

# **YEAR 9 COURSE BOOKLET**

This booklet is designed to provide information on the Year 9 curriculum offered at Havelock North High School.

The New Zealand Curriculum requires students to follow courses of study from compulsory essential learning areas:

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

It is the school's policy that every Year 9 student shall take a course of study in a language other than English. Enclosed with this booklet is a language selection form to be completed and returned with the enrolment card.

# CURRICULUM STRUCTURE

Essential Learning Area	No of Terms Per Year	
English	4	Compulsory
Mathematics Social Studies Science Technology Health and Physical Education	4 4 4 4 4	Compulsory
The Arts • Drama • Music • Visual Arts	1 1 1	Compulsory
Languages • French or • Japanese or • Te Reo Māori	1 1 1	Students choose <b><u>ONE</u></b>

## NOTES:

- Students choose the second language they wish to learn.
- Students who choose Te Reo Māori will be placed in courses that are best suited for their level of fluency.
- Students for whom English is a second language will be assessed on entry to determine the level of support required.

# **DRAMA**

## **Curriculum Aims:**

- to develop an understanding and competence in basic dramatic skills.
- to foster self-expression and self-confidence.
- to work co-operatively and supportively in a group.

## **Curriculum Content:**

- improvisation techniques
- role-plays
- essential dramatic skills
- creating, developing and sustaining a role
- story telling skills

# ENGLISH

## Curriculum Aims:

- to enable students to develop their appreciation and enjoyment of language in all its varieties
- to enable students to understand, respond to, and use oral, written and visual language in different situations and for a variety of purposes

oral language = speaking and listening

written language = reading and writing

visual language = viewing (e.g. film)

= presenting (e.g. posters, drama)

## Curriculum Content

The year's programme is divided into a number of units, designed to provide not only curriculum coverage but also a wide range of skills and activities. [Some of the units are compulsory.]

While emphasis is placed on the written language area, both oral and visual language are covered within the programme, either as stand-alone units or as part of integrated units.

Students are exposed to a "range of texts" and activities and there are some compulsory requirements: e.g. the study of novels, poetry, drama, effective public speaking, grammar, etc. Students are expected to maintain a reading record.

This approach enables class teachers to assess students' progress and achievement across the language strands (oral, written, visual) and ensure that the profile presented in their report is accurate and detailed.

# FRENCH

## **Curriculum Aims:**

- to begin a study of the French language
- to develop communication skills in listening, speaking, reading and writing
- to develop knowledge of French culture and lifestyle

## **Curriculum Content:**

- greetings and conversation
- home, family and pets
- the time, the date, the weather
- France and French culture

# HEALTH

## **Curriculum Aims:**

- to develop the knowledge, understanding, skills and attitudes needed to maintain/enhance personal health
- to develop understanding, skills and attitudes that enhance interactions and relationships with other people
- to participate in creating healthy communities and environments

## **Curriculum Content:**

- self-worth and self-identity, including values, attitudes and differences
- personal skills, e.g. goal-setting, self-talk, communication skills, assertiveness
- tobacco – short-term/long-term consequences, passive smoking, advertising, legislation
- sexuality – anatomy/physiology, managing puberty, skin care

# **JAPANESE**

## **Curriculum Aims:**

- to introduce students to the study of the Japanese language
- to develop the skills of listening, speaking, reading and writing in Japanese
- to begin a study of Japanese culture

## **Curriculum Content:**

- greetings and introducing oneself and family
- numbers and related matters
- classroom, and classroom instruction
- aspects of Japanese culture
- going places and transport
- reading and writing Japanese scripts
- family

# MATHEMATICS

## Curriculum Aims:

- to encourage students to solve problems using both mental and written strategies
- to develop the skills, knowledge and understanding of the mathematics required to solve everyday problems
- to develop the ability to think and reason logically
- to develop the student's confidence in mathematics
- to foster and develop mathematical talent

## Curriculum Content:

- number
- measurement
- algebra
- geometry
- statistics

## Assessment

Tests at the completion of each unit focus on key skills, while less formal assessments focus on problem solving and communication in each of these content areas.

There is an end of year examination.



# PHYSICAL EDUCATION

## Curriculum Aims:

- to learn and practise new skills
- to experience enjoyment through active participation
- to develop tolerance and acceptance of each other through working together
- to learn game strategies and tactics

## Curriculum Content

Units are linked to the following themes:

- personal health and physical development
- movement concepts and motor skills
- relationships with other people
- healthy communities and environments

Students record assessments, complete tasks and make notes in a workbook which is purchased at the beginning of Year 9 and is used through until the end of Year 10.

# SCIENCE

## Curriculum Aims:

- to develop in students the ability to follow correct procedure in the laboratory and to use equipment safely and confidently
- to develop knowledge in the various areas of science
- to improve students' awareness of current issues and the place of science in the world around us
- to develop skills in design and analysis of research investigations

## Curriculum Content:

- working in a laboratory
- scientific skills
- plant and animal cells
- plant and animal reproduction
- plant and animal nutrition
- earth in space
- human effects on earth
- light
- magnetism
- matter
- atoms
- mixing and separating chemicals

# **SOCIAL STUDIES**

## **Curriculum Aims:**

- to develop students' awareness of how people participate in society and how society operates
- to provide students with opportunities to investigate social issues
- to enable students to explore the unique nature of New Zealand: its bicultural heritage and its multicultural society
- to develop skills of inquiry

## **Curriculum Content**

Students will study topics chosen to illustrate the four conceptual strands of this subject:

- identity, culture, and organisation
- place and environment
- continuity and change
- economic world

# TECHNOLOGY

Learning in technology is based on applying the technology process to address needs and opportunities and solve practical problems within society.

## **Curriculum Aims:**

- to develop and apply knowledge of the principles and processes of technology.
- to enable students to develop innovative solutions that meet an identified need within a range of contexts.
- to encourage students to plan and evaluate their practice in order to modify their solutions.

## **Curriculum Content**

Students will develop relevant knowledge and skills within the technology process and will focus on four of the areas at this level:

- food.
- materials.
- information and communication.
- graphic presentation.

# TE REO MÄORI

Tēnā koutou ngā mātua tīpuna o ā tātou tamariki e pīrangi ana ki te ako tō tātou reo rangatira. Nau mai haere mai.

Students studying Te Reo Māori will be introduced to Te Ao Māori via the medium of Te Reo Māori and Tikanga Māori.

## **Curriculum Aims:**

- to broaden students' general understanding of Te Reo Māori and Tikanga Māori.
- to encourage students to use Te Reo Māori in everyday situations, developing skills of speaking, listening, reading and writing.
- to develop in students an understanding of the ways in which Māori people operate and function in formal and informal situations.
- to encourage the learning of Te Reo Māori as an official language in Aotearoa/New Zealand.

## **Curriculum Content:**

- karakia.
- mihi – informal/formal.
- pepeha.
- waiata/haka
- whakapapa.
- whānau.
- ahau/koe/ia
- he aha te wā?
- ngā rangi/ngā marama/ngā tau.

Nō reira koutou mā haere mai ki te ako Te Reo Māori me ōna tikanga.

# VISUAL ARTS

## Curriculum Aims:

- to encourage students to become makers and viewers of art
- to enable students to become literate in the visual arts, by:
  - learning from example
  - understanding the language of art
  - practising ways of working
  - exploring and reflecting on artistic ideas

## Curriculum Content:

- practical understanding of the techniques used in:
  - sculpture
  - printmaking
  - painting
  - design
  - drawing
- learning how to draw with understanding, using a wide range of media.
- understanding and using basic art concepts: e.g. line, tone, form, composition, colour.
- making images and objects, using a variety of techniques, tools, materials and processes.
- developing ideas in response to a variety of motivations, observation and imagination, supported by the study of artists' works.



**HAVELOCK NORTH HIGH SCHOOL  
SUBJECT SELECTION FORM : LANGUAGES**

Name: ..... Contributing School: .....

Contact Phone No.: ..... Home.

Place a ✓ in the box alongside the ONE language you wish to study.

French  or Japanese  or Te Reo Māori

**THIS FORM MUST BE RETURNED WITH THE ENROLMENT CARD.**

Signature of Parent/Guardian: ..... Date: .....

# CURRICULUM CHART 2009

Year 9	YEAR 10	YEAR 11	NCEA QUALIFICATION
English	English	English	✓
		English Literacy Skills	✓
Mathematics	Mathematics	Mathematics	✓
		Mathematics Applied I	✓
Physical Education and Health	Physical Education and Health	Physical Education	✓
		Physical Education Applications	✓
		Health Studies	✓
Science	Science	Science	✓
Social Studies	Social Studies	Geography	✓
		History	✓
Technology	Technology	Technology	✓
Visual Arts	Visual Arts	Visual Arts	✓
Drama	Drama	Drama	✓
Music	Music	Music	✓
		Musicianship	✓
French	French	French	✓
Japanese	Japanese	Japanese	✓
Te Reo Māori	Te Reo Māori	Te Reo Māori	✓
	Business	Economics	✓
		Accounting	✓
	Food & Nutrition	Food & Nutrition	✓
	Graphics	Graphics	✓

Compulsory subjects
  One of these subjects is compulsory

**N.B.** Year 11 students take **SIX** subjects.

Courses in English and mathematics are compulsory.