

Student Work: week beginning Monday, 6 Sept

Our main platform continues to be via **Google Classroom**. If students have access to a device during their timetabled class this is the first preference and priority. Students should check this platform regularly. If students have limited/no access to devices, below are some ideas of what they could be working on this week:

Core Subjects

SUBJECT	INSTRUCTIONS
English	<p>All year levels Reading - anything and everything (not on screen) is great.</p> <p>Years 9/10/11/Level 2 English Visual Watch/read news items about the same topic on at least two different platforms. Create a Venn Diagram to compare and contrast the similarities and differences in how/what was presented. Discuss with the people in your bubble why these differences may have occurred - think about political bias and agendas.</p> <p>UEly Work on writing your draft research report using the information from your research charts. Report back to Ms Allaker with your findings and then form conclusions based on those findings.</p> <p>Year 13 Continue working on your speech. Practise, practise, practise. You have a captive audience (the people/animals in your bubble) - use them!</p>

SUBJECT	INSTRUCTIONS
Mathematics	<p>Year 9 and 10 Using the hard copy workbooks from the first lockdown this year you could complete one task each day. Play a board game with a family member, Yahtzee or card games are good for your mental maths. Teach a family member about Pythagoras in year 9 or how to calculate GST for year 10.</p> <p>Year 13 Statistics Work through the Linear Programming workbooks</p>
Science	<p>This work is for those who have difficulty accessing classwork as set online by your teachers.</p> <p>Year 9 We are continuing with our theme of separating mixtures. Some you will be familiar with, others will be new. Using your Scipads (pages 44-49) or other resources, look at the ways that can be used to separate mixtures by chemical properties. Key ideas: by hand, using magnets, by boiling point, by solubility, by decanting, by speed, by shape and size</p> <p>Year 10 We are continuing with our study of Acids and Bases. This week we are going to look at what happens when we add an acid to a base Ie complete pages 36, 37 and 40, 41</p> <p>Year 11 Science We are continuing with our study of genetics. If you could look at your Scipads pages 24-35 and redo or complete exercises. Those aiming for merits or excellences should make an extra effort with the explain exercises on pages 33-35</p> <p>Senior Sciences (Biology, Chemistry and Physics) Continue with completing exercises in your work books in preparation for practice examinations and November assessments</p>

SUBJECT	INSTRUCTIONS
Social Studies	<p>Year 9 and 10: Talking to their whanau about money and the financial situation that exists because of lockdown. The impact this is having and the measures that have been taken as a result of this.</p> <p>Looking at the different ways the media are communicating information about the pandemic and the lockdown. Why are there differences? Are there differences that exist in their own bubbles? How do these differences impact society?</p> <p>Create a field sketch from their window - draw an outline of what you can see and then label all natural and man-made features.</p> <p>Talk to whanau and discover more about their whakapapa.</p> <p>Watch the news/The Project/Seven Sharp and see what is going on in society and what these media sources are covering.</p> <p>Does Auckland have four seasons in a day? Keep a weather diary for seven days, record the temperature, rainfall, cloud cover, wind direction four times a day (8am, noon, 5pm, 8pm?) for a week.</p>
Health and Physical Education	<p>Year 9 and 10 Use the hard copy Hauora workbook from the first lockdown this year to complete one task each day, picking a different aspect of Hauora to focus on each day. If you don't have the workbook, you can aim to use your PE lessons to get outside and get activity. Get some fresh air away from your screens and take someone in your bubble with you for a chat on your journey</p> <p>Year 11, 12 and 13 PE You need to connect with teacher to find out about activities, information and advice on how to carry on with your current internal assessments.</p> <p>Year 13 Health Action the feedback from your teacher on your current internal : NZ Health issue. Aim to have both Task 1 and Task 2 done to a standard you are happy with.</p> <p>Choose one of the following Disease / Health issues and find out how this affects someone living with it. Type 2 Diabetes, HIV/AIDS, Tuberculosis, Malaria, Covid, Period Poverty, Unintended pregnancies, Lack of access to contraception, Unsafe abortions.</p>

Option Subjects

SUBJECT	INSTRUCTIONS
Dance	<p>Year 9 and 10 Dance: Find 6 different ways you can cross the room or garden other than walking on your feet. Example - 2 hands, 1 knee, 1 foot or 2 knees or 1 elbow, 1 hand and 1 knee</p> <p>Senior Dance Write short answers around the themes found in Milagros and how these are portrayed through the dance: These can be found in your resource book you should have a hard copy of on page 8, look at the choreographer's notes under these headings.</p> <ul style="list-style-type: none"> • Sacrifice • Dominance/control • Anxiety • Pursuit • Empathy • Rituals
Drama	<p>Senior Drama: Revise drama Techniques, Elements and Conventions. Write short answers on how you think these were used in Te Po. Technologies: Draw the set and costumes and annotate them.</p>
Music	<p>Use this Music Theory book to complete activities during the current lockdown.</p> <p>Practice your performance instruments on a regular basis, ideally 3-4 short sessions per week, to keep your technique in a good shape and to be ready for the upcoming assessments.</p>
Art	<p>Create the perfect hazard free workshop. Show the set up of tables and benches. Be creative, use whatever materials you have available to you.</p>
Food Tech	<p>Y9 and 10 Food Technology</p> <p>The focus this week is Pasta. You are to prepare a pasta dish at home for your family.</p> <p>You are then to get written feedback from your family</p>

SUBJECT	INSTRUCTIONS
Te Reo / Tikanga	<p><u>L TAUIRA</u> Sharing their pepeha/Mihimihi with their whanau, this will help tauira grow confident in</p> <ul style="list-style-type: none"> • speaking in front of a group. • Pronunciation <p>Research online how to present a pepeha in front of a group, it could give students an idea on how they would like to present their pepeha in front of their whanau.</p> <ul style="list-style-type: none"> • Eye contact • Hand gestures <p>Discuss with whanau about whakapapa to enhance whakawhanaungatanga</p> <ul style="list-style-type: none"> • Where their grandparents come from • Family traditions • Stories from childhood <p><u>Tau Iwa</u> Each time pepeha is practiced this should give the students an in-depth understanding about who they are, and where they come from. Maori believe having connections to nga tangata, nga whenua, nga wairua, nga hinengaro is what opens a person to be more comfortable in their surroundings.</p> <p><u>Tau Tekau</u> Tauira are learning about Marae tikanga, Powhiri protocols they can have a discussion about this with whanau. Research about their own Marae. Plan a Class trip to their own Marae this could include a timetable activities, history etc they will be doing.</p> <p><u>Tau tekau ma tahi</u> Currently Tauira are writing a narrative about a significant landmark in our community. This is in the translation stage from english to maori. Practice and present your writing in front of whanau so students are confident to speak in front of an audience.</p> <p><u>Tau tekau ma rua</u> Tauira are learning political issues and how this has impacted New Zealand some of these are Wai tapu protecting NZ water, Poverty, Minimum wage increase, Legalise gay marriages etc. Discussion with whanau and their views will help increase tauira perception of different people in the community.</p>

SUBJECT	INSTRUCTIONS
Enterprise Studies	<p>Learners are looking at how to become more financially responsible by understanding personal budgeting skills.</p> <p>If learners are unable to connect to Google Classroom they can talk to their families about how their budgets have changed due to being in lockdown and think about how their income and expenses have altered during the lockdown.</p>