

# BAY OF ISLANDS COLLEGE



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

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

**Please note that the information in this pack is subject to change and we will endeavour to inform you of these changes if/when they occur**

## CURRICULUM GUIDE

**YEAR 9**

**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 or Te Reo, Mathematics, Science, Social Studies, PE/Health, Technology and the Arts
- 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.

## **Core Subjects**

**Students will take each of the following core subjects leading to Year 10 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 9 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, poetry and prose texts and moving and static images. You are encouraged to develop your personal reading and research interests, and will also get an opportunity to experience an introduction to Drama/Performing Arts.

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

**Students will follow the NZ Curriculum delivered via a teaching program based on the Secondary Numeracy Project (SNP)**

The course emphasises the development of STRATEGIES and the securing of KNOWLEDGE, for each topic.

Teachers use diagnostic questions to assess students' present ability and use this information as a starting point for teaching. Our teaching approach is to develop mathematical understanding that progresses through physical representations, imaging and on to abstract mathematical concepts.

SNP has the goal of developing students' capacity to work efficiently with numbers by developing their computational strategies. This structural thinking can then be extended to develop their understanding of algebra.

The first year of a two year program focuses on Number and Algebra, although topics from Geometry and Measurement and from Statistics and Probability will also be studied.

Student will work in 1E5 Quad exercise books. Teachers will issue a large range of equipment and printed materials as required. Homework provides an opportunity to practice work done in class and revise work previously covered.

Assessments held periodically will indicate progress towards a target of excellence at a minimum of level 4 of the NZ Curriculum.

Various classes will each have students with a variety of starting levels; the program is designed to cater for the individuals in each class. There will be some streaming or banding by initial performance, thus students of similar ability will be grouped in classes for maths.

### **CORE SUBJECT 3: PHYSICAL EDUCATION & HEALTH [ 3 or 4 terms ]**

#### **Term 1**

Athletics, Basketball, Soccer / Football  
Health: Mental Health

#### **Term 2**

Fitness, Kayaking, Badminton  
Health: Fitness & Nutrition

#### **Term 3**

Aquatics, Volleyball, Games of Low Organisation  
Health: Sexuality

#### **Term 4**

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 [ 4 terms ]**

The Year 9 Science course introduces students to safe and effective working practices in a school laboratory. The key competencies are utilised and developed through the medium of the National curriculum, Science. This level 5 course is studied across two years.

Safety in Science
Science Equipment
Measurement in Science
Investigations in Science
States of Matter
Chemical Change
Plant Life Cycles
Light
Communities
Energy
Classification
Digestive System
Astronomy
Nature of Science
Science Fair

#### **CORE SUBJECT 5: SOCIAL SCIENCE [ 3 terms ]**

Students will take Social Studies weekly for 3 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 9 are:

**Kiwi Culture:** In this unit, we explore how Kiwi Culture has developed, and what Kiwi Culture means today

**Migration:** When people move, it affects us (on a local and national level).

**Our Place:** In this unit, we will understand that in NZ we have a Treaty, and that this has been responded to differently by different people over time.

**Being Globally minded:** This unit will explore how Globalisation shapes young peoples' choices about what they use and consume, and that consumers choices affect the other members of the global community and environment.

## Technology Pre-Option Pathways

Students will take each technology for approximately 6 weeks. Each of the following Technology pre-option pathways will lead to more specialised, comprehensive year 10 options and beyond.

- 1) **Fabric Technology (Textiles)**
- 2) **Food Technology (Home Economics)**
- 3) **General Engineering (Metalwork)**
- 4) **Materials Technology (Woodwork)**

The emphasis is on developing the practical skills (Technological Practice) involved in each area so that students have the basic skills necessary to successfully take any of these subjects through to NCEA, if they chose to continue in a technology area. Over the year students are also introduced to the other two strands of the technological curriculum – Technological Knowledge and Nature of Technology. Technology is compulsory at Year 9. A \$10 per term fee covers materials used.

### 5) **Digital Technologies (Information Communication Technology)**

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 is designed to give students the basic computer skills in different applications. Students will cover the following modules:

- **Keyboarding:** Touch typing skills
- **File Management:** How to save, name and organise documents and media files.
- **Word Processing:** How to input and format information effectively.
- **Drawing Tools:** Create Simple Computer Graphics using Graphic Packages.
- **Internet:** Develop research skills and learn how to effectively search the internet
- **Spread sheets:** Simple Calculations and Graphs
- **Power point:** Creating animated slide shows

Students will apply their knowledge to create a variety of different documents though out the course.

### 6) **Art**

Visual Art, in line with the New Zealand Curriculum requirements, is a compulsory subject for all Year 9 students. Every student will study the subject for approximately 6 weeks.

Young people today live in a multi-dimensional world and in order to communicate effectively they need the ability to use all forms of communication including Visual Art.

#### So what will you learn?

This course will be an introductory experience, the aim of which is to bring all students up to a basic skill level and to draw out and develop individual ability levels that realise every student's potential.

At the end of the course it is intended that every student understands that “drawing” is a visual language the expression of which is realised in three key areas.

- Observation and the source of ideas;
- The manipulation of media to make communication understood by others;

- An understanding and knowledge of visual processes.

Key skill areas will be:

- Control and management of various materials and processes
- Encoding and decoding the visual image
- Spatial perception moving between 2 and 3 dimensions
- Cultural understanding and appreciation

## Other Programmes Taught

- a. **Maori - Te Reo Extension** As indicated above, students may choose to learn their core curriculum through the medium of either English or Te Reo. At the time of going to print the Senior Management Team are also examining the possibility of programming a further option class of Te Reo into Year 9
- b. **Music (1 Term)** - This course is a compulsory 1 Term course.
- i. Aspect (1) Performance 30%
    - a. 2 performances – two as a member of a group
  - ii. Aspect (2) Composition 25%
    - a. Two tasks, 5% and 10%
  - iii. Aspect (3) Aural skills 20%
    - a. Class practice 10%
    - b. Aural skills test 10%
  - iv. Aspect (4) Musical knowledge 25%
    - a. Book assessment 10%
    - b. Musical knowledge test 15%
- c. **Performing Arts** - This course is covered through the English Programme.
1. Help build confidence and enhance the imagination using a variety of media – song, dance, mime, public speaking announcing, commentating.
  2. Understand how to create drama using stage craft, set, lighting, sound make up, wardrobe and property design.
  3. Use voice, movement, script writing and directing to create a show for an audience.
  4. Use basic filming technique and acting for film.