



# New Plymouth Girls' High School Te Kura Taitamawāhine o Puke Ariki

Shape Your Future | Tāraia Tāu Wāheke



**YEAR 9**  
**CURRICULUM BOOKLET 2020**

# 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 Interview
- Orientation Day
- Or contact Deans  
(Phone 06 757 3899)





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## Year 9 Curriculum Learning Areas 6

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# IMPORTANT DATES 2019 & 2020

Open Evening including school tours Wednesday 31 July 2019, 5:30pm – 8:00pm

Enrolment Days:

DATE	SCHOOL
<b>August</b>	
13	Highlands Intermediate
19	Devon Intermediate
20	Mangorei
21	Puketapu
22	Manukorihi
27	Omata & Oakura
28	Bell Block

Other enrolment appointments can be made by telephoning the school office on 06 757 3899 from Monday 12 August 2019.

**Orientation Afternoon:** Friday 29 November 2019

All enrolments **received after Thursday 5 December 2019** will be interviewed by Deans during the week prior to the start of Term 1 2020, (22 – 26 January). Please ring the school office on 06 757 3899 to make an appointment.

## TERM DATES 2020

	START DATE	END DATE	PUBLIC HOLIDAYS/SCHOOL HOLIDAYS
<b>Term 1</b>	Tuesday 28 January (Year 9 students start Thursday 30 January)	Thursday 9 April	6 February - Waitangi Day 9 March - Taranaki Anniversary 10 April - Easter Friday (School holidays) 13 April - Easter Monday (School holidays) 10 April to 27 April - School holidays
<b>Term 2</b>	Tuesday 28 April	Friday 3 July	27 April - ANZAC Day 1 June - Queens birthday 4 July to 19 July - School holidays
<b>Term 3</b>	Monday 20 July	Friday 25 September	26 September to 11 October
<b>Term 4</b>	Monday 12 October	Wednesday 9 December	26 October – Labour Day 8 November - NCEA Exams start (approx.)

## 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)  
Mrs Suzanne Bradburn, BLS, BEd, Dip Tchg  
Mr Kevin Byrne, BA, Dip Tchg, PG Dip Ed (Ed Admin (Dist))  
Ms Kerry Macdonald, BA, Dip Tchg, Dip SMnt

**Guidance Counsellors:**

Mrs Gilly Osmond, M.Couns. (Hons); M.Ed, PGCE, BA(Hons)  
Ms Jan Finnigan, Dip Tchg, BPhEd, MCounselling  
Mrs Jo Thompson-Garrett, BEd, Dip Tchg, Dip Maori, Higher Dip Tchg,  
PG - Specialist Tchg - Lrng & Behav

**Head of Careers:**

Mr Brett Zimmerman, BBS, Dip Tchg

**Principal's Personal Assistant:**

Mrs Melissa Cumberledge, Grad CIPD

# SCHOOL ORGANISATION

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

## KAWAI HUIA TIME / ASSEMBLIES

- Monday: Kawai Huia Time
- Tuesday: Kawai Huia Time
- Wednesday: Kawai Huia Time / Waka Huia Assembly / Year 9 Assembly
- Thursday: Kawai Huia 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**
- **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 the Awhina Learning Centre in the Old Cafe. 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 the Waka Huia Dean or contact Ms Shirley McVicar.



## REFLECTION & GOAL SETTING FOR 2020

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

2019 School: \_\_\_\_\_

### REFLECTION ON 2019:

1. My strengths in 2019 were:

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2. The areas that challenged me in 2019 were:

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### GOALS FOR 2020:

3. My goals for **Term 1** 2020 (academic, sports, cultural or personal) are:

**Academic:** \_\_\_\_\_

\_\_\_\_\_

**Other:** \_\_\_\_\_

\_\_\_\_\_

4. My long term Secondary School goals (academic, sports, cultural or personal) might be:

**Academic:** \_\_\_\_\_

\_\_\_\_\_

**Other:** \_\_\_\_\_

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5. What assistance might I need in achieving my 2020 goals?

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For Subject details go to the Year 9 Curriculum Booklet on the NPGHS website: [www.npghs.school.nz/academic/curriculum](http://www.npghs.school.nz/academic/curriculum)

## YEAR 9 SUBJECT SELECTION FORM 2020

Name: \_\_\_\_\_ 2019 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

### LEARNING AREA SELECTION

#### ARTS

Choose **TWO Arts**:

Order of preference:

- Dance
- Drama
- Music
- Visual Arts

1	
2	
Reserve	

#### LANGUAGES

Choose **TWO Languages**:

Order of preference:

- French
- Spanish
- Te Reo Māori

1	
2	
Reserve	

### TECHNOLOGY

Choose **FOUR Technologies**:

- Nature of Technology
- Design Technology
- Design & Visual Communication
- Digital Technology
- Textiles Technology
- Robotics

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 2020

LEARNING AREA	YEAR 9	YEAR 10	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 3+
<b>Arts</b>	Dance Drama Music Visual Arts	Dance Drama Music Visual Arts	Dance Digital Visual Arts Drama Music Visual Arts	Art Design Art History Dance Drama Music Photography Visual Arts	Art Design Art History Dance Drama Music Painting Photography Printmaking Sculpture	
<b>English</b>	English	English	English English Alternative English Extension (for Yr10's)	English English Alternative English Extension (for Yr11's)	English Alternative English Visual English Written	English Extension (Scholarship - for Yr13's)
<b>Health and Physical Education</b>	Food & Nutrition Health Physical Education	Food & Nutrition Health Physical Education Sports Education	Fitness & Recreation Food & Nutrition Hauora Health Hospitality Sports Science & Physical Education	Fitness & Recreation Food & Nutrition Hauora Health Hospitality (for Yr12's & Yr13's) Sports Science & Physical Education	Fitness & Recreation Food & Nutrition Hauora Health Sports Science & Physical Education	
<b>Languages</b>	English Language French Literacy Spanish Te Reo Māori	English Language French Spanish Te Reo Māori	English Language French Spanish Te Reo Māori	English Language French Maori Performing Arts Spanish Te Reo Māori	English Language French Spanish Te Reo Māori	
<b>Learning Support</b>	Learning Skills	SPEC – Yr 10 / Pre-Level 1 (for Yr10/11/12/13's)	SPEC (for Yr11/12/13's)	SPEC (for Yr11/12/13's)	SPEC (for Yr11/12/13's)	
<b>Mathematics</b>	Mathematics	Mathematics	Maths with Algebra & Statistics Maths Extension (for Yr10's) Maths Numeracy Maths with Statistics	Maths with Algebra & Statistics Maths Extension (for Yr11's) Maths with Statistics	Calculus Maths Extension (for Yr12's) Statistics External Statistics Internal	Statistics Extension (for Yr13's)
<b>Sciences</b>	Science	Animal & Plant Science Science	Animal & Plant Science Science Alternative Science Extension (for Yr10's) Science External Science Internal	Animal & Plant Science Biology Chemistry Physics Science	Animal & Plant Science # Biology Chemistry Physics Science	
<b>Social Sciences</b>	Social Science	Business Studies Social Science Sustainability	Accounting Business & Enterprise Business for Living Economics Geography History Social Science Extension (for Yr10's) Social Studies Tourism	Accounting Classical Studies Economics Enterprise Studies Geography History Media Studies Social Studies Tourism	Accounting Classical Studies Economics Enterprise Studies Geography History Media Studies Social Studies Tourism	
<b>Technology</b>	Design Technology Design & Visual Communication Digital Technology Nature of Technology Robotics Textiles Technology	Design Technology Design & Visual Communication Digital Technology Textiles Technology	Computer Science Design Technology Design & Visual Communication Textiles Technology	Computer Science Design Technology Design & Visual Communication Textiles Technology	Computer Science Design Technology Design & Visual Communication Textiles Technology	
<b>Vocational Training</b>			Supplementary Career Development (Not an option subject)	Classroom Career Development Supplementary Career Development (Not an option subject) Trades Academy Workplace Training	Classroom Career Development EE2E Engineering Supplementary Career Development (Not an option subject) Workplace Training 3+2 Career Training	
<b>Integrated Programme</b>			Shape your Future	Shape your Future		
<b>Totals</b>	22	23	39	47	49	2

## ACADEMIC LEVELS:

Extension Course

Intermediate Course

Alternative Course

All courses are subject to numbers and staffing.

SPEC – (Specific Preparation for Employment & Citizenship)



# YEAR 9 CURRICULUM LEARNING AREAS

## COMPULSORY

- ENGLISH

- HEALTH & PHYSICAL EDUCATION

- Food & Nutrition
- Health
- Physical Education

- MATHEMATICS

- SCIENCE

- SOCIAL SCIENCES

## OPTIONAL

- ARTS

- Dance
- Drama
- Music
- Visual Arts

- LANGUAGES

- English Language\*
- French
- Literacy\*
- Spanish
- Te Reo Māori

- LEARNING SUPPORT

- Learning Skills\*

- TECHNOLOGY

- Design Technology
- Design and Visual Communication
- Digital Technology
- Robotics
- Nature of 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 | DANCE (9DAN)

SELECT 2 OF 4 OFFERED

## 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 classes (choreographing dance)

## Assessment:

There are three common assessments.

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

## Equipment List:

- Foot undies or dance shoes preferred, no socks in class.
- Black singlet and skins (leggings) for assessment. PE uniform.

## Further Information:

Mrs McCrae



# ARTS | 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.

## Further Information:

Mrs Simpson



# ARTS | MUSIC (9MUS)

## 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.

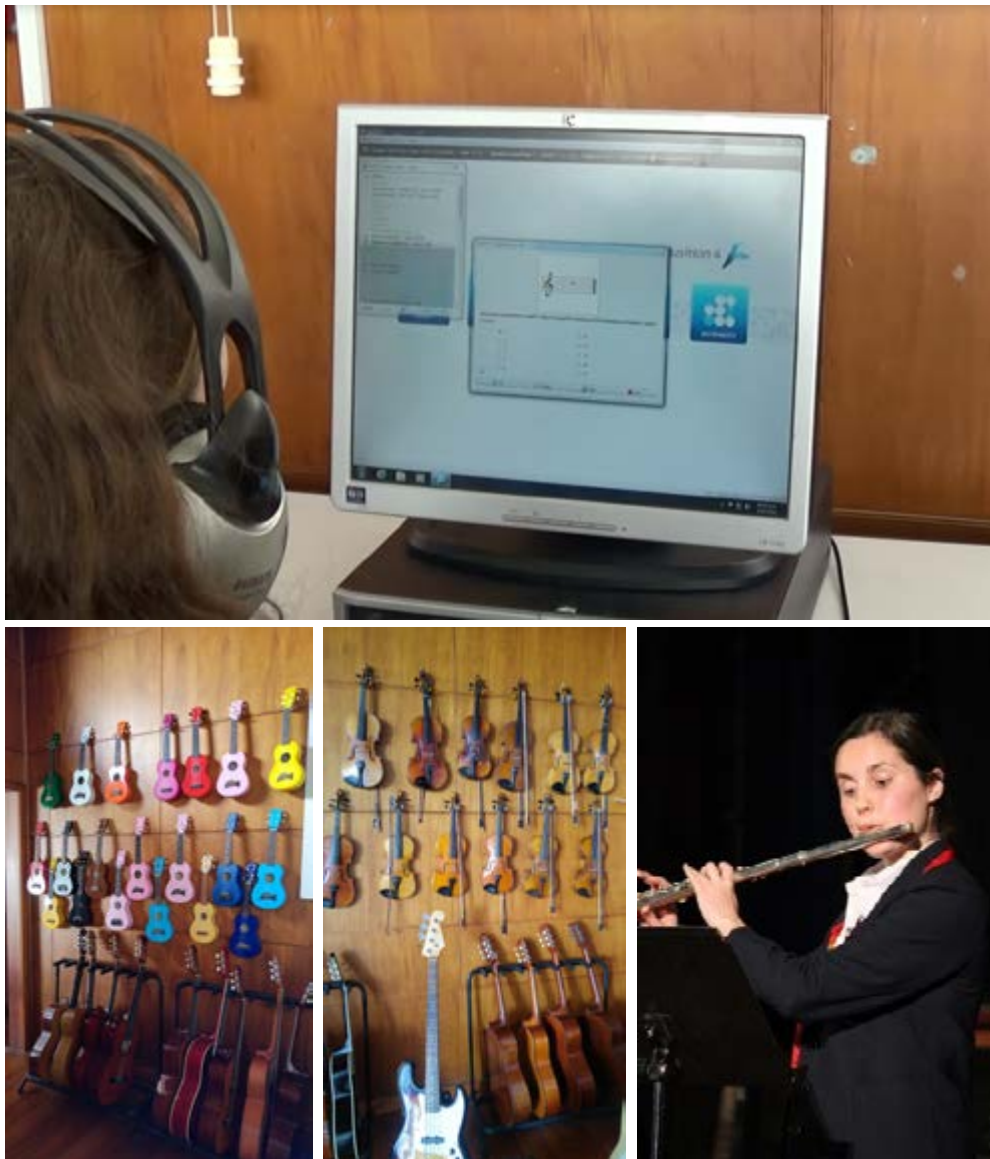
## Assessment:

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.

## Further Information:

Mrs Woller





# ARTS | VISUAL ARTS (9ART)

## 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:

A variety of art works will be made using a range of subject matter, media and materials 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;
- Design – introduction to Adobe Photoshop

## Assessment:

There are two 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

## Equipment List:

A4 Spiral Bound Diary, 2B pencil, 1 paint tray with lid, brush set.

## Further Information:

Ms Wright





# ENGLISH | ENGLISH (9ENG)

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.

## Further Information:

Mrs McNeil



# HEALTH & P.E | FOOD & NUTRITION (9FNT)

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;
- Completing the preparation and cooking of food;
- 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.

## Equipment List:

Perishable food for practical sessions.

## Further Information:

Mrs Findlay



# HEALTH & P.E | HEALTH (9HEA)

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.

## Further Information:

Miss Murphy





# HEALTH & P.E | PHYSICAL EDUCATION (9PED)

COMPULSORY

## Description:

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

## Content:

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

- 25 sports;
- Water confidence;
- 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.

## Equipment List:

PE uniform:

- Optional PE shirt (available from the uniform shop), or plain white, dark blue or black T-shirt Students can wear their own full dark blue or black shorts and sports shoes / trainers.
- Suitable swimming clothing and towel (Term 1 only);
- Drink bottle.

## Further Information:

Mr Dickson



# LANGUAGES | ENGLISH (9ELA)

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.

## Further Information:

Ms Kindler, Ms Macdonald





# LANGUAGES | FRENCH (9FRE)

SELECT 2 OF 3 OFFERED

## Description:

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

## Content:

- You will learn to give basic information about yourself in French and to understand basic information about others in French.
- You will also learn about how people live in French-speaking countries.
- 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;
- Food and drink.

## Assessment:

A minimum of two tests from two topics which could assess the four skills.

## Further Information:

Ms. Williams



# LANGUAGES | LITERACY (9LIT)

SELECT 2 OF 3 OFFERED

## 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. Literacy needs across the curriculum are also explored. 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.

## Further Information:

Mrs McNeil



# LANGUAGES | SPANISH (9SPA)

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 give basic information about yourself in Spanish and to understand basic information about others in Spanish. You will also learn about how people live in Spanish-speaking countries.

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:

A minimum of two tests from two topics which could assess the four skills.

## Further Information:

Ms. Williams





# LANGUAGES | TE REO MAORI (9TRM)

SELECT 2 OF 3 OFFERED

## 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).

## Further Information:

Matua Rihari Brown



# LEARNING SUPPORT | LEARNING SKILLS (9LRN)

**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.

**Further Information:**

Mrs Fleming





# MATHEMATICS | (9MAT)

COMPULSORY

## 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;
- 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 devices for e-learning
- 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.

## Equipment List:

Protractor, 30cm ruler, compass, pencils.

## Further Information:

Mrs Parry



# SCIENCE | (9SCI)

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 six common assessments:

- Knowledge and application of scientific concepts in each unit will be assessed by a folio of work that students develop throughout the topic;
- Scientific skills and attitudes will be assessed throughout the student's folios;
- Assessment activities follow the standards based style and format used in the senior school.

## Equipment List:

Laptop computer or similar device -not a smartphone.

## Further Information:

Mr McFarlane



# SOCIAL SCIENCES | (9SSC)

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. 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.

## Content:

The themes studies 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.

## Further Information:

Mr Eddie Brown





# TECHNOLOGY | DESIGN TECHNOLOGY (9DET)

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.

## Further Information:

Mr Marnoch



# TECHNOLOGY | DESIGN & VISUAL COMMUNICATION (9DVC)

SELECT 4 OF 5 OFFERED

## Description:

Students will follow the design process to design outcomes for both product and spatial areas.

## Content:

All students will learn freehand sketching 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 design work;
- 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:

The assessments cover design thinking, product design and spatial design work.

## Equipment List:

A4 visual diary

## Further Information:

Mr Young





# TECHNOLOGY | DIGITAL TECHNOLOGY (9DGT)

SELECT 4 OF 5 OFFERED

## Description:

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 3.0;
- Critical and creative thinking skills to evaluate their own and other's digital outcomes.

## Assessment:

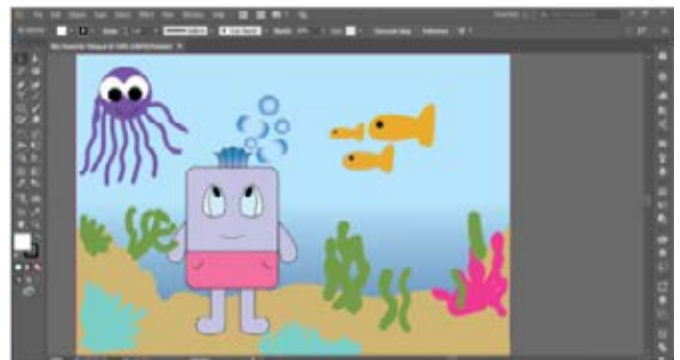
There are two common assessments.

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.

## Further Information:

Mr Bouterrey

\*With the implementation of the new Digital Technologies curriculum, this class is subject to change in 2020.



**Description:**

This course is based on Levels 3 and 4 of the Technology Curriculum. Students will learn to use a block programming language to control a robotic car and its sensors. Students will use technological practices and design principles to demonstrate what they can program the car to do.

**Content:**

Students will learn to use MakeCode programming language to program a MicroBit computer inserted in a Maqueen robot car.

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 MakeCode;
- Critical and creative thinking skills to evaluate their own and other's digital outcomes.

**Assessment:**

There is one assessment. Students will design a program to demonstrate the capabilities of the Maqueen robot. They will document the development of their program and submit this as part of the assessment.

**Further Information:**

Mr Byrne



# TECHNOLOGY | NATURE OF TECHNOLOGY (9NAT)

## Description:

The Nature of Technology is about thriving in the digital world. Technologies are transforming how we live, shaping our homes and our workplaces, changing the way we interact with each other and live our everyday lives. In order to be able to use technology effectively and safely, we need to be able to identify the positive and negative effects of technology on people's lives and the environment both now and into the future. We also need to be able to look at and consider different views and feelings of people in relation to some specific developments. Understanding the nature of technology is about looking at a wide range of issues related to the use of what is available, and what might be available in the future.

## Content:

The course is divided into the following units of work, including:

- Using digital devices and the impact of their use.
- Establishing a suitable digital identity and the responsibilities of a digital citizen.
- Understanding the rights of all users, and the impact of electronic communications
- Development of levels of security, and why it is important.
- Responsibilities of users for digital devices for the future (end of life, pollution, plastics, etc).

## Assessment:

The assessments cover units of work covered and a short project on e-waste.

## Entry:

Open Entry – Optional.

## Equipment List:

A4 clearfile

## Further Information:

Ms Young





# TECHNOLOGY | TEXTILES TECHNOLOGY (9TXT)

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 sample, construction and evaluation.

Project development, construction and evaluation.

## Equipment List:

1 reel thread, 30cm zip, 0.6m plain coloured woven fabric for patchwork component; 3 different woven fabrics each measuring 0.2m

*Students can:*

- recycle fabric;
- bring existing woven fabric from home;
- purchase woven fabric;

## Further Information:

Mrs Findlay or Mrs Horne

