

YEAR 10

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CORE SUBJECTS

ENGLISH

10ENG

The Year 10 English programme is structured around two interconnected strands, each encompassing the oral, written and visual forms of the English language. These strands are:

- Making Meaning - Listening, Reading and Viewing.
- Creating Meaning - Speaking, Writing and Presenting.

English at Year 10 is a broad, varied programme to prepare students for NCEA Level 1. Our units include the reading and analysis of Literature focusing on written texts; Film Study; Writing (creative and formal); Language (grammar, punctuation); Debating and Personal Reading.

Activities will vary too, but there are set assessment tests common to all classes. Next year, the common tasks will be – formal writing, creative writing, a literature study, presenting a debate, close viewing, and reading response. Each term students will get the opportunity to practise and develop their skills and their understanding of the strands.

Contribution: Nil

MATHEMATICS

10MAT

The Year 10 course is based on Level 5 and 6 of the NZ Curriculum. The strands are:

- Number and Algebra
- Geometry and Measurement
- Statistics

Year 10 Mathematics is a vital building block for NCEA. It is essential that all students have their own Scientific Calculator as topics such as Trigonometry are introduced in Year 10.

We recommend the Casio brand of calculator.

Most Year 10 students are also given the opportunity of sitting the Level 1 Measurement Achievement Standard (3 credits) during the second half of the year.

Contribution: \$12 (approximately) for write-on homework book or online mathematics program.

This course aims to improve students understanding of the world around them, so they can make better sense of it, and therefore make informed decisions that will impact their lives and futures.

The course will develop skills such as:

- Making careful observations and using all senses to collect information.
- Looking for evidence to support explanations.
- Realising not all questions can be answered by science.
- Representing ideas in a variety of ways, including models, graphs, charts, diagrams and written texts.
- Using all the above skills to understand how science describes “real life” contexts.

Topics include:

Electricity, Geological Features of New Zealand, Genetics, Matter, Forces, Heat & Energy, Reactions and Cells

Extra opportunities include the Cawthron SciTech Expo, numerous online resources, Big Science Competition, Environmental Science, Conservation Week and Sea Week as advertised in school notices.

Contribution: Nil

Social Studies investigate the links between people, cultures, environments and the economy. By using NZ and global examples it aims to help students be informed and responsible citizens, gaining insight into issues facing their future.

Students develop inquiry skills to select and process information about communities and relevant issues. They explore their own and other peoples' viewpoints and make decisions about which choices might be best. Themes currently include:

ENVIRONMENTAL ACTION

- Changing ideas about sustainability and environments – Tasman Bay NZ
- Global challenges - environments under pressure e.g. climate change.
- Changing attitudes to marine resources (NZ) – overfishing, quotas, marine reserves.

HAVING A SAY: HUMAN RIGHTS

- International and Current NZ Human Rights issues – viewpoints and actions.
- Standing up for justice – boycotts, protests and campaigns.
- Leaders and groups who made a difference – global and NZ.

GLOBAL CONNECTIONS

- Globalisation as flows of trade, culture and technology.
- Is trade fair and free – impacts on communities?
- NZ brain drain and Immigration issues – when is too many?

AGREEMENTS and DISAGREEMENTS

- Global treaties contracts and agreements e.g. Antarctica, Climate Change, Trade.
- Changing attitudes and issues linked to the Treaty of Waitangi.
- Moving from disagreement to agreement – making positive change.

Contribution: Nil

The Year 10 course is the second part of a 2-year course based on the NZ Health and Physical Education Curriculum.

In Physical Education students will develop knowledge, skills and understanding about growth, co-operation, relationships, challenge, responsibility and game sense.

The practical activities used to develop these understandings are – aquatics, touch, movement, fitness, international games and volleyball. There is a significant focus on demonstrating the key competencies of the New Zealand curriculum.

The Health course will provide students with the knowledge and confidence to make healthy, informed decisions. It promotes the values of respect, caring for others and social justice.

Skills developed:

- Confidence and understanding what influences our decision making
- Identifying Risks and Assertive Communication
- Critical Thinking
- Reflection Skills
- Self-Awareness with regard to health issues affecting young people in our community

Topics include:

- Mental Health and understanding Body Image and the Media
- Connected – Social media and our digital footprint
- Keeping Ourselves Safe
- Managing Emotions
- Drug Education
- Sexuality Education

Contribution: Nil

OPTIONAL SUBJECTS

COMMERCE STUDIES

10COM

Length of Course: Half-year

Course Summary: This course is an introduction to Economics and Accounting. It covers the different sectors of the New Zealand economy and how they are linked, understanding your rights as a consumer, budgeting and accounting processes. The opportunity will be given to do an Accounting Achievement Standard worth 3 credits.

Contribution: Nil

COMMUNITY ISSUES

10ISS

Length of Course: Half-year

Course Summary: Students engage in research on a topic of interest in the local community e.g. Community Pool, Removing the Janie Seddon etc. Students select a topic, design a questionnaire and interview members of the public. The data is organised into computer aided tables and graphs using Excel and a PowerPoint style slide show is produced to present the results to interested community groups. The ideal outcome is when our results are used by decision makers to influence their decisions e.g. Community Swimming Facilities, action on traffic congestion or the future of the Janie Seddon

Contribution: Nil

DANCE ONE – Choreography

10DAN

Length of Course: Half-year

Course Summary: Students will be introduced to choreographic devices and expand on concepts explored in Year 9. There is an opportunity to choreograph group and duet performances. Students can view and respond to a range of dance videos, analysing how the production technologies (costume, lighting, music, set) and the choreography communicates moods, messages and ideas. Students will have the opportunity to perform their choreographies within and outside the classroom.

Contribution: Nil

DANCE TWO – Perform

10DAT

Length of Course: Half-year

Course Summary: Students study a selected range of dance styles and learn about their histories and contexts. They will have opportunities to perform within and outside of the classroom to develop confidence. Students learn a routine choreographed by the teacher (style to be determined by the group). Students explore ensemble skills and apply production technologies (costume, lighting, set, music) in a formal performance situation.

Contribution: Nil

Length of Course: Half-year

Course Summary: Students will be introduced to more advanced concepts of computational thinking and designing and developing digital outcomes. These skills will be taught through real life examples so they can be transferred to students work in other classes and workplace environments.

Topics Include:

- Digital Citizenship
- The design process and digital design using Adobe Photoshop and Illustrator
- Desktop publishing and digital solutions using Microsoft Office Suite
- Basic Computer programming and mark-up language for website coding.

Students will design a digital image which they will then have the opportunity to print onto a calico backpack.

Contribution: Students will be required to pay for their own printing.

Length of Course: Half-year

Course summary: Students will explore all the elements of the dramatic arts through the form of Improvisation, including Theatre sports. These will include; staging, blocking, voice-work, role playing and characterisation.

Each term, the students will then select a style of theatre from the following genres (Soap Opera, Horror, Ancient Greek Theatre, Mask, Clowning, Magicians or Mime) and devise an original script. The plays they write will be performed to an invited audience. Throughout the course, students will also have the opportunity to work with Drama technologies such as lighting, set design, costume, hair and make-up.

Contribution: Nil

DRAMA TWO – Junior Production

10DRT

Length of course: Half-year

Course Summary: The course begins with script work. Students then explore acting techniques (voice, body, movement and space) with a range of text - monologues, duologues, scripts without given circumstances and group text. Improvisation games and exercises throughout the course allow for the exploration of a range of roles and situations.

The focus of the second term is the class production. Students explore the rehearsal process, characterisation exercises, apply production technologies (costume, makeup, lighting, sound/music, set, props). Students are expected to perform an acting role or a production technology role.

Contribution: Nil

ELECTRONICS

10ELT

Length of course: Half year

Course Summary: Students will be given the opportunity to extend their ability to design and construct a wider range of electronic products applicable in everyday situations. They will learn to realise the scope of electronic applications in the world through practical investigation and by building a working system.

Contribution: \$10 for the take home component.

FABRIC TECHNOLOGY

10FBT

Length of course: Half-year

Course Summary: This course follows on from Year 9 Fabric Technology.

Students select TWO of the following projects:

- **T-Shirt Screen Print Design and pyjama pants (bedwear):** 10-12 weeks: Students use the design process to create an outcome which includes a t-shirt screen printed design and construct pyjama pants from a pattern.
- **Community Project:** 8-10 weeks: Students complete a project looking at a community issue, need or opportunity using stakeholder feedback to guide the design process.
- **Wearable Arts Piece:** 8-10 weeks: Students visit the Wearable Arts Museum and are inspired through their research to create their own WOW garment. They work with a local business, using their waste products to construct their garment. Their garment is then displayed at the business. Skills: This helps them gain 'real life' feedback, builds communication skills, promotes independence and accountability and promotes School/Community partnership.
- **It's a Natural World Sustainability Project:** 8-10 weeks: Students will demonstrate knowledge, development and construction of a textile item made from naturally occurring raw materials. Skills: They will learn research skills, creative thinking, develop a deeper understanding of ecological and ethical issues, technical skills and safety

Contribution: \$15 for the take home component.

FOOD AND NUTRITION

10FNT

Length of Course: Half-year

Course Summary: The course covers food safety, the foundations of nutrition and research skills. This course leads onto Food and Nutrition in Years 11, 12 and 13.

Topics include:

- Safe food handling practices
- Understanding of food and nutrition for optimal health
- Planning and preparing wholesome seasonal food
- Busting the myths on food trends
- Sustainable food practices

Contribution: \$15 for the take home component.

FRENCH

10FRE

Length of Course: Full year

Course Summary: This course continues the study of French language and culture covering Levels 4 and 5 of the curriculum. The course will include fun activities such as role-plays, songs and language games.

Assessments in Speaking, Listening, Reading and Writing will be done at the end of each unit (total of 8 units)

Contribution: Nil

DVC (GRAPHICS)

10DVC

Length of Course: Half-year

Course Summary: The course is designed to prepare students for NCEA Design and Visual Communication.

Students will develop their creative design skills and complete two design projects, one in product design and one in spatial design. They will be introduced to instrumental drawing in both 2D and 3D. Students who did not do 9DVC are welcome.

All equipment will be provided.

Contribution: \$5.00 for take home materials.

HARD MATERIALS – METAL

10MWK

Length of Course: Half-year

Course Summary: Students will be expected to build on skills gained in Year 9. The course is divided into two parts: a technology based project with a 'design and make' theme and a skills based project which teaches a range of machine and hand skills. It is expected that all students will work accurately, safely and independently. This course prepares students for NCEA Level 1 Engineering.

Contribution: \$10 for the take home component

HARD MATERIALS – WOOD

10WWK

Length of Course: Half-year

Course Summary: Students will be expected to build on skills gained in Year 9. A range of practical projects and design tasks will be undertaken to increase their knowledge base and understanding. Projects will be primarily furniture based and it is expected that all pupils will work accurately, safely and independently. There will be the opportunity for individual design based projects to be undertaken. This course prepares students for NCEA Level 1 Furniture Making and Building.

There may be an opportunity to be assessed against NCEA standards.

Contribution: \$10 for the take home component

LANGUAGES BY CORRESPONDENCE

Te Aho o Te Kura Pounamu (The Correspondence School) offers other language courses via distance learning. Once enrolled in a course Year 10 students work through learning activities online.

Assessments include; Speaking, Listening, Reading and Writing. Students can communicate with a teacher via Skype, email and telephone and will be supervised at school.

Students choosing this option will be interviewed as to their suitability. They must have a connection to the country of language they wish to study and/or have studied it before.

Options include: Japanese, Chinese, German or Spanish.

MEDIA ONE

10MED

Length of Course: Half-year

Course Summary: This is a modern media course designed to explore a selection of media channels such as radio, social media, film, T.V. and advertisements. Film study is the primary focus.

Bringing a laptop would be an advantage but not compulsory

Contribution: Nil

MEDIA TWO

10MET

Length of Course: Half-year

Course Summary: This is a modern media course designed for students to develop skills in media production. It includes planning, creating, recording, editing and showing short media productions.

Bringing a laptop would be an advantage but not compulsory

Contribution: Nil

MUSIC ONE

10MUS

Length of Course: Half-year

Course Summary: This course will focus on developing students as performers, develop their understanding of their instrument, their musicianship skills and investigate the context that music was written for. It is recommended that students doing this course are learning an instrument they can perform on. Students will receive regular rehearsal time.

Topics include:

- Solo & Group Performance
- Songwriting
- Compare and contrast musical works
- Aural and theory skills
- Music notation and score reading
- Using Music Technology
- Research project

Contribution: Nil

MUSIC TWO

10MUT

Length of course: Half-year

Course Summary: The focus of this course will be performance, composition and using sound technology. Musicianship skills will be developed as well as analyzing Film music. It is recommended that students doing this course are learning an instrument they can perform on. Students will receive regular rehearsal time.

Topics include

- Solo & Group Performance
- Composition
- Film music
- Aural and theory skills
- Music notation and score reading
- Setting up and using a P.A. to enhance the sound for a performance

Contribution: Nil

OUTDOOR EDUCATION

10OED

Length of Course: Half-year

Course Summary:

Students will be introduced to the endless adventure opportunities available in the New Zealand outdoors through research, theory and practical experiences. Students will gain an understanding of the holistic benefits of challenging themselves in the outdoors

A willingness to face these challenges, work within a team and complete tasks are all essential components for this course.

The course will conclude with a 3 day camp where students can put the skills they have learnt into practice. The location, logistics and activities of the camp are all planned and prepared by the class.

Contribution: \$100 to cover contract staffing, venues and Adventurous Journey costs.

RURAL STUDIES

10RUL

Length of Course: Half-year

Course Summary: A 6 month introductory course based on the primary industries of NZ, food production and processing. We will cover some basic Horticulture, Agriculture, Forestry, Fishing and Biotechnology topics. There will be practical work involved in the gardens growing produce and in the classroom making food products such as cheese, yoghurt and ginger beer. Students will investigate the science behind plant and animal growth and development, the significance of the Primary sector to the NZ economy, marketing of NZ primary produce.

Contribution: Nil

SCIENCE X

10SCX

Length of course: Half-year

Course Summary: Students will be introduced to such diverse topics as Forensic Science, Environmental Science and a topic of their choosing. They will have the opportunity to be a part of the restoration work being carried out by Project Janszoon in the Abel Tasman National Park and be able to discuss contemporary science in the media and ethical issues around scientific discoveries.

Contribution: Transport for field trips.

SPEC (SOUTH PACIFIC EDUCATIONAL COURSES)

10SPC

Length of course: Half-year

Course Summary: Students develop their literacy and numeracy skills doing project and interest work. The focus is on self-directed learning and preparing for life after school. Students can work towards a Shooting Star award by completing tasks on topics such as Sport and Leisure, Creativity, Healthy Living and the Household, Creative Experience, and NZ Culture.

Students will be recommended for this course by their Dean, Form Teacher or subject teachers and advised if they are selected.

Contribution: Nil

SPORTS TRAINING

10SPT

Length of course: Half-year and Full Year option (Limited places)

Course Summary: Fitness and training programme for students who are preparing for competitive sports. The course is designed for athletes whose goal is to perform regional and national level. It will challenge them physically and mentally.

The emphasis in this course is on practical knowledge and performance analysis. It is made up of fitness, training, nutrition, personal development, sports psychology and leadership.

Students can choose the first half year (1) or second half year (2) depending on when they need to be at peak fitness level. Students can complete this course as a whole year course. Entry to this course is by application.

Contribution: Nil

TAHA MĀORI

10TMA

Length of Course: Half year

Course Summary: Building on Year 9 Taha Māori, students are exposed to more Te Reo and Tikanga. Students will be able to perform karakia and waiata with confidence, will retell stories specific to Motueka and will learn about Te Awhina Marae. They will find out about our local iwi and begin to use Te Reo Māori in different contexts.

Contribution: Nil

**TE REO MĀORI ME ŌNA TIKANGA
(MĀORI LANGUAGE, CUSTOMS AND PRACTICES)**

10MAO

Length of Course: Full-year

Course Summary: Year 10 Māori continues on from Year 9 Māori with emphasis on oral language production. Students are also exposed to writing in Te Reo Māori as a lead-in to NCEA. Compulsory elements of the course include Tikanga Māori, Ngā Manu Kōrero school speech contest, Kapa Haka, Noho Marae and an introduction to leadership. In Term 4, the class is tasked with a major project “Plan a Hui”; the Māori Department’s annual Noho Marae. It is a group task.

Contribution: Nil

VISUAL ARTS ACADEMY

10ACY

Length of Course: Full-year

Course Summary: This course aims to extend student’s artistic skill and knowledge. Students taking this subject must be serious about art and be intending to further it in Year 11.

Topics Include:

- Term 1: Skills based short projects covering all disciplines
- Term 2: Creating an exhibition piece based around a theme. All work will be for sale. Exhibition venue to be announced.
- Term 3: Introduction into Art history through a multi-media project
3D project – creating a series of work based on a theme which makes a hanging 4 sided piece – choose from photography, design, painting or sculpture
- Term 4: Students work on a personal portfolio and a public project which will be placed in the school or community

Entry is by application via a portfolio process. Arts Academy students will not be able to take the half year Arts courses as well as this course.

Contribution: \$20 for take home course materials.

VISUAL ARTS ONE – DRAWING AND PAINTING

10ART

Length of Course: Half-year

Course Summary: This course has a focus on drawing, painting and mixed media. Students will learn various painting and drawing techniques through a variety of different projects. Students will be exposed to contemporary art through looking at a variety of different artists to help inspire their work. You cannot take this course if you are in the Arts Academy.

Topics include: (time dependant and based on class interest)

- Practising drawing skills such as total shading, texture and detail, proportions of scale
- Create a geometric composition using an artist model
- Learn to paint and draw using dye and Indian ink
- Create a finished painting that is exhibition ready
- Investigate photography genres and pinhole cameras

Contribution: \$10 for take home component

VISUAL ARTS TWO – DESIGN AND MULTI-MEDIA

10ADN

Length of course: Half-year

Course Summary: This course has a focus on design and multi-media. Students will learn how to convey a message or concept through learning drawing skills and various ways of bringing across the idea. This can include multi-media such as collage, digital drawing skills such as Photoshop and traditional methods such as painting and ink work. Students will be exposed to contemporary design in many forms and will learn how type and imagery can convey meaning. You cannot take this course if you are in the Arts Academy.

Students should take this course if they like illustration, sculpture and design. Students work at Curriculum Level 5.

Topics Include:

- Studying print design: Create your own movie poster, learning layout, styles and poster techniques
- Drawings into construction: Coming up with conceptual ideas, learning perspective drawing and turning the drawing into a construction or an alternative activity centred around a significant memory
- Design Briefs: Creating your own company and designing logos and products, focusing on product development and design techniques
- Stencil Design: Create a two layer stencil and spray it onto a poster focusing on moving a real drawing into a conceptual piece of art.

This course may change slightly depending on the group and their interests.

Contribution: \$10 for take home component

SELECTING YOUR COURSE OPTIONS

<p>Think about what subjects/things you are good at and/or what you want to do once you have finished high school.</p>	<p style="text-align: center;">I am good at</p> <p style="text-align: center;">In the future I am interested in.....</p>
<p>Talk to people about your ideas or to help you get ideas. Try talking to subject teachers, your form teacher, older students or siblings, parents, Dean, careers staff.</p>	<p>I have talked through my ideas with...</p> <p>You can also use websites such as www.careers.govt.nz or MyCareerMatch or CareerQuest</p>
<p>Make sure you understand the requirements and/or prerequisites for the pathway you are interested in. Fill out any application forms if necessary. Refer back to your subject reports</p>	<p>The requirements I need to take these option subjects are.....</p>
<p>Make sure you have talked about the costs with the person who is paying the bills.</p>	<p>The costs for each subject are....</p>
<p>Complete the course selection form (next page).</p>	<p>Make sure you have back up subjects</p>

NOTE

