



COURSE BOOK

YEAR 10

2012

“Creating Better Futures”

Name: _____

House/Tutor Group: _____

- You must show this to your parents/caregiver and work through your course selection with them.
- You need to keep this book in a safe place and have it with you for your course planning session.

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How To Use This Book

Step One Read pages 4 to 14 to get an overview of the curriculum at Hillmorton High School.



Step Two Read "Choosing Your Study" on page 13. Consult pages 10-11 as to where your subject might lead, and at what levels it can be studied.



Step Three Read the detailed subject descriptions on pages 17-30



Step Four Tick all the subjects that interest you as you read them.



Step Five Discuss with your parents/caregivers/Year 9 Teachers/Tutors/Dean/Deputy Principal. If you are still unsure, you should talk with the relevant teacher listed.



Step Six Complete the Draft Planning Grid on page 16. Write your subject choices on the Course Selection Sheet at the back of this book. Remove the Course Selection Sheet from the back and hand in to Tutor/Dean.



**Te Kura Tuarua o Horomaka
Hillmorton High School**

Motto

**Personal Best – Nothing Less
Whāia te iti kahurangi**

Mission Statement

“Creating Better Futures”

Strategic Goals

We are dedicated to:

The Rigorous Pursuit of Academic Success
Celebrating Diversity and Community
Developing Leadership and Independence

Values

We are dedicated to:

Ako – Passionate Teaching and Learning
Whanaungatanga – A Caring Community
Whakaiti – Pride and Humility
Mana – Integrity, Honesty and Respect

VISION

Our vision for students at Hillmorton High School is as found in the New Zealand Curriculum Document.

Our vision is for young people:

- who will be creative, energetic, and enterprising;
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;
- who will work to create an Aotearoa New Zealand in which Māori and Pākehā recognize each other as full Treaty partners, and in which all cultures are valued for the contributions they bring;
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;
- who will be confident, connected, actively involved, and lifelong learners.

This vision is what we want for Hillmorton young people and underpins the curriculum offered.

PRINCIPLES

The New Zealand Curriculum outlines a set of principles that embody beliefs about what is important and desirable in a school curriculum. The following principles underpin our decision making at Hillmorton about the curriculum we provide.

Students are at the centre of our curriculum and the curriculum offered here at Hillmorton is one that engages and challenges them, is forward focused, inclusive and affirms New Zealand's unique identity.

PRINCIPLES OF NEW ZEALAND CURRICULUM:

- High Expectations
- Cultural Diversity
- Treaty of Waitangi
- Inclusion
- Learning to Learn
- Community Engagement
- Coherence
- Future Focus

VALUES

At Hillmorton High School we have four values. They are:

- Ako – Passionate Teaching and Learning
- Whanaungatanga – A Caring Community
- Mana – Integrity, Honesty and Respect
- Whakaiti – Pride and Humility

These values and those of the New Zealand Curriculum, influence the curriculum and learning experience we provide here at Hillmorton.

KEY COMPETENCIES

Capabilities for Living and Lifelong Learning

The New Zealand Curriculum identifies five key competencies:

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

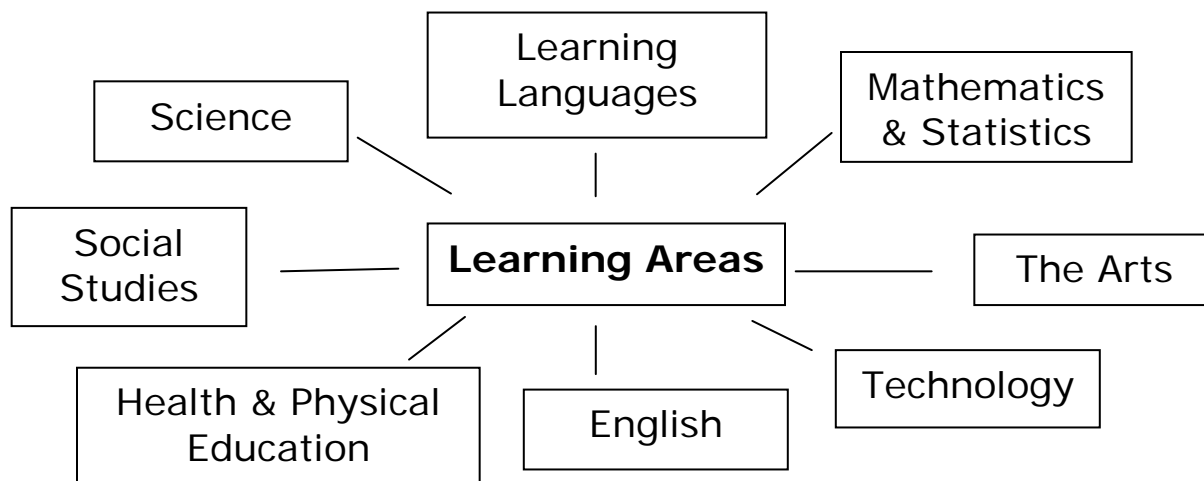
The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognizing when and how to do so and why.

Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise.

The competencies continue to develop over time, shaped by interactions with people, places, ideas and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.

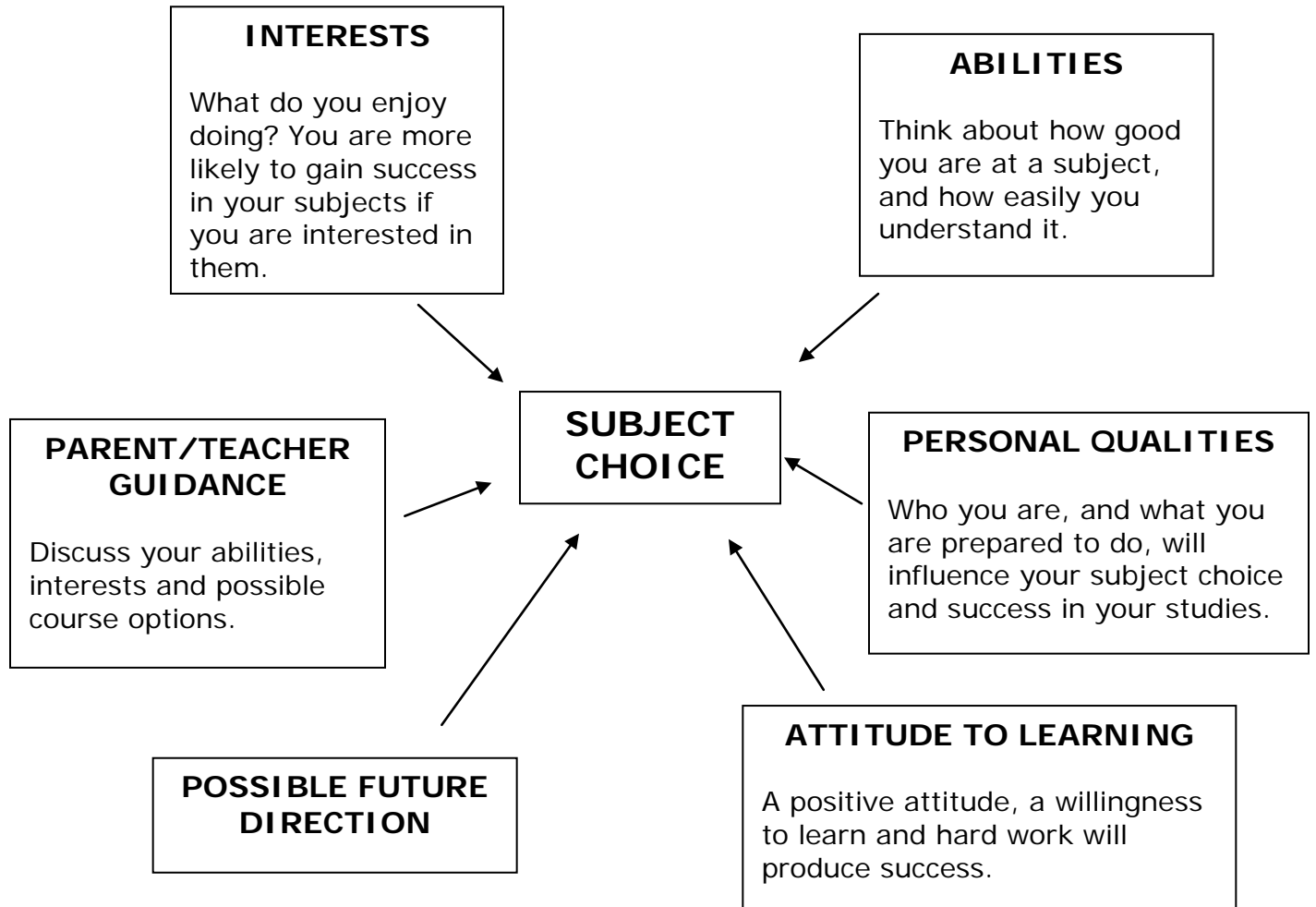
LEARNING AREAS

The New Zealand Curriculum Framework specifies EIGHT LEARNING AREAS. The learning associated with each area is part of a broad, general education and lays a foundation for later specialization. At Hillmorton, we believe in providing for this broad general education.



THINKING ABOUT YOUR COURSE

When you are making your subject choice, consider the following diagram/table.



Useful websites:

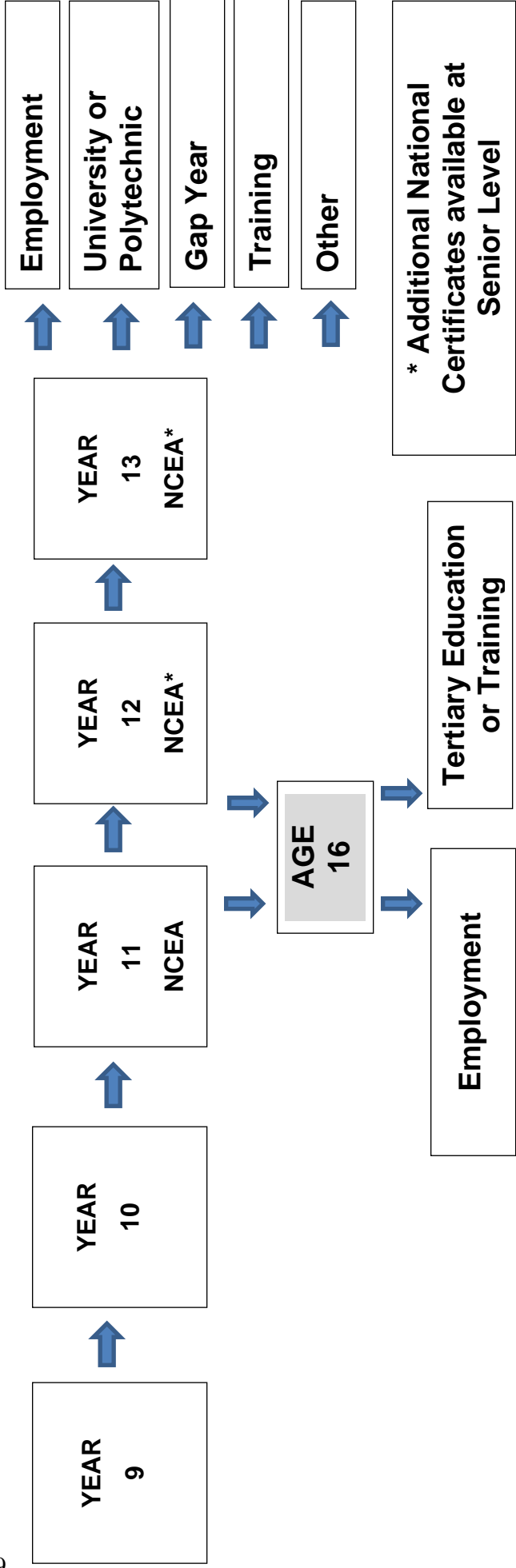
- www.nzqa.govt.nz
- www.careers.govt.nz

LEARNING PATHWAY

NCEA LEVEL 3
Minimum 60 credits at Level 3
+ 20 credits from Level 2 or 3.

NCEA LEVEL 2
Minimum 60 credits at Level 2 + 20 credits
from Level 1 or 2 or 3.

NCEA LEVEL 1
80 credits (10 English, 10 Mathematics), can include
some Level 2 credits



WHERE DOES YOUR LEARNING LEAD?

| LEARNING AREA | YEAR 9 COURSES | YEAR 10 COURSES |
|---|---|--|
| <p style="text-align: center;">English (Te Reo Pakeha)</p> | <p>English ESOL</p> | <p>English ESOL</p> |
| <p style="text-align: center;">Learning Languages</p> | <p>Japanese Spanish Te Reo Māori</p> | <p>Japanese Spanish Te Reo Māori</p> |
| <p style="text-align: center;">Mathematics & Statistics (Pangarau)</p> | <p>Mathematics</p> | <p>Mathematics</p> |
| <p style="text-align: center;">Science (Putaiiao)</p> | <p>Science</p> | <p>Science</p> |
| <p style="text-align: center;">Social Sciences (Tikanga-a-iwi)</p> | <p>Social Studies</p> | <p>Social Studies Enterprise Studies</p> |
| <p style="text-align: center;">Health and Physical Education (Hauora, Kori Tinana)</p> | <p>Physical Education Health Education Home Economics</p> | <p>Physical Education Health Education Home Economics</p> |
| <p style="text-align: center;">Technology (Te Hangarau Matū)</p> | <p>Digital Technologies Graphics/Design & Visual Communication Technology: Wood/Engineering</p> | <p>Digital Technologies Graphics/Design & Visual Communication Technology: Soft Materials Technology: Wood Technology: Engineering</p> |
| <p style="text-align: center;">Arts (NgāToi)</p> | <p>Art Dance Drama Music</p> | <p>Art Dance Drama Music</p> |

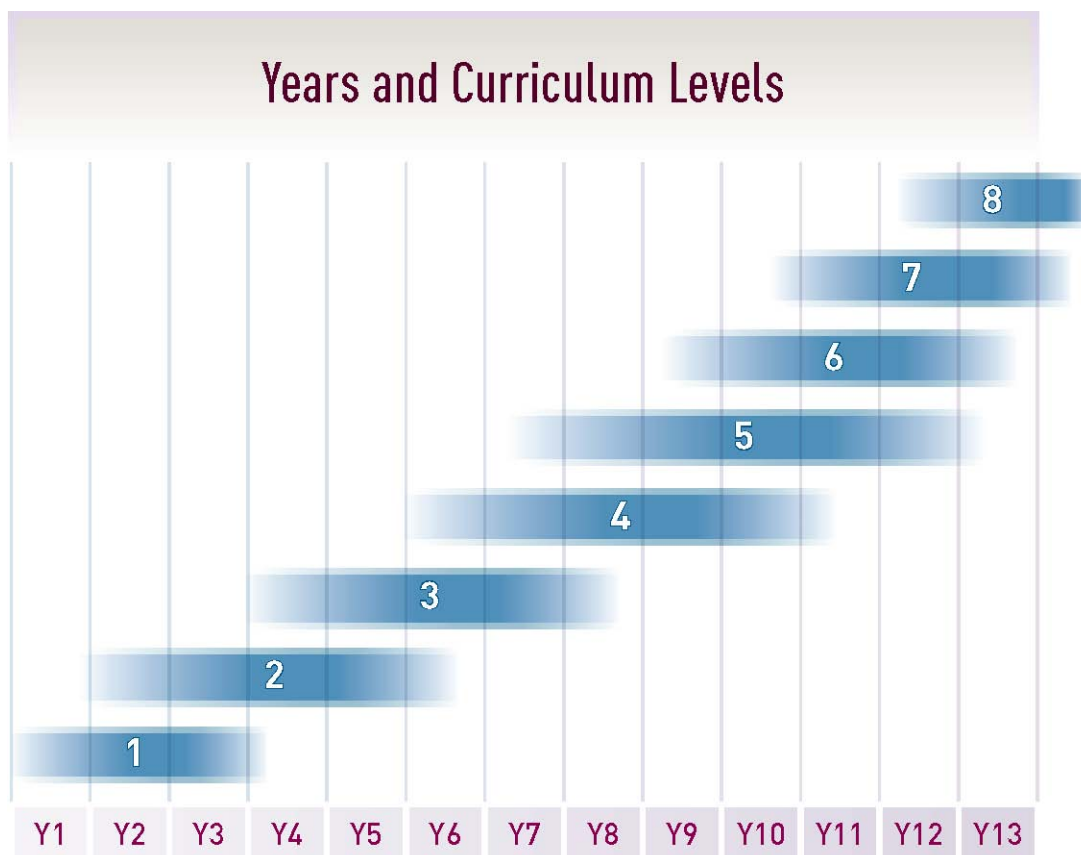
WHERE DOES YOUR LEARNING LEAD?

| LEVEL 1 COURSES | LEVEL 2 COURSES | LEVEL 3 COURSES |
|---|---|---|
| English Skills English, Core English ESOL (Beginner, Elementary, Intermediate) | English Skills English Independent English Skills ESOL | English Independent English Skills |
| Japanese Spanish Te Reo Māori | Japanese Spanish Te Reo Māori | Japanese Spanish Te Reo Māori |
| Mathematics – pre Calculus Mathematics – pre Statistics Mathematics Applied | Mathematics with Calculus Mathematics with Statistics Mathematics Applied | Mathematics with Calculus Statistics & Modelling |
| Science Applied Science | Physics Chemistry Biology | Physics Chemistry Biology |
| Geography History Economics Accounting Social Studies | Geography History Classical Studies Economics Accounting Business Studies Tourism & the Tourism Industry Transition | Geography History Classical Studies Economics Accounting Business Studies Transition Transition Full Time Job Search |
| Physical Education Health Education Childcare Home Economics | Physical Education Health Education Outdoor Education Child Care Home Economics | Physical Education Health Education Child Care Home Economics |
| Graphics/Design & Visual Communication Computer & Information Science Design For Living (Foods) Technology – Soft Materials Building Construction (Unit Standards) Engineering (Unit Standards) Automotive Engineering | Graphics/Design & Visual Communication Computer & Information Science – Applications Computer & Information Science – Programming Computer & Information Science - Skills Hospitality & Catering Design For Living (Foods) Technology – Soft Materials Building Construction (Unit Standards) Engineering (Unit Standards) Automotive Engineering | Computer & Information Science – Applications Computer & Information Science – Programming Computer & Information Science – Skills Hospitality & Catering Technology – Soft Materials Building Construction (Unit Standards) Engineering (Unit Standards) |
| Art Drama Dance Music | Art – Practical Photography Drama Dance Music | Art – Painting Art – Printmaking Art – Design Photography Drama Dance Music |

YEARS AND CURRICULUM LEVELS

This diagram shows how curriculum levels typically relate to years at school. Many students do not, however, fit this pattern. They include those with special learning needs, those who are gifted, and those who come from non-English-speaking backgrounds. Students learning an additional language are also unlikely to follow the suggested progression; Level 1 is the entry level for those with no prior knowledge of the language being learned, regardless of their school year.

At Hillmorton, as part of the enrolment and transition process, data and information gained from testing and interviews with contributing schools and parents and caregivers, will assist us in placing your student in a class or learning programme that best fits their needs.



CHOOSING YOUR STUDY – YEAR 10

- All Year 10 students study the following core subjects:

English (Te Reo Pākehā)
Mathematics (Pāngarau)
Science (Pūtaiao)
Social Studies (Tikanga-ā-iwi)
Health and Physical Education (Hauora, Kori Tinana)

- In addition to these core subjects, you need to choose **THREE option subjects**. In Year 10, these options are full year courses. The following subjects are “Option” subjects:

Art (Toi Ataata)
Music (Toi Pūoro)
Dance (Toi Kanikani)
Drama (Toi Whakaari)
ESOL
Japanese (Te Reo Hapanihi)
Spanish (Te Reo Pāniora)
Te Reo Māori
Enterprise Studies
Graphics (Whakairoiro)
Digital Technologies (Hangarau Whakawhiti Mōhio)
Technology: Wood or Engineering (Te Hangarau Mātū)
Technology: Soft Materials
Home Economics

- Read carefully each subject page, checking details of the course and any course entry requirements. The courses are organized in alphabetical order.
- Use the planning page to plan your possible course of study for Year 10 and beyond.
- Then complete the Course Selection sheet at the back of this book. This needs to then be removed and given to your Tutor or directly to your Dean.

CHOOSING YOUR OPTION SUBJECTS

- It is important that you keep your course broad, and that you select subjects so that all the eight Learning Areas are well covered.
- It is important, when choosing your subjects, to look at “Where does your Learning Lead?” (pages 10-11). What subjects might you like to study in later years?
- All Year 10 option subjects are studied for the full year. For some Year 10 courses, there are entry requirements, which mean that in order to take this course in Year 10, you should have studied it in Year 9. You may be able to do this course at this level, without prior study, but you should talk to the person listed.
- Some Level 1/Year 11 subjects have entry requirements which mean you should study this at Year 10 Level.

You are to choose THREE OPTIONS.

You are encouraged to choose:

- **At least one** option from the Arts column.
- **At least one** option from the Technology column.

| Arts | Technology | Languages |
|---|---|---|
| <ul style="list-style-type: none"> • Art (Toi Ataata) • Music (Toi Puoro) • Dance (Toi Kanikani) • Drama (Toi Whakaari) | <ul style="list-style-type: none"> • Graphics • Technology: Wood or Engineering • Technology: Soft Materials • Home Economics • Digital Technologies • Enterprise Studies | <ul style="list-style-type: none"> • ESOL • Japanese • Spanish • Te Reo Māori |

REFLECTION

What have I achieved so far:
(Whāia te iti Kahurangi; awards, involvements, etc)

Things I like doing / am interested in:

Career thoughts I have had:

- Our School Diary has lots of really valuable information about Course Planning.

DRAFT PLANNING GRID

Use this page to help you plan your course, before entering details on the Course Selection Sheet.

| | |
|--|----------------|
| Year 9: What subjects am I currently studying in Year 9? | |
| Compulsory English Mathematics Science Social Studies Physical Education Health | Options |

| | |
|--|--|
| My Possible Year 10 Course: Compulsory English Mathematics Science Social Studies Physical Education Health Education | Options that interest me: 1. _____ 2. _____ 3. _____ |
|--|--|

| | |
|--|--|
| Year 11: What subjects might I take in Year 11? | |
| English Mathematics Science | |

Transfer your Year 10 course to the **Course Selection Sheet** at the back of this book.

DANCE – Toi Kanikani

Level: Year 10

Learning Area: The Arts (Ngā Toi)

Dance at Year 10 extends students' practical technique in a variety of different dance styles. Students begin to explore dance as a form of communication both as an audience and as choreographers. Students develop performance skills by rehearsing and presenting different dance pieces. Students will also research, compare and contrast dance forms from a wide range of cultures.

This course is suitable for students who have completed Year 9 dance or who have had some dance training outside school in any style.

This course is a building block for the study of dance at NCEA Levels 1-3.

Course Content:

Here are some samples units of work:

- Grease Lightning – Jazz technique
- Dance Olympics - Choreography
- Hip Hop – Group performance
- Irish Dance – History and features

Assessment 100% internal

A preferred course for Level 1 Dance

Further information from Ms Stapleton, Ms Lawrence

DRAMA – Toi Whaakari

Level: Year 10

Learning Area The Arts (Ngā Toi)

This course builds on skills established in Year 9. Students develop their acting skills and are given opportunities to perform both in groups and individually. Theatre Form and production elements are also studied. This is a building block for NCEA Drama (Levels 1, 2 and 3).

Course Content

- Drama techniques – the manipulation of voice, movement, body and space in an improvised setting.
- Script – analysis and interpretation of text and development of character.
- Dramatic form – Greek. The exploration of related conventions, techniques, technologies and theatre history.
- Devising – Using Physical Theatre techniques based around mythological stories. Students will be guided in creating their own plays.

Assessment 100% internal

Course Costs There may be some costs for performance visits
Course Booklet

Entry Requirement Successful completion of Year 9 Drama or HOD approval

A prerequisite course for Level 1 Drama

Further information from Ms Dupres, Ms Lawrence

ENTERPRISE STUDIES

Level: Year 10

Learning Area Social Sciences, Mathematics, Technology, English

What is Enterprise Studies?

It is a study of business enterprises and how they operate.

- How they get started
- The characteristics of a successful business
- The risks and rewards for business owners
- How advertising and marketing influence us
- Understanding consumer behaviour

This course provides:

- an opportunity for you to develop your own ideas and use your talents and skills to put them into action.
- the opportunity to discover things for yourself – you will be encouraged to have contact with local business people.
- a sound base for the study of Accounting, Economics and Business Studies in the senior school.
- an opportunity for you to run a real business, competing with other class members within the school so that you can understand the challenges, risks and rewards of making business decisions.
- knowledge of how to be a wise consumer.
- Participate in school-wide trade fair.

Methods of Learning:

- Work individually and in small teams to carry out investigations.
- Use the Internet to research ideas and gather information.
- Explore successful enterprises in our local area.
- Take part in an interactive business simulation game.
- Use your computer skills – multi media – to effectively market a product of your choice.

Assessment 100% internal

Course Costs \$15.00 covers printing and transport costs (as required)

Further information from Mrs Williams or Mr Nixon

E.S.O.L.

English for Non-English Speaking Students

Levels: Beginner, Intermediate, Elementary, English for Academic Purposes.

Placement of Students

On arrival, the student's English level is tested, so that the student is supported in his/her mainstream subjects with the appropriate ESOL level. Students will be directed into ESOL which will replace one or two of their options.

The Aim of the Classes

The aim of these classes is to learn about and practise the structure of English, with a focus on student interaction and communication. Reading, writing, speaking and listening skills are emphasised within the programme.

Assessment 100% internal

Further information from Mrs Bennett

TECHNOLOGY – Soft Materials

Level: Year 10

Learning Area Technology

Course Content

This is a course designed to increase students' practical skills and enable them to make informed choices with fashion and design.

Students will work with a variety of fabrics completing practical projects of their own choice.

Knowledge gained in this subject will be able to be applied to:

- Technology – Materials – Soft & Hard; Graphics
- Fashion & Design

Students will need to bring their own choice of fabric for individual projects

Assessment 100% internal

Course Cost \$25.00

A preferred course for Levels 1, 2, 3 Technology (Textiles)

Further information from Mrs Grocott



COURSE SELECTION SHEET

This form is to be completed by Year 9 students moving into Year 10

| | |
|---|---|
| Family Name: _____ First Name: _____ | |
| Home Telephone No: _____ Present Form Class: _____ | |
| My Course | |
| Year 9 | Year 11 |
| <i>What subjects are you currently studying in Year 9?</i> | <i>What subjects do you think you may take in Year 11?</i> |
| <ul style="list-style-type: none">• English• Mathematics• Science• Social Studies• Physical Education• Health• Digital Technologies• _____• _____• _____• _____ | <ul style="list-style-type: none">• English• Mathematics• Science• _____• _____• _____• _____• _____ |
| My final course selection is: (Compulsory) <ul style="list-style-type: none">• English• Mathematics• Science• Social Studies• Physical Education | My three option subjects: <ul style="list-style-type: none">• _____• _____• _____ |

PTO

We are interested in making an appointment with:

| | Yes | No |
|--------------------|--------------------------|--------------------------|
| • Careers Adviser | <input type="checkbox"/> | <input type="checkbox"/> |
| • Dean | <input type="checkbox"/> | <input type="checkbox"/> |
| • Deputy Principal | <input type="checkbox"/> | <input type="checkbox"/> |

to discuss course planning with: _____

Please provide your contact details:

Phone No. _____ Cell Phone: _____

Email: _____

We have checked that the subjects chosen are:

- Relevant to possible future study or career needs
- Broad, allowing future flexibility
- Of interest to the student
- Subjects that provide broad coverage

Student's Signature: _____

Parent/Caregiver's Signature: _____

You must hand this Course Selection Form into your Tutor/Dean by **Thursday, 11 August.**

Course checked/discussed with: _____
(DP/Dean) (Signature: DP/Dean)

Comments: _____

