

# BAY OF ISLANDS COLLEGE



**“Kokiri Ngatahi – Moving Forward, Quickly, in Partnership”**

Kaupapa Whakanui (Project Respect), Attendance + Commitment = Achievement

## **CURRICULUM GUIDE**

**YEAR 10**

**2012**

**Over the year and across all subjects we will focus on the 5 Key Competencies, helping students to learn:**

<b>Thinking</b>	To be competent thinkers and problems-solvers who actively seek, use, and create knowledge
<b>Using language, symbols and texts</b>	To be competent users of language, symbols, and texts who can interpret and use words images, metaphor, and technologies in a range of contexts.
<b>Managing Self</b>	To manage themselves and be enterprising, resourceful, reliable, and resilient. To establish personal goals, make plans, manage projects, and set high standards
<b>Relating to others</b>	To relate well to others, to be open to new learning and to be able to take different roles in different situations
<b>Participating and contributing</b>	To participate and contribute in communities, to have a sense of belonging and the confidence to participate within new contexts

## **National Curriculum**

Students must take courses in

- English, Mathematics, Science, Social Sciences and PE/Health.
- Students can also cover other courses in Learning Languages, Technology and the Arts through their option choices.
- Students may choose to learn their core curriculum through the medium of either English or Te Reo.

## **Streamed Classes**

All students will have Individual education plans (IEP). This will be based on their ability in a particular subject.

Subjects such as Math, Science, Physical Education, English and Social Studies will be streamed (cross ability grouped) to place students in the most appropriate class to challenge and support their learning needs

## **Options**

Students will take two options which will lead to year 11 options and beyond.

## **CORE SUBJECT 1: ENGLISH [ 4 terms ]**

Ko te reo te tuakiri Ko te reo toku ahurei Ko te reo te ora.

*Language is my identity. Language is my uniqueness. Language is life.*

The **Year 10 English** course offers you the opportunity to develop your skills in reading, writing, speaking, listening, viewing and presenting. You will explore and enjoy a wide range of language and literature from New Zealand and from other cultures. We study a novel, drama, poetry and prose texts and moving and static images. You are also encouraged to develop your personal reading and research interests.

## **CORE SUBJECT 2: MATHEMATICS [Compulsory – 4 terms]**

The program will be the second year of student's participation in a course following the NZ Curriculum with a teaching program based on the Secondary Numeracy Project (SNP).

Students will develop from the standard achieved in year 9 towards being ready to participate in year 11 where students need to communicate and work at level 6 of the NZ curriculum up.

It is anticipated that students will be able to attempt assessment for the 10 credits = Numeracy requirement for NCEA level 1. This will involve students completing classwork as normal and the specific assessment task preparation. The NCEA assessments used with year 10 will not be included in academic year 11 courses. For specific students these maybe repeated if students are not ready for excellence in the prior attempt.

The NZ Curriculum is delivered by an integrated program during year 9 and 10.

Students will work in 1E5 Quad exercise books. Only a few topics will involve the use of a scientific calculator, e.g. A Casio fx82, with a 2 line display, ( a model with a fraction key is best ) Year 11 students will also use this machine. Homework provides an opportunity to practice work done in class and revise work previously covered.

We will include assessments from each area in the NCEA assessment program. Students will have the opportunity to complete work during normal class time and have this filed in a portfolio. This will form evidence towards the 10 Numeracy Credits. The portfolio of evidence is thus to be built up over time, without the need for specific one off examinations.

## **CORE SUBJECT 3: PHYSICAL EDUCATION and HEALTH [Compulsory – 4 terms]**

<b><u>Term 1</u></b>	Athletics, Basketball, Soccer / Football Health: Mental Health
<b><u>Term 2</u></b>	Fitness, Kayaking, Badminton Health: Fitness & Nutrition
<b><u>Term 3</u></b>	Aquatics, Volleyball, Games of Low Organisation Health: Sexuality
<b><u>Term 4</u></b>	Touch, Softball, Games of Low Organisation Health: Drug Education

Students take both Physical Education and Health Education in their weekly lessons. Students must provide their own suitable PE attire. Health Education classes have unit workbooks provided for each student.

#### **CORE SUBJECT 4: SCIENCE [Compulsory – 4 terms ]**

The Year 10 science course continues to develop student skills in safe and effective working practices in a school laboratory and investigative processes. The key competencies are utilised and developed through the medium of the National Curriculum, Science. This level 5 course is studies across two years.

Practical Investigation Skills
Atomic Structure
Acids and Bases
Geology
Body Systems
Chemical Change
Electricity
Forces
Genetics
Nature of Science
Science Fair

#### **CORE SUBJECT 5: SOCIAL SCIENCE including Careers [Compulsory – 4 terms]**

The social sciences learning area is about how societies work and how people can participate as critical, active, informed and responsible citizens.

The units taught in Year 10 are;

**Human Rights:** In this unit, we will explore how people define and seek human rights.

**Leadership and Government:** In this unit, we will explore how systems of government in NZ operate, and how this system compares with other systems of government.

**Future Planning:** In this unit, we investigate career options, and learn about seeking economic growth through business, enterprise and innovation, as alternatives to training for a career or profession.

**Managing the environment:** In this unit, we explore how people manage the resources that they have, and how the management of resources impacts on the environment and society.

Each unit is pre- and post-tested to measure learning. There will be an assessment during each unit as well.

## OPTION CHOICES

*Students can choose to follow two option choices. Specialising in these options is designed to prepare students for possible study of these options in Year 11 (NCEA Level 1)*

### a) ART

At Year 10 Level Art is a selected option. Basic skills will have been taught in Year 9. This course is an extension of those in preparation for Year 11 and beyond.

Objectives of this course are:-

- Continued development of skills
- Establishing good work habits and practice
- Grounding the processes of art making
- Increasing the knowledge of artist models

The key skills of this course are:-

- Drawing
- Painting
- 3D work
- Print making
- Computer-aided art

The cost of this course is \$5 for basic necessary equipment.

### b) BUSINESS STUDIES

Accounting helps a student to manage their finances better by teaching them budgeting skills. In real life people often encounter financial terms such as assets, liabilities and financial statements and commercial documents. Accounting gives students a basic knowledge of financial management.

The units that will be covered are:-

- Choice and scarcity
- Exchange and values
- Money/income
- Income and spending
- Budgeting
- Saving
- Record keeping
- Credit and Contracts
- Consumer Law
- Insurance

### c) MĀORI - YEAR 10 (2011)

#### **Prerequisites**

To complete year 9 MLS if possible.

#### **Course Outline**

The 10 Te Reo Maori course spans the school year and is a pre-requisite to Year 11 NCEA Te Reo Maori.

The course covers the basic grammatical structures and sentence writing in Te Reo Māori as well as important elements of Tikanga Māori.

Four basic skills of language are covered - reading, writing, speaking and listening.

This course will lead to more understanding of Te Reo Maori me ona Tikanga in preparation for NCEA Level 1 Te Reo Māori in Year 11.

#### **d) MUSIC**

This course is divided into 4 aspects.

- Aspect (1) Performance 30%  
3 performances, one solo and two as a member of a group
- Aspect (2) Composition 20%  
Two tasks
- Aspect (3) Aural skills 20%  
Recognition of chords, tempo, dynamics, intervals, rhythms
- Aspect (4) Musical knowledge 30%  
3 works of varying styles and eras.

#### **e) PERFORMING ARTS**

As for year 9, but with greater emphasis on drama and draft of Achievement standards and Unit Standards for Year 11 Level one drama.

Students will have more opportunities to prepare and to participate in a major production, either on stage or in some technical capacity, and show a willingness to work co-operatively in groups as well as a commitment to rehearse or prepare outside school time for assessed performances in some form of dramatic production.

### **VARIOUS TECHNOLOGIES**

#### **f) MATERIALS TECHNOLOGY**

##### **– Hard Materials (Multi Materials) - General Engineering (Metal Based)**

In both Materials Technology Courses students cover all 3 strands of the technology curriculum – Technological Practice, Technological Knowledge, and the Nature of Technology. The main emphasis is still on practical skill development, but now we are looking for students to improve the *quality* of the projects produced. Projects are based around student's interests and aim to be based on realistic 'problems'. An example of such a unit could be: "develop and make a system to store 50 CD's". Students are encouraged to develop their own designs and to think logically about what would be the most suitable materials to use and why? What factors need to be considered if this design is to work well? How are they going to actually make it? What tools, equipment, skills and knowledge will be required to make it? etc. While there is some theory work involved, students are encouraged to 'learn by doing'.

At the end of the course students should be working independently, able to solve practical problems, have a good understanding of the properties of different materials, and be able to organise both their time and their resources without constant teacher direction.

There is a \$35 materials costs fee for the year.

#### **g) FABRIC TECHNOLOGY**

This course is based on skill development, design and production and will lead on to Level 1 NCEA Textiles Technology. The students will learn fabric decoration techniques, how to use commercial patterns.

The projects are: a bag, a garment for the top half, a garment for the bottom half and a creative item using recycled materials.

**Costs for:** \$25 for calico, interfacing, bobbins, needles, thread, fabric paint etc + cost of fabric & notions for sewing projects, 1B8 exercise book.

## **h) HOME ECONOMICS**

Course content will include Kitchen and Food Safety; measurements, healthy food models, food and nutrition guidelines integrated with 12 topical units of work. These topics are; Limited resources, Media Messages, Low Cost food, Alternative Cooking Methods, Nutrient Needs, Cultural Foods, Enjoyment of Food, Exercise and Sport, Food Related Illnesses and Disorders, Vegetarianism, Product Development, Outdoor Cooking, Creative Cooking.

Costs: Will be required for food items. \$25.00 per term plus some food items to be bought from home for practical lessons. The course will be for ½ the school year for 5 lessons per week.

## **i) INFORMATION COMMUNICATION TECHNOLOGY (Digital Technologies)**

Being computer literate is as important as being able to read and write these days. The ICT curriculum spans a range of skills that not only engage students intellectually but also support their other study programs ultimately giving them the skills to enter the work force with confidence and familiarity for all things computer based.

This class builds on from Year 9 and further develops the skills which were learned including keyboarding and file management techniques.

Introduction to general computer hardware knowledge and trouble shooting at a basic level.

Using Application Menu items – save, save as, print, insert, cut and paste, search, thesaurus, help etc which can be transferred to many different applications.

Using Word to create fit for purpose documents e.g. Invite, Letter, C.V.

Using the Internet as a research tool, using efficient search methods.

Using Power point in conjunction with an English or Science topic to present findings. Creating spreadsheets that contain different data types, currency, time etc. Within spreadsheets also using mathematical formulae to automate simple functions, business problems such as tax and GST calculations, as well as statistical mathematical information.

If time at the end of the year, the Year 10 students will begin some elementary programming in preparation for Year 11.

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## **j) LANGUAGES via CORRESPONDENCE**

There is a very limited possibility for a few suitable junior students to be able to learn a language through correspondence.”