

- Matter;
- Botany;
- Hydrology;
- Waves and Energy;
- Ecology;
- Food and Digestion;
- Astronomy.

These provide the broad learning contexts through which scientific skills and attitudes can be developed.

Assessment:

There are five common assessments, including an end of year examination:

- Knowledge and application of scientific concepts in each unit will be assessed by a written test on completion of the unit;
- Scientific skills and attitudes will be assessed through a practical test and a research assignment;
- Assessment activities follow the standards based style and format used in the senior school.

Entry: Open entry – compulsory

Equipment:

1B8 exercise book (\$3.00).

Further Information:

Mr McFarlane



SOCIAL SCIENCES *(compulsory)*

Description:

Social Science is a subject which investigates how people in different cultures, times and places think, feel and act; how they organise their way of life and deal with other people.

In the Year 9 Social Sciences course, students will study communities both within New Zealand and overseas.

Content

The themes studied during Year 9 are as follows:

- Making it Fair;
- Keeping it Alive;
- Finding it There;
- Giving it a Go.

Each theme will allow students to learn content knowledge, Social Science skills, inquiry learning and resource based activities.

Current events are an important part of this course and throughout the year the students will need to keep in touch with what is happening in the news, both in New Zealand and around the world.

Assessment:

There are three common assessments, including research and an end of year examination.

During the year, students will be assessed against the Achievement Objectives as set out in the New Zealand Curriculum in key skill areas:

- Apply basic social studies skills in order to process information;
- Demonstrate knowledge within a Social Science context;
- Conduct a Social Science inquiry.

Entry:

Open entry – compulsory.

Equipment:

1B8 exercise book, colouring pencils, ruler (\$9.00).

Further Information:

Ms Conybeer



TECHNOLOGY *(select 4 of 5 offered)*

Biotechnology (9BIT)

Description:

This course is based on Levels 3 to 4 of the Technology Curriculum. Students will learn to apply problem solving and critical analysis skills to a range of Biotechnological scenarios. They will learn to analyse existing and future products and systems and to apply this analysis to a range of contemporary issues, using the Nature of Technology strand of the curriculum.

Content:

Students will discover that living systems, organisms, or parts of organisms can be used to manipulate and enhance existing products and natural processes, or create new ones to benefit people. This will include learning about:

- Genetic Engineering;
- Genetic Modification;
- Cloning;
- Potential impacts on societies;
- Making products using micro-organisms:
 - Making bread using yeast;
 - Yoghurts and bacterial cultures;
 - Taste-testing;
- Staple foods e.g. grains, rice, seeds etc. and how biotechnology might influence these;
- Potential impacts on the environment;
- Codes of ethics in Biotechnology, legal requirements, protocols;
- Contemporary issues;
- Being informed, freedom of choice and being discerning shoppers.

Assessment:

There is one common assessment.

The assessment is open book and is focused on contemporary Biotech issues.

Entry: Open Entry – Optional.

Equipment:

1B5 exercise book, (use same exercise book across Technology subjects) (\$1.00).

Further Information:

Mrs Bennett



TECHNOLOGY *(select 4 of 5 offered)*

Description:

This course is based on Level 4 of the Technology Curriculum. It is a practical based, hands-on subject, which involves students in the design and making of projects. These are based on needs and opportunities involving the Design Process, situated in the School workshop. Students will experience Hard Materials, Electronics and Plastics Technology.

Content:

The course combines the three strands of Technology:

- Technological Practice;
- Technological Knowledge;
- Nature of Technology.

Students will learn to:

- Interpret a design brief;
- Investigate design ideas;
- Develop craft skills;
- Develop social, cooperative and problem solving skills.

This subject is suited to students with an interest in product design and development, using hard materials.

Assessment:

There are two common assessments, both are projects.
The projects use standards based assessment.

Entry:

Open entry – optional.

Equipment:

2B, 2H, HB pencils, eraser, colouring pencils, 1B5 exercise book (use same exercise book across Technology subjects) (\$13.00).

Further Information:

Mr Marnoch



TECHNOLOGY *(select 4 of 5 offered)*

Description:

This course is based on Levels 3 and 4 of the Technology Curriculum. Students will follow the design process to design outcomes for both product and spatial areas.

Content:

All students will learn freehand sketching, media illustration, rendering, shading and presentation skills and an introduction to interior design and product design.

Students will demonstrate the ability to apply:

- Design, rendering, layout skills; and the application of colour;
- Design thinking and sketching;
- The design process for product and spatial design;
- Design principles to assist in the effective evaluation of their work in creating Design and Visual Communications products;
- Integration of wider Design and Visual Communications skills and technologies;
- Their current knowledge and skills to the learning of new techniques and technologies including Sketch Up.

Assessment:

There are three common assessments.

The assessments are based on minor design assignments and class work and include sketches, design thinking and design work.

Entry:

Open Entry – Optional.

Equipment:

A4 visual diary, 2H & F pencils, eraser (\$14.00).

Further Information:

Mr Young



TECHNOLOGY *(select 4 of 5 offered)*

Digital Technology (9DGT)

Description:

This course is based on Levels 3 and 4 of the Technology Curriculum. Students will use a variety of software applications to produce a technological outcome. Students will also use technological practices and design principles to design and create a digital media outcome to meet the specifications of a given brief.

Content:

Students will learn to use a range of software tools to design, develop, modify, and construct digital outcomes to meet the specifications of a given brief.

Students will demonstrate the ability to apply:

- Project and self-management skills to work and meeting deadlines;
- Innovative problem-solving and design thinking skills to generate and test ideas;
- A range of tools and techniques across a variety of software to design and develop digital outcomes;
- Computational thinking skills to plan and construct a basic computer program using SCRATCH;
- Critical and creative thinking skills to evaluate their own and other's digital outcomes.

Assessment:

There are two common assessments.

Assessment will be based on portfolio work for a personally designed task and a technological outcome using two software applications. Students will be expected to show evidence of the development of design ideas to create prototypes. Students will also be assessed on their ability to apply a range of image manipulation tools to design and create digital media outcomes.

Entry:

Open entry – optional.

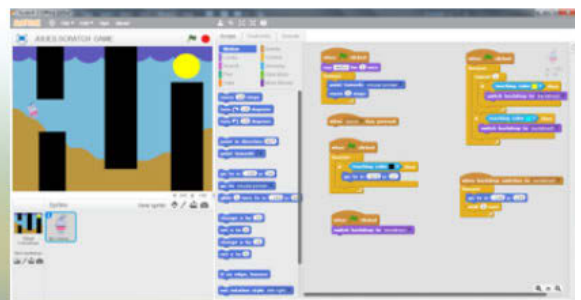
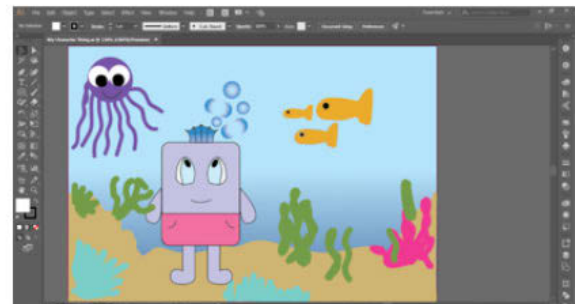
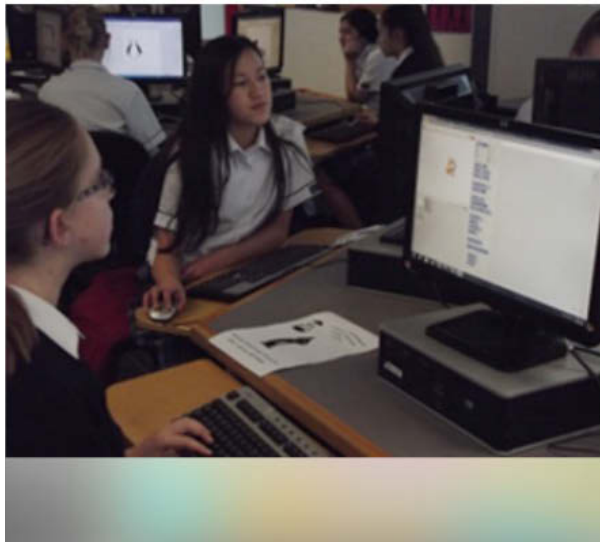
Equipment:

USB Flash Drive (optional) (\$15.00)

Further Information:

Mr Bouterey

*With the implementation of the new Digital Technologies curriculum, this class is subject to change in 2019.



TECHNOLOGY *(select 4 of 5 offered)*

Description:

This course is based on Level 4 of the Technology Curriculum. Students will develop skills and knowledge related to materials, processes and equipment to meet a selected need.

Content:

Students will learn to:

- Develop sewing / machining skills;
- Interpret a design brief;
- Investigate design ideas;
- Evaluate design ideas;
- Construct products from a design brief;
- Develop social, cooperative, problem-solving and time-management skills.

Project:

Students will create a patchwork cushion to meet their personal design ideas.

Assessment:

There are two common assessments;

- Patchwork samples, construction and evaluation.
- Project development, construction and evaluation.

Entry: Open Entry – Optional.

Equipment:

1B5 exercise book (use same exercise book across Technology subjects), colouring in pencils, 1 Bernina bobbin, tin of pins, Quick unpick, Glue stick, 1 reel thread, 30cm zip, (\$12.00).

Also, 0.6m plain coloured woven fabric for patchwork component; 3 different woven fabrics each measuring 0.2m.

The cost of the fabric will vary as students can;

- recycle woven fabric;
- bring existing woven fabric from home;
- purchase woven fabric; (\$10.00 - \$12.00).

Further Information:

Mrs Findlay / Mrs Horne

