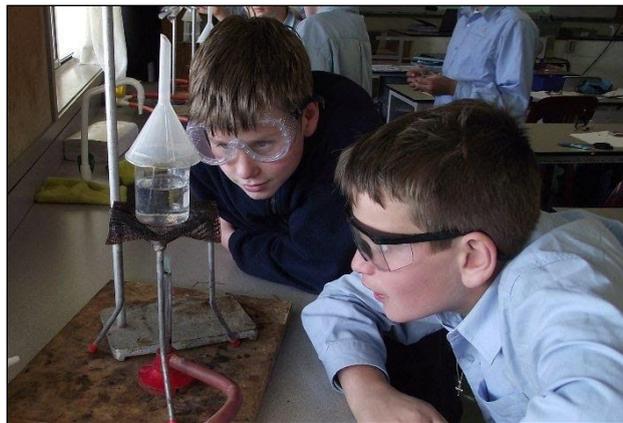


Waiheke High School

Junior Curriculum Guide Years 9 and 10 2020



**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.*

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Introduction

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.

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 whānau teacher 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 9 and 10

Teachers and parents alike will be able to track each individual student's achievement and progress from Year 9 through to the end of Year 10. Skills in English, Maths, Social Science, Physical Education and Health 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.

Students will complete 25 hours of class time a week. Four hours each will be dedicated to English, Mathematics and Science. Social Science and Physical Education and Health will have seven hours between them and the remainder 6 hours will be split between two options in each half of the year.

Students are to select FOUR options for the year.

YEAR 10 CERTIFICATE

Waiheke High School continue a programme across the Year 10 curriculum where students can gain points for assessments in each subject. This certificate mimics NCEA level one. Points are assigned to assessments and students are required to gain 80 to 'pass' the year level of which is students achieve 50 or more points at Merit, Merit and Excellence or Excellence their Year 10 certificate will be endorsed when presented at Junior prize giving.

BYOD

In 2020, teachers will be delivering curriculum both digitally and traditionally. Therefore if students chose to bring their own device (BYOD) it will be utilised across the curriculum. Students who choose not to bring a device will not be disadvantaged in any way through classroom instruction or access to resources. Please check stationary lists for individual subjects as to requirements.

CURRICULUM SUBJECTS

(STUDIED BY ALL STUDENTS IN YEARS 9 AND 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 9-10, 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.

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,

during which they complete a range of nine lesson rotations. These rotations are designed to cover the following Achievement Objectives: *personal growth and development, regular physical activity, safety management and personal identity*. 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. All students must change for Physical Education and wear the correct Physical Education gear for all aspects of the Physical Education programme. Students will only be excused from class if he/she has 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

NEW IN 2020

Inquiry Learning @ Year 9 and 10 (9INQ & 10INQ)

Inquiry learning for years 9 and 10 is an approach to learning and teaching that aims to develop reasoning and judgement. Students learn to listen to and respect their peers' opinions, think creatively and work together to develop a deeper understanding of concepts central to their own lives and the subjects they are studying. With the teacher adopting the role of facilitator, a true community develops in which rich and meaningful dialogue results in enquiry of the highest order.

Using a social inquiry approach students will ask questions, gather information and background ideas, and examine relevant current issues. Students will also explore and analyse people's values and perspectives, consider the ways in which people

make decisions and participate in social action; reflect on and evaluate the understandings they have developed and the responses that may be required.

Outdoor Education (10ODE)

Students will explore the local Waiheke environment and learn key outdoor skills such as navigation, survival, health and safety, planning and sustainability.

Adventure based learning has been found to improve participant's ability to trust others and themselves as well as their own feelings of trustworthiness. ABL increases students' sense of empowerment, and having a feeling of control in one's life contributing to self-determination. A number of studies have shown significant improvement in participant's self esteem and perception of self. It has been shown that ABL increases life effectiveness skills including time management, social competence, achievement motivation, intellectual flexibility, task leadership and emotional control

ART (9ART / 10ART)

An integrated programme is offered in Art.

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 Steam Punk idiom. They will develop a complex story board layout for a comic strip 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 tone, 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 planar 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.

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

DESIGN & VISUAL COMMUNICATION (10DVC)

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 (9DRA / 10DRA)

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 (9MUS / 10MUS)

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 (9THM / 10THM)



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 (9FOO / 10FOO)

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.

SPANISH (9SPA / 10SPA)

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 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 (9MAO / 10MAO)

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.

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 Achievement & 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 expected to work with younger students from the primary schools to provide leadership & mentoring. They will help them 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 (10MPA)

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 (9BUS / 10BUS)

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 Organisation – students learn about different forms of business ownership including sole traders, partnerships, companies, co-operatives and franchises as well as business organisational structures.
- Finance – students learn about the basics of finance, both for businesses and at home. Topics include the basic documents used by businesses, how the success of a business is measured, sources of finance, how loans and credit cards work and types of bank accounts.

CODING (9COD / 10COD)

Year 9: 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.

For More Information Please Contact

Paul Knighton
Deputy Principal
knightonp@waihekehigh.school.nz
09 371 9000 ext 207

Pita Mahaki
Teacher in Charge of Maōri
mahakip@waihekehigh.school.nz
09 371 9000 ext 355