



Waiheke High School

Year 7-10

Junior Curriculum Guide

2018



Te manu e kai ana te miro, nona te ngahere
Te manu e kai ana te Matauranga, nona te ao.

*A bird fed on berries is restricted to the bush;
A bird fed on knowledge has access to the world.*

Aims

Waiheke High School's vision for learning and teaching is that we are a 21st Century school that is moving towards differentiated, personalised and individualised learning. Engagement and success are for all. This school strives to inspire creativity and richness across a broad range of subjects which will enable our students to access inquiry and innovation through curiosity and participation.

Introduction

The purpose of this Curriculum Guide is to give quick and easy access to the teaching and learning information you will need to know about the Junior School. It is designed to be useful to all parents whether new to the school this year or whether they have been a part of the Waiheke High School community for some time.

Class Structure

The school has been moving to a more differentiated model whereby students' programmes of work will operate at a different level of the curriculum.

In many classes now, students at Years 9 and 10 have operated from levels 4 to 5 on the national framework.

The form tutor is the first point of contact, taking responsibility for both academic progress and any pastoral issues that students may have.

Waiheke High School offers a broad, well balanced educational experience and our enthusiastic and committed staff seek to enable each child to develop a wide range of skills and to acquire knowledge and understanding appropriate to his or her age and ability. Students are at the centre of everything we do here. In the Junior school we aim to make all learning challenging and exciting and also to form a sound foundation for study in the Senior school.

Years 7 to 9

Year 7 to 9 students at Waiheke High School benefit from a continuity of learning throughout their years in the Junior School until they prepare for NCEA in Year 10. Teachers and parents alike will be able to track each individual student's achievement and progress from Year 7 through to the end of Year 9. Skills in English, Maths and Science will be built upon continuously and the programme guidelines for prior learning and learning outcomes will provide teachers with a basis for rigorous teaching and personalised learning.

Year 10

Year 10 Waiheke High School Junior Certificate is a certificate that mirrors NCEA Level 1. Students are required to gain 80 points at Year 10 across all subjects. These points will be distributed according to full year courses and half year semesters. Students can gain this certificate with an Achieved, Merit or Excellence endorsement.

BYOD (Bring your Own Device)

Bring your Own Device will operate in some classes at Year 7 to 10 in 2018. The school will invite students to apply for these BYOD classes. Device specifications are available on the school website

National Standards

Year 7 Students

Waiheke High School will report students' achievement in Year 7 against **Level Three** of the New Zealand Curriculum (which is the standard expected at the **beginning** of Year 7).

Year 8 Students

Waiheke High School will report students' achievement against **Level Four** of the New Zealand Curriculum (which is the standard expected at the **end** of Year 8).

Reporting in relation to National Standards will include:

- Students' progress and achievement in relation to the standards
- What the next learning steps are for the student
- What the school is doing to support the students' learning
- Ways parents can support their child's learning.

What is OTJ?

OTJ stands for Overall Teacher Judgement and means that the teacher uses evidence such as tests, homework, assignments and classroom observation as well as examinations to determine which level your child is achieving at.

SUBJECT PATHWAYS YEAR 7-10			
YEAR 7	YEAR 8	YEAR 9	YEAR 10
English	English	English	English
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science
Social Studies	Social Studies	Social Studies	Social Studies
Physical Education	Physical Education	Physical Education	Physical Education
		Health	Health
OPTION (Y9 & 10) AND ROTATION (Y7 & 8) SUBJECTS			
Art	Art	Art	Art
Performance Arts	Performance Arts	Drama	Drama
		Music	Music
Spanish	Spanish	Spanish	Spanish
Maori	Maori	Maori	Maori
		Business Studies	Business Studies
	Hard Materials Technology	Hard Materials Technology	Hard Materials Technology
Food Technology	Food Technology	Food Technology	Food Technology
			Design and Visual Communication
Health	Health	Coding	Maori Performing Arts
			Coding

CURRICULUM SUBJECTS

(STUDIED BY ALL STUDENTS IN YEARS 7 TO 10)

ENGLISH

In this programme, students will engage with, and enjoy, language in all its variety. They will understand, respond to, and use oral, written and visual language effectively in a range of contexts. Students will be encouraged to think critically, to work co-operatively, to respond personally and to respect differences. They should also develop an understanding of the technical aspects of language and how language can be manipulated to suit audience and purpose.

While much of the programme is based around literature and a thematic approach, the study of English can be divided into the Making Meaning Strand and the Creating Meaning Strand of the New Zealand English Curriculum:

Making Meaning: Listening,
 Reading and Viewing.
Creating Meaning: Speaking,
 Writing and Presenting.

Activities such as producing visual images, presentations, role play and speeches are part of the programme. Reading is a very important part of any student's learning and parents are asked to encourage regular reading at home. All students will be encouraged to enter the ICAS English Competitions.

In Year Ten, students will be given the opportunity of working towards gaining NCEA Level One credits in English. At all year levels, teachers actively offer differentiated teaching and learning opportunities to enable students to develop their strengths and to improve areas of weaker performance. All teachers support their classroom teaching and learning with online course content on Google

Classroom – we believe that teaching and learning should be ubiquitous and we embrace the technological tools of the 21st century.

MATHEMATICS AND STATISTICS



At Waiheke High School we strive to make Mathematics an enjoyable and challenging experience for all students. We incorporate practical activities that use a wide range of resources and equipment into our learning programmes. Students learn that Mathematics can be a useful and powerful tool in our everyday lives, in areas such as: business, engineering, travel, sports, music, leisure and recreation. Mathematics and Statistics help students to develop critical thinking, analytical and problem-solving skills.

Mathematics and Statistics is compulsory from Year 7 to Year 11. All students need to achieve 10 Numeracy credits as part of their NCEA level 1 (Year 11 Maths). In order to gain University Entrance, students are required to have at least 14 credits at Level 1 Mathematics or Statistics.

In Years 7-10, our learning programmes are based on the 3 strands of the New Zealand curriculum: Number and Algebra, Measurement & Geometry, and Statistics. The main focus is to develop effective numeracy strategies. Students are encouraged to generalize the properties of these strategies to develop their algebraic thinking and numerical reasoning skills.

Teachers in the Mathematics and Statistics Faculty believe that engaging learning activities will make the learning more enriching and enjoyable. Teachers work closely with students to establish what their strengths are and to create activities based on their next learning steps.

All Mathematics and Statistics classes are taught by specialist mathematics teachers. We believe that specialised teaching enables students' needs to be met more effectively. Our teachers are enthusiastic and are able to offer innovative and exciting programmes.

We encourage as many students as possible to enter the competitions that are available throughout the year. Mathematics competitions encourage and develop problem-solving and analytical skills that are crucial for high levels of achievement in Mathematics. A Mathematics Enrichment class is available to provide further challenge for students who excel in understanding mathematical concepts.

SCIENCE

Students begin to study all areas of Science in Year 7. Students are introduced to working in a Science laboratory with a specialist Science teacher. This is extended in Years 8, 9 and 10 as students progressively build on knowledge and skills in preparation

for NCEA Level 1. There is a great emphasis in Junior Science on gaining practical skills through investigative work and working as part of a team.

The Science Curriculum is based on four main strands – The Study of Living Things, The Material World, The Physical World and Planet Earth & Beyond.

Year 9 & 10 students are encouraged to participate in the extra learning opportunities provided through competitions and project work.

SOCIAL STUDIES

Social Studies education aims to enable students to participate in a changing society as informed, confident and responsible citizens.

The curriculum is divided into four Strands: Civics (Identity, Culture and Organisation), History (Continuity & Change), Geography (Place & Environment) and Economics (Economic world). These strands enable students to progress in Level 1 NCEA courses in Year 11. Students will also be developing skills in the important processes of Enquiry, Values Exploration and Social Decision Making.

All Social Studies classes from Year 7-10 will complete a comprehensive skills programme. This programme will ensure that all students are significantly skilled for Level 1 NCEA in Year 11 Geography or History.

Students in Year 10 will experience an introduction to Level 1 NCEA Geography, History and Economics. A number of NCEA credits will be available in this course.

PHYSICAL EDUCATION & HEALTH

Physical Education and Health in the New Zealand Curriculum encourages students to develop the understanding, knowledge, skills and attitudes they need to live healthy lifestyles and to contribute positively and responsibly to the well-being (Hauora) of other people and their communities.

In Physical Education lessons, the focus is on the well-being of the students themselves, of other people, and of society through learning in health-related and movement contexts. Students participate in 3 hours of Physical Education a week at Years 7 – 9 and 2 hours in Year 10. They complete a range of nine lesson rotations which are designed to cover the following Achievement Objectives: *personal growth and development, regular physical activity, safety management and personal identity.*

Physical Education and Health classes are structured around the Junior Certificate at Year 10, where the assessments are more formal to provide a progression into NCEA Physical Education and Health. There is also more focus on leadership and the development of independent training, and knowledge around well-being to assist with lifelong activity.

Students will also focus on developing their leadership and teamwork skills, as well as the Key Competencies of self-management and participating and contributing.

It is expected that all students will participate in Physical Education at Year 7 -10. All students must change for Physical Education and wear the correct Physical Education gear for each aspect of the Physical Education programme. Students will only be

excused from class if they have a signed note from a parent.

Health is taught as a separate subject at Years 7-10, by a specialised Health teacher. Year 7 and 8 Health is taught as a rotational subject, which is structured termly whilst Year 9 and 10 Health is taught as one lesson per week throughout the year. The Health programme is designed so that the content progresses in maturity throughout the junior years, with the content being covered through a range of teaching practices: *puberty, sexual diversity, mental health, sexual education, safety, substance abuse, bullying, nutrition and physical training programmes,*



OPTION AND ROTATION SUBJECTS

ART

Year 7 Art students will create a folder to contain their work. Activities will include painting, drawing and printmaking. Students will develop a dry point intaglio print from the investigation and drawing of New Zealand animals and a repeated pattern. They will also complete a

painting from the 'Graffiti – Pop' tradition, learning control of acrylic paint and the strength of the outline.

In Year 8 Art students will create a folder to contain their work. They will explore wet and dry media to realize shading and form. Instruction will be given in perspective and the way ideas are extended in art. A final display of work will occur at the completion of the semester.

In Year 9 students spend a half year semester in Art. They will develop simple observational drawing skills. Through research, students will be inspired to create a Sculpture based in the imaginative expressive idiom. They will develop complex drawings based around the sculptural object, already designed.

Students in Year 10 have a half year semester of Art. Drawing is the essential means of communication in art and students should develop various tonal shading techniques. They must develop painting and skills as preparation for Level 1 NCEA. These skills include layering, building transparency, blending, understanding colour modulation and developing gestural painting skills. We include a sculptural element in the program which develops manipulative skills using clay. A range of relief and stencil printmaking processes are investigated during the semester. Lastly, students will be introduced to a range of Fine art images - to be inspired by, to increase art literacy and to learn from the Masters and contemporary artists.

Self motivation and enthusiasm are important attributes for a successful art student.

YEAR 10 DESIGN & VISUAL COMMUNICATION



Design and Visual Communication is about developing the ability to design functional products and environments then to communicate these ideas effectively through a variety of visual techniques.

Students in Year 10 Design and Visual Communication are introduced to a wide range of media, modelling and drawing skills used for design in preparation for Level 1 NCEA. They will experience drawing for architectural, product and media design. As well as traditional freehand and instrumental drawing techniques, students will have the opportunity to use industry standard software such as Adobe CS4 design suite, Google SketchUp and other freeware programmes to visualise and produce their designs.

At Year 10 students will follow a design process and develop their own ideas from sketch to final presentation. They will use a more advanced mock up and modelling process producing complex scale models of their proposed designs. The use of appropriate computer software such as SketchUp, Sweethome, Photoshop, TinkerCad, Illustrator, Flash and 3D Printing, will be integrated into the design process. There is a focus on increasing students' awareness of the principles of good design and presentation. New drawing techniques, both Freehand and Instrumental, are introduced at each level building on

prior knowledge and extending students visual communication capabilities.

DRAMA/PERFORMANCE

Year 7 Performance Arts: This is a programme of study based on all areas of Performing Arts. The students are introduced to a variety of performance styles including, but not limited to, Music, Dance and Acting. They then work together with like-minded students to prepare a performance either from one or a combination of the above disciplines. There are also opportunities for students to learn the technical side of productions including, scriptwriting, choreography, sound, lighting, make-up, costuming and set construction.

Year 8 Performance Arts: This subject is an extension of the Year 7 course in that it now offers students the opportunity to direct and lead small groups. They then prepare that group for a public performance using one, or a combination, of the Performing Arts disciplines of Music, Acting and/or Dancing. There are also opportunities for students to learn the technical side of productions including, scriptwriting, choreography, sound, lighting design, make-up, costuming and set construction.

Year 9 Drama: This runs for two terms and offers a taster of all things dramatic. Students will learn to workshop theatre pieces through improvisation as well as being offered opportunities for scriptwriting and film-making. By the end of the first term all students will be required to perform in front of the class. There will also be opportunities for students to learn technical skills including set making, costume design and make-up.

Year 10 Drama: Students will focus on developing their stagecraft knowledge. This will include acting in a small play and producing a short film using i-movie. Physical theatre will be explored

with a mask making unit and students will choreograph a movement piece as part of this. We will also be preparing the students for achievement standards at NCEA and they will learn the terminology required.

MUSIC/PERFORMANCE

Year 9 and 10 Music is semesterised. This programme will focus on building musical knowledge and preparing students for the NCEA music course and will be divided into three main areas: Listening, Theory and Performance.

Listening: By listening to successful artists, students will learn musical patterns, themes, and techniques to create a high quality performance. By researching the social history of musicians, students can gain an understanding of the place music holds in time in a society, and how it can consolidate, teach and create change for the better.

Theory: By learning the notation, chord structures and textures of music, students learn the written language of music and how it has developed and changed over the centuries, enabling them to further develop their understanding of the music they are listening to.

Performance: All students will choose an instrument and learn the necessary skills to play within a group, duet or individually. They will investigate a range of songs which they will practise to performance stage in order to develop their confidence and musicianship.

All students in Year 10 Music are strongly encouraged to study an instrument with a music tutor outside

of class to gain the necessary skill level.



HARD MATERIALS



Students have the opportunity in Years 7, 8, 9 and 10 to experience the world of Hard Materials fabrication. Using technological practice, students will design and create solutions to answer design briefs.

In Years 7 and 8 students focus on creating individual projects using timber, concrete, metal and plastics. They experience a diverse number of processes from forming and shaping to casting or assembling and use a wide range of tools in a genuine workshop environment.

At Year 9 and Year 10 students choose to study and work in Hard Materials Technology. The focus in Year 9 is the gaining of further skills in timber construction and greater independence and capability within the design process. In Year 10 the focus is the uptake of specialised carpentry skills during construction of a range of projects.

As a self disciplined and creative environment, Hard Materials gives good opportunities for students to practise the key competencies of the NZ Curriculum. Students are expected to make genuine products that they take home. This requires that fees are set in these classes.

FOOD TECHNOLOGY

Year 7: This programme focuses on Food Technology which is about creativity and design processes. In this programme students become aware of nutrients in foods using food pyramids along with personal hygiene and food safety around the kitchen.

Focus Points: Practical cooking, Food Safety, Personal Hygiene, Using Local Foods, Holistic Wellbeing.

Technology Design Project: Design and create a frozen treat to meet set Health Criteria.

Year 8: This programme focuses on further developing the creative design processes of food technology. Students are focused on gaining enhanced awareness of nutrients in foods that form a well-balanced and healthy diet and become aware of cause and effects on health due to deficiencies of nutrients etc.

Focus Points: Nutritional knowledge verses creative snacking e.g creating awareness of recommended daily intakes through use of the National Nutritional Guidelines for daily calcium intake for youth to improve bone density of our nation. This is of

particular concern because of New Zealand's poor health statistics in this area. Studying and preparing healthy options for cooking fast foods with reference to holistic well-being – a priority of hau ora for young adolescents.

Technology Design Project: Design and create a healthy snack treat to meet set criteria.

Year 9: Food Technology Design and Create with a Bio-Technology Focus

a) Entrepreneurial activities relating to food. This course engages students in the study and practise of creative food design and marketing principles to create foods and legal packaging that has the potential for use on our Island. This is relevant as Waiheke is a major tourist destination that has a strong focus on innovation around food. Course work includes food safety measures for a commercial kitchen, learning to understand and use the National Nutritional Guidelines, food pyramids and the recommended daily intake of nutrients for youth.

b) Secondary School Hamburger Competition.

Course work focuses on creating uniquely flavoured hamburgers using a majority of local food products. There is the potential to represent Waiheke High School at the Auckland Regional Secondary School's Competition.

Year 10: There are two main areas of study in this course

a) A project that embraces foods and flavours from around the world. Students study cultural differences and sensitivities. Students cook a variety of dishes of their chosen country, learn about the condiments, drinks etc of its food culture and then create a portfolio around the country of their choice as if they were going to live there.

They also become aware of energy processes in foods through learning about the various starches of the nations of the world. This unit of work culminates in a multi-cultural guest dinner when students invite parents to join us for a meal.

b) The development of culinary skills, food handling, nutrition, an understanding of vegetarianism and food safety awareness for commercial premises that is taught through practical and theory classes. This leads into these various Service IQ Level 1 NCEA Unit Standards: Creating a Social Occasion, Finger Foods, First Point of Contact Communication.

DIGITAL TECHNOLOGY

The overall aim of the Digital Technology rotation is to provide students with the skills to participate in a digital world, and to inspire their curiosity into all things digital. The curriculum for Year 7 covers 3 broad areas. The first is a general introduction to the suite of Google tools that we use at Waiheke High School. This aspect of the course has had considerable impact on the ability of students to confidently work digitally across all subjects that currently incorporate Google tools and online forms of communication into their respective areas. The second unit explores Digital Citizenship. This covers privacy, cyberbullying, and general online etiquette. Our final block of work is an introduction to simple programming techniques via some on the online platform Scratch to develop simple games.

Year 8 focusses on developing coding/programming skills. A wonderful resource for this has been the introduction of Code.org - a

platform that follows on from earlier student work on Scratch from Year 7 to develop and teach programming. Year 8 also includes a small introduction to robotics via the Sphero robot, which combines programming techniques with the real world application of programming robots. It is hoped that the addition of robots into Year 8 will also encourage participation in Robotics Club in coming years.

SPANISH

Spanish is a particularly useful language for New Zealanders to learn because of the important and growing trade and cultural links we have with Spain and, especially, with the Spanish-speaking countries of Latin America. It is also a very popular second language to learn, being the second-most studied language in the world, after English.

In Year 7, we introduce the culture of the Spanish speaking world through food, famous people, music, festivals and religious celebrations. Getting to know the names and locations of Spanish-speaking countries is also part of the course.

The following year, in Year 8, we give more attention to the language. Students learn to introduce themselves, exchanging basic information about themselves and our island. This course finishes with a short conversation and the students are then ready to take on the Spanish-speaking world.

In Year 9, students are introduced to the simple, everyday contexts of using Spanish. They learn how to introduce themselves and then talk about their family and friends. Other contexts for study include school life, their timetable, favourite subjects and teachers, and their life at home. In all

cases, students learn to ask as well as answer questions. In this first full-time half-year course, the emphasis is on developing the key language skills of reading, writing, listening and speaking.

Enrolment into Year 10 Spanish is subject to successful completion of the Year 9 Spanish course. At Year 10 level, students use more complex language and language features in a wider variety of contexts, such as their daily routine, their neighbourhood, favourite pastimes, food, shopping, tourism and travel, and health. At this stage, students are introduced to the more formal structures and patterns of the language, while further developing their reading, writing, listening and speaking skills in preparation for NCEA Level One in the following year.

MAORI

As the indigenous culture of our country it is important that we enable young New Zealanders to study and learn about the values and principles that underpin Maori language and protocols.

Years 7 and 8: This rotation course is designed to provide students with skills and learning experiences in Maori Language and Cultural activities.

This will include

- basic vocabulary, language acquisition and proverbs.
- kapa haka observation and performance.
- a study of history, myths and legends.



Years 9 and 10: This is a full year and a half course where students can select Maori as an Option subject. The focus of this programme builds on previous skills with a more in depth study of Maori language, customs, cultural activities and performance skills.

These will include

- Te Reo Maori,
- Tikanga (protocols) associated with Marae etiquette
- Technology - study, design and creation of Taonga Maori
- Performing Arts for waiata-a-ringa (action songs) and haka.
- Piritahi marae based course
- Māori Visual Arts

Extension Opportunities:

There will be practical Wananga (courses) based at Piritahi where selected students will participate in marae based programmes.

These are designed to extend Gifted and Talented students who will work with the Tuakana (senior) NCEA students on activities such as

- Choreography,
- Kapa haka performance,
- Te Reo Maori
- Performance technology e.g. lighting, sound, make-up and creation of props.

Some students will have the opportunity to gain Level One NCEA Unit Standard credits at Year 10 through this programme.

Tuakana / Teina Mentoring:

As part of our Whanaungatanga (team support), at the start of each term our Year 9 and 10 students will be buddied with a senior student mentor who will help them to identify, set and monitor goals for the term.

In turn, our tuakana students will be mentored in the same way by a member of the Maori staff.

*Whaia te pae tawhiti
Pursue your goals to the furthest
horizon*

MAORI PERFORMING ARTS

Year 10: The content of this course will be based on the foundation knowledge on Māori Performing Arts, Dance and theater. Students will develop cultural knowledge and an awareness of the techniques, history and varied expertise required around public performance.

Students will be tested on their performance and choreographed knowledge of both traditional and contemporary dance styles. Progress will be measured by videoing practical tasks, peer critique and tutoring. Achievement and Unit Standards are available as internal assessments, these Achievement standards are University approved.

A small cost will occur with photocopying worksheets, equipment and props. Per student \$25 for class handouts, materials and administration.

BUSINESS STUDIES

Year 9: This is a taster course, which lays the foundation for the study of senior level Business Studies. Students are introduced to the main components of business within the following units:

- Introduction to Business – students are introduced to core topics including factors of production, objectives and mission statements, stakeholders, sectors of the economy and social costs and benefits.
- Production – students learn about methods of production, productivity and quality initiatives.
- Marketing – the marketing mix is introduced, covering product, price, place and promotional techniques, along with market research methods
- Enterprise – students are given a \$20 loan to be used as start up capital and the opportunity to plan and run their own businesses.

Students have the opportunity to use information technology, a variety of individual and group work activities and practical simulation activities to enhance their learning and all students are encouraged to develop and apply enterprise skills during this course.

Year 10: This course builds upon the topics covered in the Year 9 programme and therefore students who did not take it in Year 9 can only be accepted subject to the approval of the Head of Faculty. Students use information technology and learn via a wide range of teaching and learning activities about topics relevant to all types of businesses operating in New Zealand.

- Enterprise – students use case studies and conduct an individual research assignment to learn about the characteristics of successful entrepreneurs.

- Human Resources – students learn about the Human Resource function within businesses including recruitment, selection, training, leadership, communication, team work and employment law.
- Business Activity – students work collaboratively in groups to plan for and create a business that sells products made using sustainable materials.

CODING

Year 9 and 10: Code powers our digital world. Every website, smartphone application, computer programme, calculator and even microwave relies on code in order to operate. This makes coders the architects and builders of the digital age.

Coding is telling a computer what you want it to do, which involves step-by-step commands for the computer to follow. Coding teaches problem solving and logic skills. It helps you succeed in an increasingly digital world.

Using a variety of web-based programs, students will be introduced to coding and robotics and will explore how computers work along with a number of programming languages such as Scratch, Python and VEX Robotics.

HEALTH

Health is taught as a rotational subject in Year 7 and 8, with the content being taught over one full term. Lessons are taught by a specialist health teacher which may differ to the student's Physical Education teacher, thus enabling greater expertise and

consistency within the subject. All programmes include practical content which is interrelated with the Physical Education programme.

Year 7

- 1. Fitness Testing:** Baseline testing
- 2. Hauora and Tina Tinana**
Experiencing different fitness classes
- 3. Interpersonal Skills:** Teambuilding and leadership
- 4. Identity, Sensitivity and Respect:**
Bullying
- 5. Personal Growth:** Puberty
- 6. Relationships:** Friendships and family

Year 8

- 1. Fitness Testing:** Baseline testing
- 2. Hauora and Nutrition:** Benefits of physical activity and healthy eating
- 3. Safety Management:** Stress and peer pressure
- 4. Societal Attitudes and Values:** Smoking, alcohol and drugs
- 5. Personal Growth:** Biology of Sex Education
- 6. Rights, Responsibilities and Laws:** Keeping ourselves safe

Health is taught for one hour a week throughout the full year in Year 9 and 10 to allow consistency. Topics are taught in more depth than Year 7 and 8, with focus on more mature content. Teaching promotes independent research and the development of understanding through critical analysis to examine pros and cons of topics centred around the Hauora model.

Year 9

- 1. Personal identity:** Fitness testing
- 2. Hauora:** Factors affecting health
- 3. Identity, Sensitivity and Respect:** Mental Health
- 4. Interpersonal skills:** Careers
- 5. Personal growth and development, Relationships:** Sexuality Education
- 6. Societal Attitudes and Values:** Drugs

Year 10 Junior Certificate

- 1. Personal identity, Science and technology:** Fitness
- 2. Personal growth and development, Relationships:** Sexuality Education
- 3. Interpersonal skills:** Careers
- 4. Identity, Sensitivity and Respect:** Mental Health
- 5. Societal Attitudes and Values:** Drugs

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