

CONTENTS

Year 9, 2018	2
English	3
Mathematics	4
Science	5
Social Sciences	6
Physical Education	7
Health	8
Digital Citizenship	9
Art	10
Dance	11
Drama	12
Music	13
Food Technology	14
Hard Materials Technology	15
Textiles Technology	16
Language Taster Course	17
French	18
Te Reo Maori	19
English Language	20
Year 10, 2018	21
English	23
Mathematics	24
Science	25
Social Sciences	26
Physical Education	27
Health	28
Art	29
Dance	30
Drama	31
Music	32
Food Technology	33
Textiles Technology	34
Hard Materials Technology	35
Design and Visual Communication	36
Digital Technology	37
French	38
Te Reo Maori	39
Enterprise Studies	40
English Language	41

YEAR 9, 2018

This Year 9 Curriculum Guide is designed to help you choose your optional subjects for 2018.

COMPULSORY COURSES AT YEAR 9

In Year 9 all students take the compulsory core subjects of English, Mathematics, Health and Physical Education, Science and Social Studies and Digital Citizenship. They complete a short “taster” course in Te Reo and Tikanga Maori and French and Spanish. Students may then choose to continue with Te Reo Maori or French in the second half of the year, or choose other options.

OPTIONAL SUBJECTS AT YEAR 9

In addition to the compulsory subjects, all students must study at least three options, including one “Technology” subject and one of the “Arts” subjects .

In making a choice, students should consider their ability (skills), their interests and their goals and aspirations. Consult the subject flow chart on the inside back cover of this book and plan your course for Year 9 beyond.

Code	SUBJECT
Technology	
9TecB	Food Technology
9TecM	Hard Materials Technology
9TecF	Textiles Technology
Arts	
ARTC	Art
9DANC	Dance
9DRAM	Drama
9MUSC	Music

At secondary school, English is the study of language and literature. Students use stories and other texts, both in terms of reading and writing their own, to develop a deeper understanding of the human condition, society, the world and themselves. They also develop the skills to both read a greater range of texts and a wider range of written literacy techniques to better express themselves. In Year 9 English at Glenfield College we build on the skills already established through primary and intermediate education and introduce students to the new skills and concepts they will need to master to be successful at English in a high school context.

In Year 9 students will study a novel and a film as a literary text and write responses about each, gradually building up their skill base until they are able to craft a literary essay. The study of the film is probably one of the first, obvious differences between English as it is in secondary school and the more literacy focus that takes place in previous schooling. Students will read, view or listen to a range of other texts as well, such as poetry, song lyrics, articles and drama-scripts. Over the course of the year, students will produce their own pieces of creative and formal writing and a visual text. Students will be able to discuss how the connotations of words, imagery and language features create specific effects and help writers achieve their purposes, become more confident readers and more accurate and skillful writers. The programme has been designed in a way to bridge the gap between secondary school and intermediate and provide a foundation for future study of English.

Enquiries:	Mr Lee, HOD English
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Mathematics and Statistics is a key component of the New Zealand Curriculum. By studying its principles, students gain the analytical and problem-solving skills necessary for future success. Studying Mathematics helps students recognise patterns and create models. Mathematics is compulsory in Years 9, 10 and 11, but optional in Years 12 and 13.

In Year 9 students will continue to build on their knowledge of the number, geometry, measurement and statistics strands of the NZ curriculum and begin to extend their understanding to generalised number skills with algebra.

The focus will be on developing their skills to solve problems, increasing the depth of their understanding of key concepts and building their confidence with explaining and justifying their solutions. Students will be assessed in a variety of ways and will be actively encouraged to build good study habits in preparation for their NCEA years.

All students in Year 9 should bring their own calculator to every lesson. A scientific calculator like Casio FX82AU+II is sufficient, but a graphics calculator like Casio FX9750GII will be essential for many Mathematics courses in the senior school and could be a good investment in Year 9.

Enquiries:	Mrs Higgins, HOD Mathematics
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Science is the process by which people attempt to logically explain the world in which we live. Our topics in the junior and senior school provide learning experiences through experimental, oral and research approaches.

The topics covered in Year 9 are:

- Biology: Ecology Cells and Human Digestion
- Chemistry: States of Matter and Separation Techniques
- Physics: Energy, Light and Sound
- Planet Earth and Beyond: Planets and Astronomic Cycles

We will assess these topics through tests, research assignments and practical assessments.

Year 10 Science will build on these in preparation for NCEA Level 1

Contribution requested:	\$20 SciPad
Enquiries:	Mr Aston, HOD Science

Social Studies enables students to participate in a changing society as confident, informed and responsible citizens. Students will investigate and explore important social issues, make decisions, work co-operatively and build their knowledge of their history, their land, and their society.

At Year 9 the teaching programme covers four Social Studies Achievement Objectives through a thematic approach, and is aimed at providing students a varied programme of study that is relevant, engaging and future focused.

1. Social Science Skills
Global, National and Local Mapping. Bar, Line, Pie and Climate Graphs
2. Future Focus Thinking
Human Rights, Poverty, Hunger, Use of Natural Resources and Community Life
3. Identity, Culture and Organisation
Who we are, where we come from and how we organise ourselves
4. Citizenship and Government
Global and Local Citizenship and National and Local Government in New Zealand
5. Migration and Opportunity
Why people move from place to place and the opportunities this provides people

Assessment

Students completing the Year 9 Social Studies programme will be assessed in each of the thematic topics studied in a means reflective of how they will be assessed in NCEA Level 1.

Contribution requested:	\$10 for Mahurangi West Trip
Enquiries:	Mr N Snookes, HOD Social Sciences

Students in Year 9 will participate in two hours of Physical Education (“PE”) per cycle.

In PE students learn both physical and social skills. The emphasis in our classes is for students to achieve and extend their abilities at a rate that is appropriate to them as individuals. We teach cooperation, communication skills, teamwork, fair play and safety aspects alongside movement and physical skill development.

Where possible, co-construction is used in the class and student voice is in integral part of the lesson. Students will participate in the following activities over the course of the year:

- Athletics
- ABL
- Body awareness (Incorporating fitness and floor gymnastics)
- Soccer
- Badminton
- Netball
- Striking Games
- Tennis
- Tag / Ripper Rugby

Students must wear the school PE T-shirt and Black shorts for every class (correct sports shoes are preferred over bare feet)

Enquiries:	Mrs G Colliar, HOD PE & Health
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In this course, students will research and explore deep thinking in health issues. They will develop knowledge and understanding of issues relevant to their age. This will be provided over a wide range of challenging written and practical based activities within a safe and positive environment.

Topics that students will cover are:

Hauora - Investigating and analysing their personal wellbeing and identifying areas for improvement and ways to address this.

Nutrition - Students will gain knowledge and understanding of nutrition and nutritional requirements with a strong focus on the nutrition of New Zealanders. Students will explore and research this topic in groups to create a presentation.

What is healthy eating? What nutrients do you need and how many? Why is healthy eating important? What is the difference between being overweight or obese? What are the risks of being overweight or obese? Do fast-food restaurants have an influence on peoples' diets nowadays and why? Are Kiwis healthier now than 15 years ago? What do you have to do to live a healthy life?

Relationships - Student's will explore their values and beliefs and develop a range of strategies to be used in later life. The focus for this will be on friendship, relationships (positive and negative), peer pressure, assertiveness and saying NO, and where to get help and support in school and in the community.

Puberty Education - Knowledge will be developed in the following areas: hygiene, puberty, body image.

Enquiries:	Mrs G Colliar, HOD PE & Health
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This course is aimed at introducing students to the Glenfield College Information Technology system so that they can operate in the school and out, using Information Technology in a safe and responsible manner.

This is achieved by using the network and file management, Google Apps for Education and Microsoft products, so that they can integrate their skills across the curriculum. We also focus on how to be safe online, both inside and outside of school, using online Digital License: www.digitallicence.co.nz

Topics covered:

- Digital devices
- Protecting privacy
- Searching and researching
- Creating and sharing
- Social networking and gaming
- Communicating safely online
- Credits, card & tokens
- Relationship and reputation (Digital Licence 13 plus)

Enquiries:	Mr Lewis, TIC Itec
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This course builds upon drawing skills via the use of a wide range of wet and dry media. We look at different art movements, such as cubism and how those ideas can influence our drawing techniques. The major unit of work is a cartoon taniwha or monster creation which we design and then construct using papier mâché techniques. Our monsters are then vibrantly painted using blending techniques and our knowledge of colour theory. If we have time, we can also use photography and photoshop skills on our monster creations to produce a promotional poster.

Skills covered: sketching and drawing, 2D and 3D rendering using pen, pencil, ink, charcoal, crayon and coloured dyes, cartooning, character design, multi-view drawing, construction and development of ideas from paper sketch to 3D form, colour theory and paint blending skills, digital photography and Photoshop software.

Enquiries:	Mrs Carrigan, TIC Visual Art
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Dance students will learn techniques from a variety of different genres. Students will be taught choreography and create their own choreography in small groups. Students will study the following genres: Hip Hop, Jazz and Bollywood, then as a group they will create a choreography based on kowhaiwhai patterns. Students will develop confidence, critical thinking and skills in communication, collaboration and time management, as well as the ability to critique both their own and others' performances.

Enquiries:	Ms Wilson, TIC Dance
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Drama: Drama students will learn about drama techniques, improvising and devising their own short play in a small group. Students will develop confidence, skills in critical thinking, communication, collaboration and time management, as well as the ability to critique both their own and others' performances.

Enquiries:	Ms Wilson, TIC Drama
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Students will learn about and use music notation to a rudimentary level (pitch and rhythm only) and apply the theory knowledge in practical contexts. They will be given an opportunity to play the guitar and/or keyboard to learn and perform simple pieces of music. Year 9 students will study a unit regarding musical instruments to gain a contextual and historical perspective on music development.

Topics:

Topic 1: Music Performance – preparing and presenting simple pieces of music using instruments available in class

Topic 2: Musical Knowledge – study of musical instruments

Topic 3: Music Theory – learning rudiments of music notation

School-Based Music Tuition Programme: This is an optional learning programme designed for students who want to continue or start learning a musical instrument through lessons with an itinerant teacher of music. More information about the instruments available and fees can be obtained from the Music Department office – phone **Mr Kus on 09 4449066 ext.734** or e-mail: **t.kus@gc.ac.nz**. Register promptly to secure your place in the programme.

Contribution requested:	\$10.00 for workbooks
Enquiries:	Mr Kus, HOD Music

Students learn to work in a kitchen using a range of equipment from the oven, food processors and electric beaters, to small kitchen equipment.

Students learn to make a variety of recipes, which include ice cream, biscuits and sauces. They then use the Design Process to adapt their recipes to create their own version of a “Master Chef Dessert”.

Students are encouraged to alter the colour, textures and flavour of each component and also include fresh fruit within the dish, which is then presented to the judges.

Contribution requested:	Participation in the practical element of this course is essential. \$35 for food costs is requested
Enquiries:	Ms Ferguson, HOD Technology

In this course students follow the Design Process to design and produce a piece of jewellery made from moulded pewter.

Students are encouraged to create their own design based on their culture and personality. They will learn how to use bending and buffing machinery, correctly use the scroll saws and be able to file and finish their piece of jewellery to a high quality finish.

Students will then produce a small metal box to display their finished piece of jewellery.

Contribution requested:	\$25 for materials used in the take-home element of this course
Enquiries:	Mr Choromanski, TIC Hard Materials Technology

In this course, students will learn how to use the sewing machine and other equipment in the room. They will develop sufficient machine skills to create a garment and be able to change the settings in order to create various stitches and then be able to apply them to their work.

Students will follow the Design Process to design and create a pair of denim shorts with pockets of their choice. Within their design, students will create an applied design feature to add a personal touch to their garment.

Students will also be encouraged to use an old T-shirt to upcycle and give it a new lease of life when worn with the shorts. This could include tie-dyeing, applique or photo transfer.

Contribution requested:	\$25 for materials used in the take-home element of this course
Enquiries:	Ms Ferguson, HOD Technology

All Year 9 students take a six-week taster course in French and Maori during the first two terms. Students can then elect if they wish to continue with French or Maori during Terms 3 and 4.

The French taster course consists of mainly speaking and listening activities where students learn to introduce themselves and interact with others. Games and websites are used regularly to reinforce vocabulary. Topics covered are: giving your name, age, birthday and likes and dislikes about sports and leisure activities. Students also experience French culture by listening to French music, viewing a French film and tasting some typical French food.

The Maori taster course teaches students some basic protocols and tikanga around the Marae, as well as learning and saying their mihi.

Enquiries:	Mrs H Drabble, HOD International Languages
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During the half-year course in Terms 3 and 4 students develop their basic skills of speaking, listening, reading and writing. They learn how to describe their ideas and opinions with some detail.

Topics covered are: saying where you live, describing yourself, your family and pets, what you eat and the weather.

Students deepen their knowledge and understanding of the French culture by learning more about the way of life in France and other French-speaking countries. There is food tasting and the opportunity to watch more French movies and listen to French songs.

Enquiries:	Mrs H Drabble, HOD International Languages
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This is a half-year course conducted after the taster course in the second semester of the year.

Course Aims: Whakatōngia te kākano : Ko wai ahau? : Mirimiringa ki te aroha : Kia tipu ai te ngākau Māori : I roto i te wairua tangata.

Topics: Te Waiata - Te Kainga : Te Whānau - Te Haka : Te Kura - Te Marae : Other Topics Legends

Skills: Oral , aural, written, reading with the emphasis on oral skills through waiata, haka, performance and korero.

Enquiries:	Mr H Matthews, HOD Maori
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This is a half-year language course that is designed to help ESOL students improve their English language skills. It will assist students to improve their reading, writing, speaking and listening skills, especially grammar, spelling, punctuation and vocabulary.

Enquiries:	Ms Gray, HOD ESOL
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YEAR 10, 2018

This Year 10 Curriculum Guide is designed to help you choose your optional subjects for 2018.

COMPULSORY COURSES AT YEAR 10

In Year 10 all students take the compulsory core subjects of English, Mathematics, Health and Physical Education, Science and Social Studies.

OPTIONAL SUBJECTS AT YEAR 10

Students may choose four options and one back-up option for Year 10.

You must choose at least one "Arts" subject and one "Technology" subject. (See the list on the last page of this booklet.)

In making a choice, students should consider their ability (skills), their interests and their goals and aspirations. Consult the subject flow chart on the inside back cover of this book and plan your course for Year 10 and beyond.

NOTE: Some subjects – Art, DVC, Languages, Music - are almost impossible to take in Year 11 as NCEA Level 1 courses if you do not opt for them in Year 10.

Remember to talk to your teachers, careers advisor and parents/guardians about your choices. They will have some valuable background information for you.



Good reasons for making an option choice:

- * You are interested in the subject
- * You enjoy the subject
- * It will help your future education
- * You have to study it to get into other courses



Poor reasons for making an option choice:

- * Your friends are taking that subject
- * You think a certain teacher is teaching it
- * You think it is an "easy" subject
- * You do not know what else to take

YEAR 10 OPTION STRUCTURE

	SUBJECT	WHO YOU SHOULD SEE	ROOM
A	Art	Mrs Carrigan	A1
A	Dance	Ms Wilson	Theatre/ Drama Room
A	Drama	Ms Wilson	Drama Room/Deans' House
A	Music	Mr Kus	M3
T	Materials Technology	Mr Choromanski	Tech Block
T	Textiles Technology	Ms Ferguson	Tech Block
T	Food Technology	Ms Ferguson	Tech Block
T	DVC	Mr Kim	Tech Block
T	Information Technology	Mr Lewis	Tech Block/Admin
	Enterprise Studies	Mr Hett	21
	French	Mrs Drabble	65
	Te Reo Maori	Mr Matthews	26/Marae
	English Language	Ms Gray	Deans' House/32

English is the study of story, meaning, communication and identity. We study English so we can interact more successfully with the world around us, effectively explain our points of view, develop empathy for others and discover who we are through reading stories and writing our own.

English at Year 10 builds on skills established in Year 9 and will continue to develop these skills so that students are ready to tackle NCEA by the end of the year. Students will study a range of texts such as novels, film, poetry, song lyrics, short stories and plays. Students will also have the opportunity to begin their NCEA journey through a cross-curricular research project with Social Studies in which students will investigate and form conclusions about social media use.

Year 10 English will focus on:

- in-depth studies of a novel and a film
- creative writing that evokes mood and tone and uses a range of language features
- non-fiction writing that uses persuasive techniques deliberately
- delivering a confident oral presentation
- developing close-reading skills, concentrating specifically on how writers achieve desired purposes through the use of language features, word choice, sentence types and tone

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
AS90853	Use information literacy skills to form conclusion(s)	English 1.9	4	2	Internal	Y	N
US26624 OR AS90854	Read texts with understanding OR Form personal responses to independently read texts, supported with evidence	US26624 OR English 1.10	3 OR 4	5 OR 2	Internal	N OR Y	N OR N

Contribution requested:	\$3 for Language Features Workbook
Enquiries:	Mr Lee, HOD English

Mathematics and Statistics is a key component of the New Zealand Curriculum. By studying its principles, students gain the analytical and problem-solving skills necessary for future success. Studying Mathematics helps students recognise patterns and create models. Mathematics is compulsory in Years 9, 10 and 11, but optional in Years 12 and 13.

In Year 10 students will continue to build on their knowledge of the number and algebra, geometry and measurement and statistics strands of the NZ curriculum.

The focus will be on using the skills they have learnt to solve increasingly complex problems, developing the depth of their understanding of key concepts and building their confidence with explaining and justifying their solutions.

In the second half of the course all Year 10 students will be given the opportunity to sit two Level 1 NCEA standards in Mathematics. If successful students will be able to gain 7 credits towards their Level 1 NCEA certificate. To gain a Level 1 certificate students must gain at least 10 Numeracy credits, so this opportunity in Year 10 will provide a head start for the students at Glenfield College.

All students in Year 10 should bring their own calculator to every lesson. A scientific calculator like Casio FX82AU+II is sufficient, but a Graphics Calculator like Casio FX9750GII will be essential for many Mathematics courses in the senior school and could be a good investment in Year 10.

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
AS91026	Apply numeric reasoning in solving problems	1.1	4	3	Internal	N	Y
AS91036	Investigate bivariate numerical data using the statistical enquiry cycle	1.11	3	3	Internal	Y	Y

Enquiries:	Mrs Higgins, HOD Mathematics
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Science is the process by which people attempt to logically explain the world in which we live. Our topics in the junior and senior school provide learning experiences through experimental, oral and research approaches.

The topics covered in Year 10 are:

- Biology: Human Body Systems and Genetics
- Chemistry: Matter and Acids and Bases
- Physics: Forces and Motion
- Planet Earth and Beyond: Earthquakes, Volcanoes and the Carbon Cycle

We will assess these topics through tests, research assignments and practical assessments.

Year 10 Science will also have students attempting their first Level 1 NCEA Science Achievement Standard AS90953: Demonstrate understanding of carbon cycling.

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
AS90953	Demonstrate understanding of carbon cycling	1.4	4	3	Internal	Y	N

Enquiries:	Mr Aston, HOD Science
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Social Studies enables students to participate in a changing society as confident, informed and responsible citizens. Students will investigate and explore important social issues, make decisions, work co-operatively and build their knowledge of their history, their land and their society.

At Year 10 the teaching programme covers five Social Studies achievement objectives, and is aimed at providing students an introduction to some of the learning areas offered by the Social Sciences Department in the senior school.

1. Understand how the ideas and actions of people in the past have had a significant impact on people's lives.
HITLER & THE NAZI PARTY or NZs INVOLVEMENT IN WW1
2. Understand how people's management of resources impacts on environmental and social sustainability.
LIFE ON THE EDGE/GEOGRAPHY UNIT
3. Understand how cultures adapt and change and that this has consequences for society.
SOCIAL NETWORKING/SOCIAL MEDIA & SOCIETY
4. Understand how the Treaty of Waitangi is responded to differently by people in different times and places.
TE TIRITI O WAITANGI CHANGING PERSPECTIVES
5. Understand how people define and seek human rights.
HUMAN RIGHTS/HUMAN TRAFFICKING

Assessment

Students completing the Year 10 Social Studies programme will be given the opportunity to attain 8 Level 1 Achievement Standard literacy credits. The Achievement Standards taught are listed below. AS91040 will be assessed during the SOCIAL NETWORKING/SOCIAL MEDIA & SOCIETY Unit and AS91043 will be assessed during the HUMAN RIGHTS/HUMAN TRAFFICKING Unit.

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
AS91040	Conduct a social inquiry	1.2	4	3	Internal	Y	N
AS91043	Describe a social justice and human rights action	1.5	4	2	Internal	Y	N

Enquiries:	Mr N Snookes, HOD Social Sciences
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In PE students learn both physical and social skills. The emphasis in our classes is for students to achieve and extend their abilities at a rate that is appropriate to them as individuals. We teach cooperation, communication skills, teamwork, fair play and safety aspects alongside movement and physical skill development.

Where possible, co-construction is used in the class and student voice is in integral part of the lesson. Students will participate in the following activities over the course of the year:

- Athletics
- Hockey
- Tennis
- Gymnastics
- Basketball
- Table Tennis
- Volleyball
- Create a Game

In the second half of the year students are prepared for NCEA Physical Education at Level 1 and will complete their first NCEA assessment.

- * Students must wear the schools PE T-shirt and black shorts for every class (correct sports shoes are preferred over bare feet)
- * Workbook and pens

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
AS90962	Participate actively in a variety of physical activities and explain factors that influence own participation	1.1	5	3	Internal	N	N

Enquiries:	Mrs G Colliar
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Students will research and explore deep thinking in complex health issues. They will develop their knowledge and understanding of issues relevant to their age. Students will develop and use a personal toolkit of strategies, advice and guidance. This toolkit will be referred to in all further lessons to help students develop personal skills to be used in complex situations they may face.

The main focus for all lessons is on how to recognise issues and where to get help for these in their community.

Developing a Toolkit to deal with complex issues - Students will explore their values and beliefs and develop a range of strategies to be used in later life. The focus for this will be on: friendship, relationships (positive and negative), peer pressure, bullying, assertiveness and saying NO and where to get help and support in school and in the community

Mental Health – Students will cover areas of stress, depression and anxiety. The focus will be on how and where to get help and support for these issues:

Drugs -students will gain knowledge and apply their personal toolkit developed in Term 1 to deal with issues that arise around drugs including; types of drugs, long and short term effects of drugs, the law around drugs, staying safe.

Sexual Education - Students will gain knowledge and apply their personal toolkit developed in Term 1 to deal with issues that arise around sex. Knowledge will be gained in the following areas: gender identity, sexual health - STI's and STD's, contraception, pregnancy

Body Systems - students will develop knowledge and understanding of how the body works to create movement. Knowledge will be gained in the following areas; bones in the body, skeletal muscles in the body, joints and how they work to create movement.

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
AS90962	Participate actively in a variety of physical activities and explain factors that influence own participation	1.1	5	3	Internal	N	N

Enquiries:	Mrs G Colliar
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Students will develop their core skills in drawing and painting, and their understanding of artists' ways of working and generating ideas. Students will have the opportunity to try traditional print-making and contemporary digital painting in order to create their own unique artworks.

The course is ideally suited to those who want to build upon skills learnt in Year 9 Art, but is also suitable for those who have not studied the subject before and would like to take art in preparation for Year 11 assessments.

An optional NCEA assessment will be offered to those who demonstrate sufficient skill in this year level.

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
AS90917	Produce a finished work that demonstrates skills appropriate to cultural conventions	1.5	4	3	Internal	N	N

Enquiries:	Mrs N Carrigan, TIC Visual Art
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Whilst studying Dance, students will explore basic movement, terminology, technique and movement sequences in a range of dance styles which may include: Disco, Jazz, Hip Hop, Tap and Creative Dance. This course has a strong emphasis on practical work and learning different dance styles. Students will develop practical knowledge in dance (dance classes), develop ideas in dance (choreography), communicate and interpret dance and understand dance in context (theory).

The course is open to all Year 10 students. We welcome any student who is interested in developing their skills as a dancer and is open to learning a range of dance styles.

Equipment: **Students must bring a change of suitable clothes for every class** (stretch trackpants or leggings and a singlet or T-shirt, NO jean cut-offs or non-stretch fabrics), as well as exercise book, pens, coloured pencil, glue stick and scissors.

US Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
*AS90859	Demonstrate ensemble skills in dance	1.3	4	3	Internal	No	No

*May be completed if students demonstrate sufficient skill level

Enquiries:	Ms Wilson, TIC Dance
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Drama is an important part of the New Zealand Arts Curriculum. By engaging in Drama, students develop the ability to effectively communicate through both written and oral language and through gesture and body language, qualities essential in becoming integral members of society. Studying Drama provides an environment in which the student develops in self-confidence, in expressing their ideas to others and learning to work as a team member. By engaging in the practical and written aspects of the course, students are encouraged to express their own creative ideas and develop strategies of self-discipline to realise their full potential.

The Year 10 Drama course progresses naturally from Year 9 Drama. Students who have not completed the Year 9 course are welcome, but they will be expected to enthusiastically commit to both the performance and written aspects of the course.

Areas covered:

Script Technique: Students will have the opportunity to work with a range of short scripts. They will learn the skills required to interpret scripted dialogue and add their own meaning through performance.

Character Creation: Students will learn how to manipulate their use of voice, body, movement and space to portray a range of characters onstage.

Improvisation: Students will explore skills required to improvise comedic and serious scenes on the spot. They will learn and take part in a number of Theatresports games as part of this unit of work.

Devising: Students will have the opportunity to create their own performances in groups. They will learn how to structure effective scenes and shape original drama.

Theatre Form: Students will learn the performance skills associated with a specific style of Theatre and use these to develop performance.

Drama helps students develop creativity, self-confidence, co-operation and group work skills, self-management, thinking skills, reading and writing skills, memory, public speaking skills, listening skills.

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
*AS90006	Apply drama techniques in a dramatic context	1.1	4	6	Internal	Y	N

*May be completed if students demonstrate sufficient skill level

Enquiries:	Ms Wilson, TIC Drama
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This course is a natural progression from Year 9 Music and it is vital that students have successfully completed the Year 9 module, achieving at least Merit in performance and music theory. This course is suitable for students who have a strong interest in studying Music and want to advance their academic and practical skills. Learning an instrument through attending itinerant music lessons is strongly recommended for all Year 10 Music students. A contribution of \$60 for the whole year's tuition is requested.

Aspects covered:

- **Music Performance:** students will play a musical instrument of their choice to advance their performance skills further. Students will be provided with equipment and given time to practice and produce individual and collaborative performances.
- **Music Technology:** students will use computer applications such as MuseScore (for notation) and Soundtrap (for recording) to create simple music scores and sequences.
- **Music Notation:** students will continue working on their music literacy skills (reading and writing). The emphasis will be put on music harmony and learning of the conventions used in music scores.
- **Knowledge of Music:** in this area students will embark on a historical journey through the evolution of contemporary music styles including jazz and rock.

US Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
*US27656	Demonstrate and apply introductory knowledge of music technology equipment and techniques		4	2	Internal	N	N

*May be completed if students demonstrate sufficient skill level

Contribution requested:	\$20.00 for workbooks
Enquiries:	Mr Kus, HOD Music

This course uses the design process to allow you to create your own food products to meet a given need.

Topics covered include:

1. **Ready, Steady, Cook** – developing kitchen “know-how” to understand how recipes work and to develop good routines to ensure successful outcomes.
2. **Meeting the Challenge** – A series of practical activities which involves choosing healthy foods/recipes to meet a given situation – eg, after-school snack, packed school lunch, etc.
3. **Party Time** – Design and plan a small celebration. Develop your own menu and table setting around a chosen theme. Prepare the food and invite your friends to join you for a party.

Practical work is an important aspect of this course, students develop basic skills in kitchen management. There is a strong emphasis on students being able to apply their knowledge in planning their own practical work.

US Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
*US15892	Demonstrate knowledge of terminology used for food and recipes in commercial cookery		5	5	Internal	N	N

*May be completed if students demonstrate sufficient skill level

Contribution requested:	Participation in the practical element of this course is important. \$45 for food costs is requested.
Enquiries:	Ms Ferguson, HOD Technology

This course uses the Design Process to allow you to create your own articles to meet a given need. The course encourages you to develop machine skills and enables you to gain confidence in the use of commercial patterns. You will explore creativity in design by using various materials other than fabric to design and produce a wearable art item.

Topics covered include:

1. **Getting the basics right** – develop skills to use equipment safely and correctly. Design and make a “monster” to demonstrate new machine skills.
2. **Fun with fleece** – use a commercial pattern to alter and create your own designer hoodie. Develop skills in fashion drawing, fabric knowledge and sewing techniques and processes.
3. **Gifts are for giving** – design and create a gift, developing skills in applying design and creativity.

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
*AS91096	Make basic adaptation to a design to enable a design to fit a person or item	1.26	4	3	Internal	N	N

*May be completed if students demonstrate sufficient skill level

Contribution Requested:	\$45 for materials used in the take-home element of this course
Enquiries:	Ms Ferguson, HOD Technology

This course uses the Design Process to allow you to create your own products to meet a given need. This is a half-year course that builds upon the Year 9 course in Materials Technology and prepares students for the requirements of Level 1 courses in Technology Materials.

Course content:

1. To give students an opportunity for thoughtful planning and executing work incorporating their own ideas.
2. To understand the concepts of good design
3. Basic understanding of jointing and forming techniques and their function, with a variety of materials and processes.
4. Carry out a series of skills projects, perfecting the use of the lathe, drill press, tig welder and bending and folding machines
5. Safety aspects and choice of correct equipment and tools to use.

Contribution requested:	\$25 for materials used in the take-home element of this course.
Enquiries:	Mr Choromanski, TIC Hard Materials Technology

This course (formerly called “Graphics”) uses the design process to allow you to develop your own design ideas and ways of presenting those ideas. The course content prepares students for the requirements of the NCEA DVC Level 1 achievement standards, which leads through to NCEA Level 3.

Course content:

- Design skills and drawing techniques
- Traditional sketching methods
- Drawing for architectural and product design
- Computer Aided Rendering
- Study designers’ ways of working

Projects include:

- Product Design
- Designer Promotion

Students MUST have a graphics kit for this course.

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
*AS91069	Promote an organized body of design work to an audience using visual communication techniques	1.36	4	5	Internal	N	N

*May be completed if students demonstrate sufficient skill level

Contribution requested:	A graphics kit can be obtained from the school for \$25, or refer to the Year 10 stationary list
Enquiries:	Ms G Ferguson, HOD Technology

This is a half-year course which focuses on the use of software and the Design Process to allow you to create your own products to meet a given need.

This course leads to NCEA Level 1 achievement standards and future courses in Information Technology.

Course content:

The software used is broken into two main categories:

- Digital Information
- Digital Media

Topics Covered:Digital Information

- Keyboard skills
- File management
- Microsoft Word – word processing
- Microsoft Excel – spreadsheets

Digital Media

- Blogging
- Internet – ethical use of the Internet/effective searching
- Adobe Photoshop – digital image manipulation and creation
- Adobe InDesign – digital document design

US Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
*US18743	Produce a spreadsheet from instructions using supplied data		2	4	Internal	N	N

*May be completed if students demonstrate sufficient skill level

Enquiries:	Mr Lewis, TIC iTec
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This course builds on the “taster” and half-year course from Year 9. Sometimes very committed students who did not choose Year 9 French may start in Year 10 if they get permission from the Head of Department and attend a catch-up course at the start of the year.

By the end of Year 10 you will be able to communicate in a culturally appropriate way with French speakers in familiar social situations, such as:

- getting to know someone
- giving information about yourself, family, home, friends, school, sports and leisure interests
- going shopping
- ordering food and giving opinions
- making arrangements, giving times and meeting places
- talking about the weather
- saying what you did and will do during the weekend and on holiday

You will learn more about French culture, Paris, housing, well-known French people, shopping in France, travelling in and around Paris. You will develop your language learning skills which will also help you understand better how the English language works. French will enable you to communicate in another language, think on your feet, develop a range of techniques for improving your memory and work in a group - all of which are very useful skills for numerous future careers.

During Term 4 students will be offered the opportunity to take the NCEA Level 1 Spoken Presentation standard, worth 4 credits:

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
*AS90879	Give a spoken presentation in French that communicates a personal response	1.2	4	2	Internal	N	N

*May be completed if students demonstrate sufficient skill level

Contribution requested:	A contribution of \$8 is requested to cover the cost of a workbook
Enquiries:	Mrs Drabble, HOD Languages

Ko te reo te mauri o te mana Māori

The real essence of being Maori is in the language.

Taking Māori language will:

- Improve oracy and language acquisition
- Increase your self-confidence in speaking in front of others
- Improve your self-esteem, your mana, by being able to say with pride who you are and where you are from
- Improve your job chances. Careers in all walks of life, eg teaching, police, law, etc now require a knowledge of Māori language and culture.

Some of the things you will be able to do by the end of Year 10:

- Stand up and give a greeting, saying who you are, where you are from and who your family is
- Sing a number of waiata/song and recite karakia/prayers
- Have an everyday conversation with your friends in Māori
- Have a deeper understanding of Māori culture and customs

Students are encouraged to participate in Māori activities. This course leads to NCEA Level 1 Achievement Standards and also Level 1 Unit Standard courses in Māori Performing Arts. Level 1 standards* are available at the discretion of the HOD of Māori.

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
*AS91086	Kōrero kia whakamahi i te reo o tona ao	1.2	6	2	Internal	Y	N
*AS91089	Waihanga Tuhinga i te reo o tona ao	1.5	6	2	Internal	Y	N

*May be completed if students demonstrate sufficient skill level

Contribution requested:	A contribution of \$20 towards a subscription to Language Perfect is requested.
Enquiries:	Matua Matthews, HOD Māori

In this two-term course students will develop an appreciation of how an economy “works” through exploring different sectors of the economy, such as the role of Government, Trade, Producers and Consumers. Some basic accounting ideas are explored in the first half of the course. The second half of the course covers a range of issues relevant to businesses in New Zealand and includes the topics listed below.

The 10EntS programme encourages teamwork and effective communication and much of the learning takes place in groups and often culminates with students sharing their work in presentation format.

Topics Covered:

1. Business Economics and Accounting
 - Scarcity, choices and demand
 - Types of producers (primary, secondary and tertiary)
 - The economy (circular flow)
 - Government and Trade
 - Accounting – simple financial statements & ACC 1.6 internal

2. Enterprise Studies
 - Skills of entrepreneurs
 - Innovative global businesses
 - Setting up a business

*As part of the course students will have the chance to complete a 3 credit Accounting Internal Achievement standard as follows:

AS Number	Title of Standard	Subject Reference	Credits	Version	Internal	L1 Lit	L1 Num
*AS90981	Make a financial decision for an individual or group	1.6 Acc	3	3	Internal	Y	N

*May be completed if students demonstrate sufficient skill level

Contribution requested:	Possibly \$20 contribution for a trip to Tip Top as part of the course
Enquiries:	Mr Hett, TIC Business Studies

This course is designed to help ESOL students to improve their English language skills. It will be a whole year course. The course assists students to improve their reading, writing, speaking and listening skills, especially grammar, spelling, punctuation, paragraphing and vocabulary.

Some topics covered are:

- People and Places
- You and Yours
- Everyday Life
- Loves and Hates
- Getting from A to B
- Eating and Drinking

The work covered is designed to help students cope with other school subjects and NCEA Level 1 the following year.

US Number	Title of Standard	Credits	Version	Internal	L1 Lit	L1 Num
*US27980	Begin to read and understand very simple sentences (EL Foundation)	10	2	Internal	N	N

*May be completed if students demonstrate sufficient skill level

Enquiries:	Ms Gray, HOD English Language
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