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# HOW TO USE THIS BOOK

**Step One** Read pages 4 to 12 to get an overview of the curriculum at Hillmorton High School.



**Step Two** Read "Choosing your course/option subjects" on pages 11-12. Consult pages 8-9 as to where your subject might lead and at what levels it can be studied.



**Step Three** Read the detailed subject descriptions on pages 13-23.



**Step Four** Tick all the subjects that interest you as you read them. List these down on the Planning Grid on page 24.



**Step Five** Discuss with your parents/care-givers/Year 8 Teachers. If you are still unsure about a subject, you are welcome to contact the Head of the relevant Department listed at Hillmorton.



**Step Six** Write your subject choices on the School Enrolment Application.



**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.

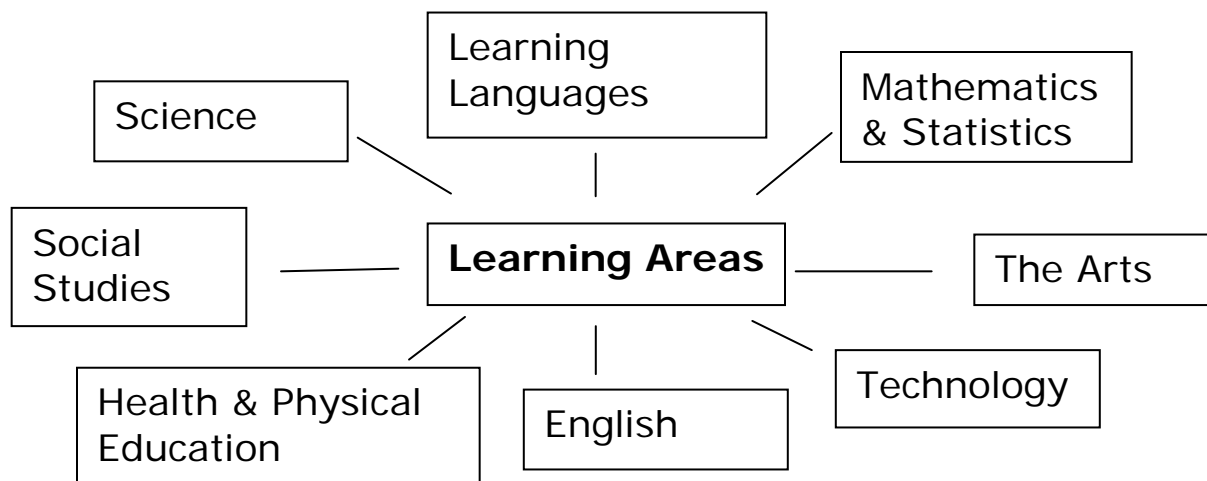
The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, 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.

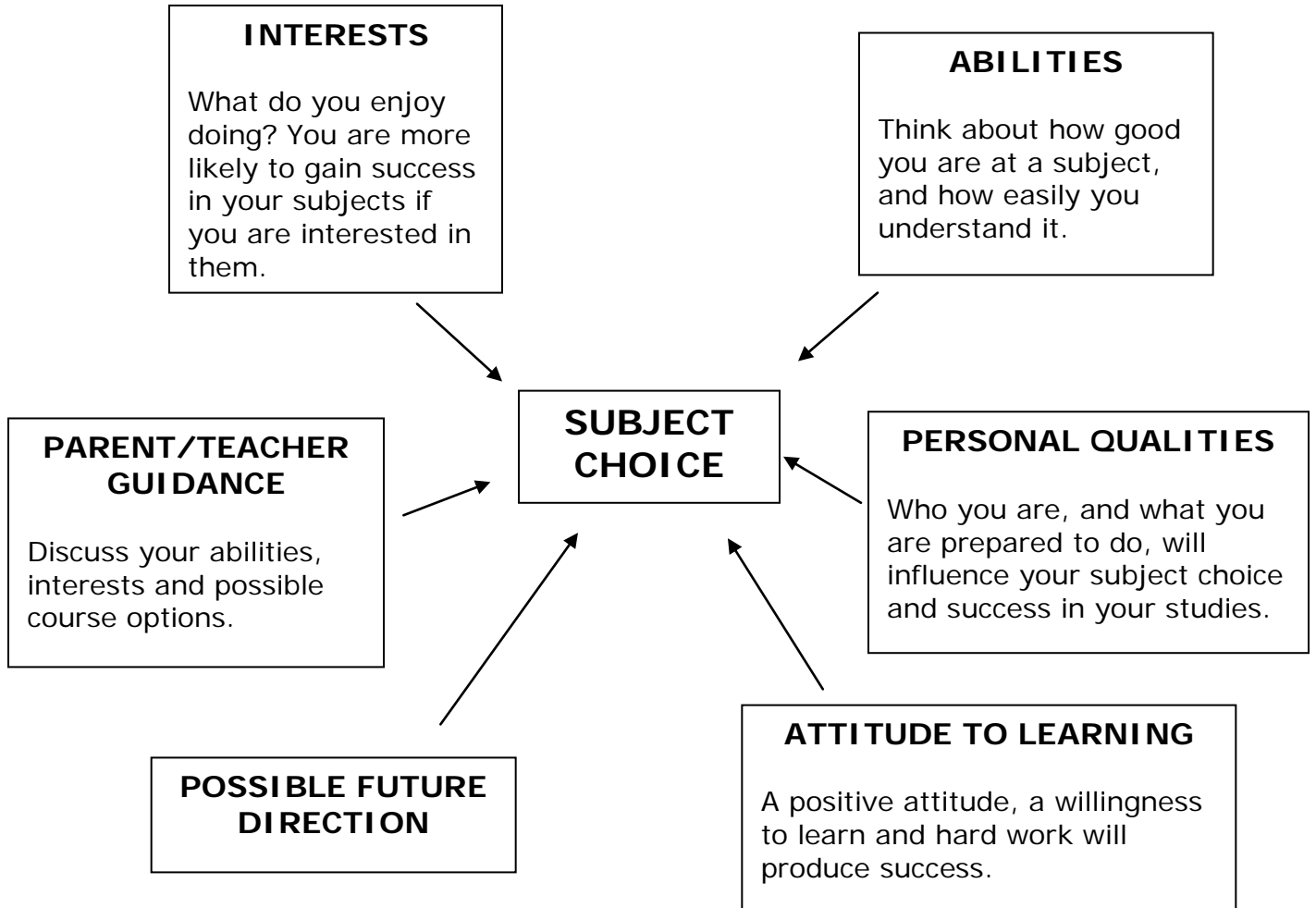
## LEARNING AREAS

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:



## WHERE DOES YOUR LEARNING LEAD?

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

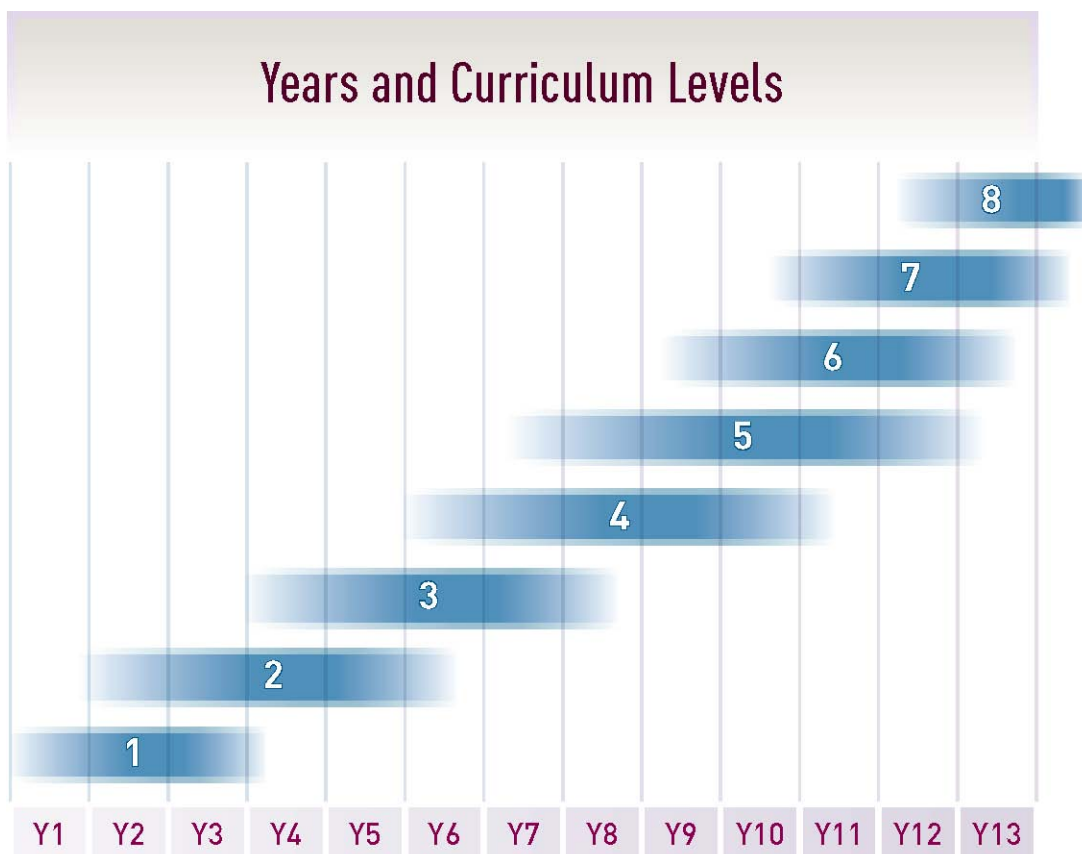
## WHERE DOES YOUR LEARNING LEAD?

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

It is important that you make good choices regarding your course of study.

It is important that you keep your subject choice as wide as possible. Refer to the “Where Does My Learning Lead” chart.

## A. Compulsory Subjects in Year 9

The following subjects are compulsory for all Year 9 students:

- Digital Technologies (Hangarau Whakawhiti Mōhio)
- English (Te Reo Pākehā)
- Health and Physical Education (Hauora, Kori Tinana)
- Mathematics (Pangarau)
- Science (Putaiiao)
- Social Studies (Tikanga-a-iwi)
- Taha Māori

## B. Option Subjects

The following subjects are “Option” subjects:

- Art (Toi Ataata)
- Dance (Toi Kanikani)
- Drama (Toi Whakaari)
- ESOL
- Graphics (Whakairoiro)
- Home Economics: Food & Nutrition/Soft Materials
- Japanese (Te Reo Hapanihi)
- Music (Toi Puoro)
- Spanish (Te Reo Pāniora)
- Technology: Wood/Engineering (Te Hangarau Matū)
- Te Reo Māori

**You are to choose:**

**Either:** Four ½ year options

**Or:** Two ½ year options, plus a language.  
Languages are a full year option.

**It is recommended that you choose:**

- **At least one** option from the The Arts (Visual Art, Dance, Drama, Music).
- **At least one** other ½ year option.

| Half-Year Option Courses  | Full Year Option Courses   |
|---|--|
| Dance (Toi Kanikani)<br>Drama (Toi Whakaari)<br>Graphics (Whakairoiro)<br>Home Economics: Food & Nutrition/Soft Materials<br>Music (Toi Puoro)<br>Technology: Wood/Engineering<br>Visual Art (Toi Ataata) | ESOL<br><br>Japanese (Te Reo Hapanihi)<br><br>Spanish (Te Reo Pāniora)<br><br>Te Reo Māori |

# ART – Toi Ataata

**Level: Year 9**

Learning Area: The Arts, Technology

## **Course Content:**

Students will work on practical assignments which are enjoyable, interesting and creative.

All aspects of the Arts syllabus will be covered. A wide variety of exercises may include:

- Print making: wood block and screen printing
- Painting and Drawing
- Card Construction / 3D work
- Ceramic (clay) use
- Computer Graphics

Students are encouraged and helped to achieve their personal best in a supportive and well-resourced environment.  
This is a ½ year option course.

**Assessment: NA**

**Course Costs: \$18.00**

***A required course for:* Year 10 Art**

For further information contact: Ms Hancock, HOD Art

# DANCE – Toi Kanikani

**Level: Year 9**

Learning Area: The Arts/Ngā Toi

So you think you dance? Well here is the class where you can come and show off your moves!

Dance in Year 9 is an opportunity for students to explore the basic elements of dance (body, time, energy, space and relationships) and to begin to choreograph and present their own dance sequences. Students also view and develop practical knowledge of a wide range of dance styles from a variety of cultures: hip hop, jazz, ballroom and African dance to name a few!

This course is suitable for beginners, but will also extend those who have some prior dance training outside school.

This course is a building block for the study of dance at Year 10 and at NCEA Levels 1-3.

## **Course content:**

“Mad Hot Ballroom”: Students learn four ballroom dance routines - Merengue, Tango, Swing and Foxtrot - and then compete in a ballroom dancing competition in teams.

“Thriller”: Students learn the full, original, jazz choreography from Michael Jackson’s 1982 music video and then design and create their own costumes and make up ready for performance on stage.

“Hillmorton’s Top Hip Hop Crew”: Students learn a challenging hip hop routine and then create original hip hop choreography in ‘crews’. They then compete in a class dance-off.

“Out of Africa”: Students explore the features and cultural context of West African Dance and then learn and choreograph a contemporary African Dance to music created and performed by Year 9 Music students.

This is a ½ year option course.

**Assessment:** 100% internal assessment

**Course Costs:** There may be some costs for performance visits

**A preferred course for:** Year 10 Dance

For further information contact: Ms Lawrence or Ms Stapleton

# DRAMA – Toi Whakaari

**Level: Year 9**

Learning Area: The Arts/Ngā Toi

Drama in Year 9 focuses on establishing essential dramatic skills: confidence, group work, leadership and basic performance techniques. The course offers students an opportunity to experience a range of different dramatic forms in a fun and stimulating environment.

It is a building block for NCEA Drama which is available at Levels 1, 2 and 3.

## **Course Content:**

|                     |   |
|---------------------|---|
| Improvisation:      | Impromptu performance and confidence building activities.                       |
| Process Drama:      | Theme based guided improvisation leading to devising of scripts and scenes.     |
| Mime and Slapstick: | The exploration of physical storytelling via recognized styles and conventions. |
| Script:             | Integrating performance techniques and staging conventions.                     |
| Clowning:           | Creation of character through techniques and technologies.                      |

This is a ½ year option course.

**Assessment:** 100% internal assessment

**Course Costs:** There may be some costs for performance visits

**A *required* course for:** Year 10 Drama

For further information contact: Ms Lawrence or Ms Dupres

# **E.S.O.L.**

## **English for Speakers of Other Languages**

**Levels: English Language Learning Progressions (ELLP)  
Stages: Foundation to Stage 3**

### **Placement of Students**

On arrival, the student's English level is tested, so that the student is supported in mainstream subjects at the appropriate ESOL level. Students could choose, or may be directed into ESOL.

### **The Aim of the Classes**

The classes aim to develop the students' level of English and support their language needs in other subjects. The focus is on student interaction and communication with an emphasis on reading, writing, speaking and listening skills.

This is a full year option.

**Assessment:** **100% internal assessment**

For further information contact: Mrs Bennett

# GRAPHICS : Design and Visual Communication

**Level: Year 9**

Learning Area: Technology

## **Course Content:**

Graphics develops students' drawing and communication skills that are useful in problem solving.

The course includes :

- Drawing practice
- Design and visual communication
- Presentation of briefs and tasks

This is a ½ year option course.

**Assessment: 100% internal assessment**

***A recommended course for:* Year 10 Graphics**

For further information contact: Mr Maddison, HOD Technology

# **HOME ECONOMICS:**

## **FOOD & NUTRITION/SOFT MATERIALS**

**Level: Year 9**

**Learning Areas: Health & Physical Education /  
Technology**

**Course Content:**

Students will:

- Make informed decisions to select, prepare, cook and serve healthy and creative food.
- Further develop practical skills to meet technological challenges using textiles.

Knowledge gained in this course will be applied to:

Home Economics (Food and Nutrition)  
Hospitality  
Childcare  
Technology – Materials – Fashion & Design  
Industry – Technology

This is a ½ year option course.

**Assessment: 100% internal**

**Estimated course costs: \$30, plus some perishable ingredients and fabric**

**A *preferred* course for: Home Economics  
Technology – Soft Materials**

For further information contact: Ms Philpott

# JAPANESE

**Level: Year 9**

Learning Area: Learning Languages

## **Course Content:**

The aim of this course is to develop skills in both written and spoken Japanese. Students will study everyday language and kana (Japanese characters).

In addition to this, expanding the student's knowledge and experience of Japanese culture and society will also be an important part of the course.

Students will be expected to do their written work in hiragana.

**Languages are a full year option.**

**Assessment: 100% internal assessment**

**Course Costs: \$30.00 (approx.) Kimono 1 Workbook**

***A required course for:* Year 10 Japanese**

For further information contact: Ms Hunt, HOD Languages

# MUSIC – Toi Puoro

**Level: Year 9**

Learning Area: The Arts/Ngā Toi

## **Course Content:**

In this course students will learn basic skills on keyboard and guitar and will perform in group situations. Musical knowledge topics, composition, theory and aural skills will also be studied.

Lessons are available on most instruments. The lessons have a small charge of \$10 per semester and there is an instrument hireage fee for those choosing to hire school instruments.

Music is a ½ year option.

**Assessment:** 100% internal assessment

**Course Costs:** \$5.00 for instrument use in class  
\$5.00 for Course Workbook

***A required course for:*** Year 10 Music

For further information contact: Ms Lawrence

# SPANISH

**Level: Year 9**

Learning Area: Learning Languages

**Course Content:**

The course aims to give students a strong grounding in basic Spanish, building their confidence and skills in both written and spoken Spanish.

The study of the cultures of Spain and Latin America is also an important part of the course.

**Languages are a full year option.**

**Assessment:** 100% internal assessment

**Course Costs:** \$10.00 Linguascope subscription

**A *required* course for:** Year 10 Spanish

For further information contact: Ms Hunt, HOD Languages

# TECHNOLOGY: WOOD/ENGINEERING

## Level: Year 9

Learning Area: Technology

### Course Content:

This practical workshop based course introduces students to an understanding of materials technology through the making of projects.

Students will:

- Explore basic principles of design and solve practical problems through the design process.
- Develop skills of craftsmanship with a range of materials and tools.

This is a ½ year option course.

**Assessment:** 100% internal assessment

**Course Costs:** \$35.00

***A recommended course for:*** Year 10 Technology

For further information contact: Mr Maddison, HOD Technology  
or Mr Neal

# TE REO MĀORI

**Level: Year 9**

Learning Area: Learning Languages

## **Course Content:**

Te Reo Māori is committed to providing students with a firm understanding of basic Māori language structures and concentrates on the four essential skills – listening, reading, writing and speaking. Students are also educated on the use of phrases and proverbs to enhance their work in everyday situations.

Manu Kōrero: Māori speech competitions are conducted each year to decide the school representatives for Ngā Manu Kōrero Regional Competition and all students are expected to travel with and support the successful speakers.

Kapa Haka: Kapa haka is an essential tool for learning te reo Māori and Māori customs and is open to all students. All students who combine te reo Māori and kapa haka will have the opportunity to earn extra credits for NCEA Level One Māori Performing Arts.

**Languages are a full year option.**

**Assessment: 100% internal assessment**

**Course Costs: \$25 Ngā Manu Kōrero, Term 2  
\$50 Living off the Land, Term 4**

For further information contact: Matua Sonny, Māori Department

# PLANNING GRID

**My possible Year 9 Course:**

**Compulsory**

**Options**

Digital Technologies

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English

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Mathematics

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Physical Education & Health

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Science

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Social Studies

**Now:** Transfer this information to your Enrolment Application Form.