



New Plymouth Girls' High School

First choice in educating young women



CURRICULUM BOOKLET YEAR 9



2012

Year 9 at New Plymouth Girls' High School



This booklet is intended to give you information about:

- how the school day works;
- how the classes are organized;
- the subjects you will be taking;
- your choices within subjects.

If you have questions PLEASE ask:

at Open Evening
Enrolment Day
Orientation Day
the Year 9 Deans (Phone 757 3899)

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Important Dates 2012

Open Evening (school tours)

Wednesday 6 July, 5:30pm – 8:00pm

Enrolment Days

August	School
16 - 18 (Tues, Wed, Thurs)	Highlands Intermediate
19 (Friday)	Devon Intermediate 9:00 am
22 (Monday)	Mangorei 9:00 am
22 (Monday)	Omata 11:00 am
23 (Tuesday)	Oakura 9:00 am
26 (Friday)	Bell Block 9:00 am

Orientation Afternoon: Friday 2nd December

Term Dates 2012

Term 1 Tuesday 31 January – Thursday 5 April

Term 2 Monday 23 April – Friday 29 June

Term 3 Monday 16 July – Friday 28 September

Term 4 Monday 15 October – Tuesday 11 December

Deans will be available in school to enrol new students during the week prior to the start of Term 1 2012, (23 – 27 January). Please ring the school office Phone 06 757 3899 to make an appointment.

Key Staff

Principal: Mrs. Jenny Ellis, MEdL (Hons), BBS, Dip Tchg

Deputy Principals: Mrs. Stella Bond, MBA, BA, Dip Tchg, Dip. Ed, PG Dip. Ed (Ed Admin)
Ms Victoria Kerr, BA (Hons), PG Cert. Ed.
Mr. Kevin Byrne, BA, Dip. Tchg
Ms Kerry Macdonald, BA, Dip. Tchg, Dip. S.Mnt

Guidance Counsellors: Ms Sue Freemantle, MA (Hons), M Ed (Dist), Cert Counselling, Dip. Tchg
Ms Yvonne Van Lent, Dip. Tchg, BA, M.Counselling

Head of Careers: Mr. John Lander, B.Sc., Dip. Tchg, Dip. Guidance and Counselling

Resource Teacher of Learning and Behaviour: Mrs. Cary Hartley, MA, BA, Dip. Tchg

Principal's Personal Assistants: Mrs. Ruth Simons / Mrs. Melissa Cumberledge

Deans: Mr. Eddie Brown
Mrs. Gemma Towler

School Organisation

- Students move classrooms through the day as they go from subject to subject.
- You will be a member of a Tutor Group of about 30 girls and will have a Tutor Teacher to take care of you.
- Your Tutor Group will consist of girls from Year 9. You will be in one of the four school houses: Aotea, Kurahaupo, Tainui and Tokomaru.
- Your Tutor Group will be together for most of your subjects.
- Your Tutor Group will meet in the same room each Tutor Time.

Tutor Group Time / Assemblies

Monday:	Tutor Group time
Tuesday:	Tutor Group time
Wednesday:	Tutor Group time / Year 9 Assembly fortnightly
Thursday:	Tutor Group time (Peer support – Terms 1 and 2)
Friday:	Whole School Assembly

Learning Support Services

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

- Learning Support Co-ordinator, Ms Shirley McVicar;
- ESOL (*English for Speakers of Other Languages*) Co-ordinator, Ms Suzanne Blackwell;
- RTLB (*Resource Teacher of Learning and Behaviour*), Ms Cary Hartley;
- Learning Support Teacher, Mrs. Beth Welham;
- Teacher Aides.

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

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

Awhina provides:

- Programmes for selected Year 9 and 10 students. Students come out of class for a spell to work at Awhina to improve their literacy skills and any other learning needs they may have.
- Senior students receive support through joining a SPEC (South Pacific Education Course) option class to focus on the key competencies and developing life long learning skills.
- ESOL programmes for students who have English as a second language.

- 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 Year 9 Dean or contact Ms Shirley McVicar.

Goal Setting / Reflection Plan: for 2012 & Beyond

Name: _____

Tutor Group: _____

1. My short term goals for **school** (*next year at NPGHS*) i.e. academic, sports, cultural, personal or career development.

Academic: _____

Other: _____

2. My medium term goals for **school** (*years ahead*) i.e. academic, sports, cultural, personal or career development.

Academic: _____

Other: _____

3. My long term goals for the **future** i.e. training, study, sports, cultural, personal or career development.

Training/Study: _____

Other: _____

4. My possible career or careers pathways might be:

Probable Career Areas: _____

Other Possible Life Goals: _____

Reflection: How well am I doing?

Subject	Current subject success	Current Grades	Target Grades

1. Do I need to make any **changes** to reach my goals next year?

2. Are there any **barriers** likely to prevent me achieving my goals next year?

3. Will I need any **assistance** in achieving my goals next year?

4. **Who** can I ask for help to ensure that I reach my goals next year?

Signature: _____

Date: _____

Subject Selection Guide 2012

	YEAR 9	YEAR 10	PRE-LEVEL 1	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 3+
ARTS	<ul style="list-style-type: none"> ▪ Dance ▪ Drama ▪ Music ▪ Visual Arts 	<ul style="list-style-type: none"> ▪ Dance ▪ Drama ▪ Music ▪ Visual Arts 		<ul style="list-style-type: none"> ▪ Dance ▪ Drama ▪ Music ▪ Visual Arts 	<ul style="list-style-type: none"> ▪ Art Design ▪ Art History ▪ Dance ▪ Drama ▪ Music ▪ Photography ▪ Visual Arts 	<ul style="list-style-type: none"> ▪ Art Design ▪ Art History ▪ Dance ▪ Drama ▪ Music ▪ Painting ▪ Photography ▪ Printmaking ▪ Sculpture 	
ENGLISH	<ul style="list-style-type: none"> ▪ English 	<ul style="list-style-type: none"> ▪ English 		<ul style="list-style-type: none"> ▪ English Ext. (for Yr10's) ▪ English ▪ English Alt. 	<ul style="list-style-type: none"> ▪ English Ext. (for Yr11's) ▪ English ▪ English Int. ▪ English Alt. 	<ul style="list-style-type: none"> ▪ English Ext. (for Yr12's) ▪ English ▪ English Int. 	<ul style="list-style-type: none"> ▪ English Ext. (for Yr13's)
HEALTH & PHYSICAL ED	<ul style="list-style-type: none"> ▪ Food & Nutrition ▪ Health ▪ Physical Education 	<ul style="list-style-type: none"> ▪ Food & Nutrition ▪ Health ▪ Physical Education ▪ Sports Education 		<ul style="list-style-type: none"> ▪ Food & Nutrition ▪ Food & Nutrition Alt. ▪ Health ▪ Physical Education 	<ul style="list-style-type: none"> ▪ Fitness & Recreation (for Yr11/12/13's) ▪ Food & Nutrition ▪ Food & Nutrition Alt. ▪ Health ▪ Physical Education 	<ul style="list-style-type: none"> ▪ Food & Nutrition ▪ Health ▪ Physical Education 	
LANGUAGES	<ul style="list-style-type: none"> ▪ ESOL ▪ French ▪ Literacy ▪ Spanish ▪ Te Reo Māori 	<ul style="list-style-type: none"> ▪ ESOL ▪ French ▪ Literacy ▪ Spanish ▪ Te Reo Māori 		<ul style="list-style-type: none"> ▪ ESOL ▪ French ▪ Spanish ▪ Te Reo Māori 	<ul style="list-style-type: none"> ▪ ESOL ▪ French # ▪ Spanish ▪ Te Reo Māori 	<ul style="list-style-type: none"> ▪ ESOL ▪ French # ▪ Spanish # ▪ Te Reo Māori 	
MATHEMATICS	<ul style="list-style-type: none"> ▪ Mathematics 	<ul style="list-style-type: none"> ▪ Mathematics 		<ul style="list-style-type: none"> ▪ Mathematics Ext. (for Yr10's) ▪ Mathematics ▪ Mathematics Int. ▪ Mathematics Alt. (for Yr12's) ▪ Mathematics Alt. (for Yr11's) 	<ul style="list-style-type: none"> ▪ Mathematics Ext. (for Yr11's) ▪ Mathematics ▪ Mathematics Int. 	<ul style="list-style-type: none"> ▪ Mathematics Ext. (for Yr12's) ▪ Calculus ▪ Statistics 	<ul style="list-style-type: none"> ▪ Calculus Ext. (for Yr13's) ▪ Statistics Ext. (for Yr13's)
SCIENCES	<ul style="list-style-type: none"> ▪ Science 	<ul style="list-style-type: none"> ▪ Agriculture & Hort. ▪ Science 		<ul style="list-style-type: none"> ▪ Agriculture & Hort. ▪ Science Ext. (for Yr10's) ▪ Science ▪ Science Int. ▪ Science Alt. 	<ul style="list-style-type: none"> ▪ Agriculture & Hort. # ▪ Biology ▪ Chemistry ▪ Physics ▪ Science Alt. 	<ul style="list-style-type: none"> ▪ Biology ▪ Chemistry ▪ Physics ▪ Science Alt. 	<ul style="list-style-type: none"> ▪ Biology / Chemistry or Physics Ext. (for Yr13's)
SOCIAL SCIENCES	<ul style="list-style-type: none"> ▪ Social Science 	<ul style="list-style-type: none"> ▪ Business Studies ▪ Social Science 		<ul style="list-style-type: none"> ▪ Accounting ▪ Business Studies ▪ Economics ▪ Geography ▪ History ▪ Social Science Ext. (for Yr10's) ▪ Social Studies 	<ul style="list-style-type: none"> ▪ Accounting ▪ Classical Studies ▪ Economics ▪ Enterprise Studies ▪ Geography ▪ History ▪ Media Studies ▪ Social Studies ▪ Tourism 	<ul style="list-style-type: none"> ▪ Accounting ▪ Classical Studies ▪ Economics ▪ Enterprise Studies ▪ Geography ▪ History ▪ Social Studies ▪ Tourism 	
SPECIALISED DEVELOPMENT	<ul style="list-style-type: none"> ▪ Thinking & Learning 	<ul style="list-style-type: none"> ▪ Focus (Key Competencies & Goal Setting) 	<ul style="list-style-type: none"> ▪ SPEC Shooting Star / One / Two & Three Star Awards (for Yr. 11/12/13's) 	<ul style="list-style-type: none"> ▪ Employment Skills 	<ul style="list-style-type: none"> ▪ Employment Skills ▪ Gateway ▪ STAR 	<ul style="list-style-type: none"> ▪ Gateway ▪ STAR 	
TECHNOLOGY	<ul style="list-style-type: none"> ▪ Bio Technology ▪ Design Technology ▪ Digital Technology ▪ Graphics ▪ Textiles Technology 	<ul style="list-style-type: none"> ▪ Computer Skills ▪ Design Technology ▪ Digital Technology ▪ Graphics ▪ Textiles Technology 		<ul style="list-style-type: none"> ▪ Business Technology ▪ Design Technology ▪ Digital Technology ▪ Graphics ▪ Textiles Technology 	<ul style="list-style-type: none"> ▪ Business Technology ▪ Design Technology ▪ Digital Technology ▪ Graphics ▪ Textiles Technology 	<ul style="list-style-type: none"> ▪ Business Technology ▪ Design Technology ▪ Digital Technology ▪ Graphics ▪ Textiles Technology 	
TOTALS	23	26		38	45	41	+ 6

All courses are subject to numbers and staffing

This course may be offered through the Correspondence School (others courses may possibly be available by Correspondence).

ESOL - English for Speakers of Other Languages.

Gateway – Work Placement Specialised Career Development (see Careers Department).

SPEC – (South Pacific Education Course) - One / Two / Three Star Award: Certificate in Mainstream Studies (Level 2).

STAR – (Secondary Tertiary Alignment Resource) –Specialised Career Development Courses (see Careers Department).

Academic Levels:

Ext.	= Extension Course
Int.	= Intermediate Course
Alt.	= Alternative Course



New Plymouth Girls' High School

2012 Year 9 Curriculum

All Students Study ALL 8 Learning Areas and Thinking and Learning:

- Arts
- English
- Health and Physical Education
- Languages
- Mathematics
- Science
- Social Sciences
- Technology
- Thinking and Learning

Students will be able to make a choice of subjects within these Learning Areas:

Arts: -

- Dance
- Drama
- Music
- Visual Arts

Languages: -

- ESOL (*English for Speakers of Other Languages*)
- French
- Literacy
- Spanish
- Te Reo Maori

Note: Some placement of students into Literacy or ESOL may occur depending on student needs.

Students will rotate through four Technologies based on their selections:

Technology: -

- Bio Technology
- Design Technology
- Digital Technology
- Graphics
- Textiles Technology

All courses are based on Levels 4 and 5 of the New Zealand National Curriculum.



New Plymouth Girls' High School Year 9 Option Choice Form 2012

Name: _____ 2011 School: _____

Learning Areas and Thinking and Learning	
Arts	Science
English	Social Sciences
Health & Physical Education	Technology
Languages	Thinking and Learning
Mathematics	

Learning Area Choice			
<i>You will take TWO Arts:</i> Dance Drama Music Visual Arts	Arts Choices: <i>(In order of preference)</i> 1 st Choice: 2 nd Choice: Back up:	<i>You will take TWO Languages:</i> ESOL (<i>English for Speakers of Other Languages</i>) French Literacy Spanish Te Reo Maori	Languages Choices: <i>(In order of preference)</i> 1 st Choice: 2 nd Choice: Back up:

Learning Area Rotation Selection:	
<i>You will select your FOUR Technologies:</i> <i>(In order of preference)</i> Bio Technology Design Technology Digital Technology Graphics Textiles Technology	Technologies: <i>(In order of preference)</i> 1 st Choice: 2 nd Choice: 3 rd Choice: 4 th Choice:
<i>All choices are subject to student numbers and staffing</i>	

Student signature: _____ Parent/Caregiver signature: _____

For Deans: OK / Clarification needed (*please tick*) Initial: _____ Code: _____

Year 9

Learning Areas

Course Information	
▪ ARTS	<ul style="list-style-type: none"> ▪ Dance ▪ Drama ▪ Music ▪ Visual Arts
▪ ENGLISH	
▪ HEALTH & PHYSICAL EDUCATION	<ul style="list-style-type: none"> ▪ Food & Nutrition ▪ Health ▪ Physical Education
▪ LANGUAGES	<ul style="list-style-type: none"> ▪ ESOL ▪ French ▪ Literacy ▪ Spanish ▪ Te Reo Maori
▪ MATHEMATICS	
▪ SCIENCE	
▪ SOCIAL SCIENCES	
▪ TECHNOLOGY	<ul style="list-style-type: none"> ▪ Bio Technology ▪ Design Technology ▪ Digital Technology ▪ Graphics ▪ Textiles Technology
▪ THINKING & LEARNING	

All courses are based on Level 4 or Level 5 of the New Zealand Curriculum.

Year 9 Subject Information

Arts

Dance (9DAN)

Description:

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

Dance involves physical movement supported by written records of key concepts 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. Students require good self-management skills.

Content:

Students will develop skills in:

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

Assessment:

- Self-assessment through written reflections in a dance journal.
- Peer assessment of use of dance elements.
- Teacher assessment of choreography and performance tasks.

Entry Requirements:

Open entry.

Equipment Needed:

1B5 exercise book; approximate cost \$1.00;
PE uniform; track pants or black footless tights.

Additional Costs:

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

Further Information:

Mrs. Freeman

Drama (9DRA)

Description:

Drama is a performing art that requires 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 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.
- Suggest ideas to others verbally and physically.
- Explore a story using a range of drama conventions such as freeze frame and monologue.
- Use voice effectively to create a spooky soundscape.
- Use body and movement skills to create and perform a clown-style scene.
- Perform acting roles from a short scripted extract from Shakespeare's play 'The Tempest'.
- Create characters from 1940s England and explore what life was like for children evacuated from war-time London.

Assessment:

Assessment is according to the Arts curriculum, using criteria which explain the skills required in the task. There are two common assessment tasks in the course that require practical performance and written planning and reflections.

Entry Requirements:

Open entry.

Equipment Needed:

1B5; approximate cost: \$1.00;
PE uniform.

Additional Costs:

Attendance at any performance groups that visit the school. This is usually \$5.00 per performance.

Further Information:

Mrs. Simpson

Year 9 Subject Information

Music (9MUS)

Description:

Music provides students with many opportunities for self-expression and assists them to develop to their full potential.

Students will work according 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, transcribe and manipulate musical elements and structural devices and will use instruments and technologies to transpose and notate music.
- Students will use musical elements, instruments and technologies to create structured compositions and improvisations.
- Students will prepare, rehearse, present and evaluate brief music performances.
- Students will identify and investigate characteristics of music associated with particular contexts, purposes and styles in past and present cultures.

Assessment:

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

Entry Requirements:

Open entry.

Equipment Needed:

1B5, 2B pencil.

Approximate total cost: \$2.00.

Additional Costs:

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

Further Information:

Mrs. Loveridge

Visual Arts (9ART)

Description:

This course enables students to develop skills with a variety of media and materials in the selected fields of Painting, Printmaking, Photography, Design and Sculpture and allows for creativity, originality and understanding of Art making in a range of contexts, including visits to the Govett Brewster Art Gallery and Puke Ariki Museum.

Content:

This course is designed to give an introduction and experience of a range of art media, materials and techniques, and for students to engage in the work of New Zealand and international artists as a source of motivation for their own art making.

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

- Painting – drawing and acrylic paint;
- Printmaking – monoprint/collograph;
- Sculpture – object/installation and collaboration;
- Photography – photogram/camera less technique;
- Design – collage and illustration.

Assessment:

Assessment is based on the Visual Arts strands and standards-based assessment. The criteria will consist of the four strands of the Visual Arts Curriculum at Level 4:

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

Entry Requirements:

Open entry.

Equipment Needed:

A3 Art paper (no holes), A3 Clearfile, 2B pencil, 1 paint tray with lid, brush set.

Approximate total cost: \$6.70.

Additional Costs:

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

Further Information:

Ms. Mercer

Year 9 Subject Information

English

English (9ENG)

Description

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

Content:

In the English course students learn about six main forms of communication:

Listening, Reading, Viewing, Speaking, Writing and 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:

Assessment takes the form of written essays, assignments, oral presentations and computer-based displays, using criteria which explain the skills required in a task. Each term there are common assessments across the whole of Year 9 and other assessments based on the specific learning activities of each class. Students will sit a final two hour examination at the end of the year.

Entry Requirements:

Open entry – compulsory.

Equipment Needed:

1B5, 2B5, 1 manila folder and 10 copy safe pockets, 1 Slimpick document wallet, 1 USB memory stick.
Approximate total cost: \$30.00-35.00.

Further Information:

Miss Lamb/Ms Pancha/Mr Bates

Health & PE

Food and Nutrition (9FNT)

Description:

Study of

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

Content:

The course of study will enable students to:

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

Assessment:

- Hygiene and Safety written assessment.
- Designer salads practical.
- Meal planning – practical and written assessment.

Entry Requirements:

Open entry - compulsory.

Equipment Needed:

1B5.

Approximate cost: \$1.00.

Additional Costs:

For food practicals – perishable food ingredients.

Further Information:

Mrs. Findlay

Year 9 Subject Information

Health (9HEA)

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 respect, manners and positive relationships.

Assessment:

- Organisation of work book.
- Written activities.

Entry Requirements:

Open entry - compulsory.

Equipment Needed:

NPGHS Health Book.
Approximate cost: \$10-00.

Further Information:

Mrs. Bradburn

Physical Education (9PED)

Description:

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

Content:

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

- | | |
|-----------------------------|--------------------------------|
| ▪ Athletics; | ▪ Major games; |
| ▪ Aquatics; | ▪ Minor games; |
| ▪ Fitness; | ▪ Movement (Aerobics & Dance); |
| ▪ Adventure based learning. | |

Some theory work is also included.

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:

Will consist of a combination of:

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

Entry Requirements:

Open entry - compulsory.

Equipment Needed:

- Standard PE shirt, blue or black shorts, sports shoes/trainers, or Harlequin shorts (blue/black/red/white panels only).
- Suitable swimming clothing and towel.
- Drink bottle.

Additional Costs:

Students may be required to contribute to any outside costs.

Further Information:

Mr. Dickson

Year 9 Subject Information

Languages

ESOL

(English for Speakers of Other Languages)

(9ESL)

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:

Initial and ongoing diagnostic and formative assessment in English Language skills in listening, reading, writing and speaking.

Entry Requirements:

Restricted to ESOL students needing specific language support.

Equipment Needed:

1B8.
Approximate cost \$3.00.
Textbook supplied.

Further Information:

Ms. Blackwell

French

(9FRE)

Description:

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

Content:

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

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

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

Topics studied include:

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

Assessment:

A test at the end of each chapter, assessing:

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

Equipment Needed:

1B5 and notebook.
Approximate cost: \$4.00.

Further Information:

Mrs. Herbert

Year 9 Subject Information

Literacy (9LIT)

Description:

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

Content

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

Assessment:

The emphasis will be on diagnostic and formative assessment.

Entry Requirements:

Entrance to this course is based on academic records from the students' Year 7 and 8 school reports and the Year 9 Entry Tests.

Equipment Needed:

1B5.

Approximate cost: \$1.00.

Further Information

Miss Lamb/Mrs. McGregor

Spanish (9SPA)

Description:

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

Content:

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

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

Topics studied will include:

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

Assessment:

There will be a test at the end of each chapter, assessing:

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

Equipment Needed:

1B5.

Approximate total cost: \$2.00.

Further Information:

Ms. Williams

Year 9 Subject Information

Te Reo Māori (9MAO)

Description:

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

Content:

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

Students will be able to:

Whakarongo / Aural

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

Kōrero / Oral

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

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.

Pānui / Reading

- Practise reading aloud to become confident with pronunciation.

Mahi a Ringa / Arts and Crafts

- Weave with flax.
- Become familiar with Māori designs and patterns.

Assessment:

There will be two oral examinations, two written and one aural. There are also weekly word tests. Two research assignments (Taku Whānau, pepeha), (Tangata Rongonui).

Entry Requirements: Open entry.

Equipment Needed:

1 2B5 exercise book (hard cover); 2 3B1 notebooks.
Approximate cost: Travel and \$9.50.
Travel and Koha for Marae \$20.00.

Further Information:

Matua Rihari Brown

Mathematics

Mathematics (9MAT)

Description:

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

Content:

The following Mathematics curriculum strands – Number, Geometry, Measurement, Algebra and Processes – will be covered. These are divided into different sub-topics. In Year 9 Number and Algebra are the main focus. A range of teaching approaches are used including book work, group work activities and use of ICT (Information Communications Technology). Our school's involvement in a Numeracy Contract means we place a large focus on mental and written strategies. Students also spend time looking at Numeracy Strategies for addition and subtraction, multiplication and division as well as proportional thinking.

Assessment:

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. In addition, students sit an end of year examination, encompassing a selection of the work covered throughout the year.

Entry Requirements:

Open entry - compulsory.

Equipment Needed:

Two 1J8, protractor, 30cm ruler, compass, pencils, Sharp EL-531 calculator.

Students will also need to purchase the relevant homework book (to be advised by Maths teacher next year). Approximate cost: \$42.00.

Further Information:

Mrs. Parry

Year 9 Subject Information

Science

Science (9SCI)

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

Assessment:

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

Entry Requirements:

Open entry - compulsory.

Equipment Needed:

1B8, NPGHS Science Revision book.
Approximate total cost: \$10.00.

Further Information:

Mr. McFarlane

Social Sciences

Social Science (9SSC)

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, the students will study communities both within New Zealand and overseas.

Content:

The themes studied during Year 9 are as follows:

- I Did It My Way
- 'Change' Happens
- Fight For Your Rights
- All I Got Was This T-Shirt

At the start of the course, students take part in an introductory unit and also focus on the skills necessary for this subject.

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

Assessment:

During the year, students will be assessed against the Achievement Objectives as set out in the New Zealand Curriculum. There will be short assessments to test ability in the key skill areas such as: Communication, Numeracy and Information-Handling. Students will sit a final examination at the end of the year.

Entry Requirements:

Open entry – compulsory.

Equipment Needed:

1B8, colouring pencils.
Approximate total cost: \$6-00.

Further Information:

Mrs. Elston

Year 9 Subject Information

Technology

Biotechnology

(9BIT)

Description

This course is based on Levels 4 and 5 of the Technology Curriculum. Students will learn to apply problem solving and critical analysis skills to a range of scenarios. They will learn to analyse existing and future products and systems and to apply this analysis to a range of contemporary issues.

Content:

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

- Genetic Engineering;
- Genetic Modification;
- Making bread using yeast;
- Yoghurts and bacterial cultures;
- Taste-testing;
- Disassembling;
- Staple foods e.g. grains, rice, seeds etc. and how biotechnology might influence these;
- Potential impacts on the environment;
- Contemporary issues;
- Being informed, freedom of choice and being discerning shoppers.

Assessments May Include:

Self-assessment, an open book written test, book work, practical group/independent work.

Entry Requirements:

Open Entry.

Equipment Needed:

1B8 exercise book.
Approximate cost \$3.00.

Further Information:

Mrs. Bennett

Design Technology

(9DET)

Description:

This is a practical based subject which involves students in the design and making of projects based on needs and opportunities, within the school workshop. Students will experience electronics, plastic and wood technology.

Content:

The course combines the three strands of technology:

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

Students will learn to:

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

Assessment:

Projects are standards based.

Entry Requirements:

An interest in product design and development, using hard materials.

Equipment Needed:

2B, 2H, HB pencils, eraser, colouring pencils, 1B5 exercise book.

Approximate total cost: \$6.00.

Further Information:

Mr. Marnoch

Year 9 Subject Information

Digital Technology

(9DGT)

Description:

This course is based on levels 4 and 5 of the Technology Curriculum. Students will follow Technology practices to design and create a logo to meet the specifications of a given brief.

Content:

Students will learn to use the tools within the Fireworks software to design, create, modify, and optimize a variety of digital images to meet the specifications of a brief. Students will also use the Microsoft Office Suite 2007 to manage and record data.

Students will demonstrate the ability to apply:

- Project management skills to plan work and meet deadlines.
- Storyboarding skills to plan and develop design concepts.
- Critical analysis skills to evaluate theirs and others work.
- File format techniques to ensure all work is fit for the purpose.
- The design principles to create effective digital media.
- Marketing strategies to influence an audience.
- Their current knowledge and skills to the learning of new techniques and technologies.
- Appropriate key/finger pathways and safe working practices while using a computer.

Assessment:

Assessment will be based on teacher observation for key/finger pathways and safe working practices while using a computer. Assessment will be based on portfolio work for logo design. Students will be expected to show evidence of the development of design ideas and the application of the design process to create prototypes. Students will also be assessed on their ability to apply a range of image manipulation tools to design and create a range of outcomes.

Entry Requirement:

Open Entry.

Equipment Needed:

USB memory stick, visual diary or clear file.
Approximate cost \$33.00.

Further information:

Ms. Young

Graphics

(9GRA)

Description:

This course is based on levels 4 and 5 of the Graphics Curriculum. Students will follow the design process to design and create a package to meet the specifications of a given brief.

Content:

All students will learn freehand drawing, basics of package designs, layout and net construction, rendering, shading and presentation skills.

Students will demonstrate the ability to apply:

- Design, rendering, layout skills to meet a given deadline.
- Critical analysis skills to develop design concepts.
- Layout rules for media design.
- The design principles to assist in the effective evaluation of their work in creating graphics products.
- Integration of wider graphics skills and technologies.
- Their current knowledge and skills to the learning of new techniques and technologies.

Assessment:

Based on portfolio work showing evidence of the development of a design area, the design process and the design outcome.

Entry Requirement:

Open Entry.

Equipment Needed:

A4 visual diary, A4 document wallet, 2H & F pencils, eraser.

Approximate cost \$12.00.

Further information:

Mr. Young

Year 9 Subject Information

Textiles Technology

(9TXT)

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:

- Interpret a design brief;
- Investigate design ideas;
- Develop sewing / machining skills;
- 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:

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

Entry Requirements:

Open entry.

Equipment Needed:

One 1B5 exercise book

Colouring in pencils

1 Bernina bobbin

1 tin of pins

1 packet Sharp mixed needles

1 Quik unpick

Glue stick

1 reel thread

30cm zip

0.6m calico / or plain coloured woven fabric for the patchwork component; 3 different woven fabrics each measuring 0.2m

Stuffing for cushion

Further information:

Mrs. Findlay / Mrs. Horne

Thinking & Learning

Thinking & Learning

(9TNK)

Description:

This course is designed to use and develop students' thinking and learning skills in the key competencies from the New Zealand Curriculum (TRUMP – Thinking, Relating to Others, Using Language Symbols & Text, Managing Self and Participating & Contributing). Although Thinking is the key focus, all competencies are covered. Students will explore and use a variety of thinking and learning strategies, skills and dispositions including Art Costa's – Habits of Mind, HOT Thinking Maps, De Bono's - 6 Hats, Graphic Organisers, Questioning Techniques, and the SOLO Taxonomy.

Content:

The intention is to improve and sharpen the quality of thinking, and the way questions are asked. These strategies are then applied in the student's varying curriculum areas to improve the quality of work.

Students will learn to:

- Think independently;
- Think critically and creatively;
- Self-select appropriate strategies in different curriculum contexts;
- Adapt and respond to authentic learning opportunities;
- Be flexible and inquiring learners who are self-reflective about their own learning;
- Develop their self-awareness as thinking lifelong learners.

Assessment:

Students will have opportunities to reflect on their learning and to self and peer-assess their thinking and learning skills across the year. Students will be empowered to ask:

- How do I know I am learning?
- How do I know how well I am learning?
- How do I know what to do next in my learning?

Entry Requirements:

Open entry - compulsory.

Equipment needed:

2B5 Hard cover exercise book,

Approximate cost: \$4.00.

Further information:

Mrs. Macdonald