



Motueka High School

Today's Learners, Tomorrow's Leaders

COURSE BOOKLET

YEAR

9

2021

WELCOME TO MOTUEKA HIGH SCHOOL

**THIS BOOK CONTAINS INFORMATION ABOUT SUBJECTS
YOU WILL TAKE DURING YOUR TIME IN YEAR 9**

**PLEASE FILL OUT THE FORM AT THE BACK
AND BRING WITH YOU TO YOUR ENROLMENT INTERVIEW.**

FORM TIME

Students are placed in a vertical form class at the beginning of the year. They attend form time on Monday, Wednesday and Friday, have their attendance and uniform checked and participate in House activities.

Vertical forms are made up of students from each year level. This is the chance for Year 9 students to mix with older students who can mentor them and help ease their transition into high school.

The form teacher is responsible for monitoring punctuality and uniform, following up on attendance and is often the first point of contact between home and school.

Students can elect to be in a form class with an older sibling should they wish to.

WHĀNAU FORM CLASS

Students can elect to be a part of the Whānau class which provides pastoral care and guidance to all students, but in particular to students studying Te Reo Māori and those of Māori descent.

Senior students take an active role in leading karakia, waiata and powhiri as well as in a tuakana role.

Students in the Whānau class are encouraged to participate in Ngā Manu Kōrero, Noho Marae and Kapa Haka.

DIGITAL LEARNING

Students at Motueka High School have the opportunity to bring a device (iPad, tablet, laptop, netbook etc) to assist with their learning in classes. Students will have signed a Network Use Agreement which outlines the rules around device use. When they first bring the device to school, students register it on the network and gain access to the school's wireless system. All students at Motueka High School are given a Gmail account with a drive that stores all of their work that can then be accessed at home.

We strongly advise any student who brings a device to school regularly to hire a locker for the year at a cost of \$50. They will be provided with a locker and lock to keep their device safe.

With the continuing development of teaching using online platforms and with the use of digital devices becoming widespread in all classes, Year 9 students will have the choice to join a BYOD class. This means that the core classes are taught using the device and there may be more opportunities to work collaboratively on projects. The class will run if there is demand and would require students to have their own approved device, eg laptop, that they can bring to school each day.

On enrolment, students will be asked to identify if they have a device that they can bring to school and then elect to be in the BYOD class if appropriate. Before the school year begins a letter will be sent home to confirm the class place for 2020.

It is important to note that while the BYOD class will have increased opportunities to be taught using their devices, we are expecting that students will use their device to complement existing teaching styles and experiences. Students should therefore not expect to be using their devices every lesson.

CORE SUBJECTS

Students study each of the core subjects as part of their normal timetabled week. They will be in their main class grouping for these but will be mixed with students from all classes in the Enrichment and Technology subjects.

ENGLISH

9ENG

The Year 9 English programme is structured around two interconnected strands, each encompassing the oral, written and visual forms of the language. These strands are:

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

English at Year 9 is a broad, varied programme. Our units include the reading and analysis of Literature focussing on extended texts (novel, drama, non-fiction), Film Study, Writing (creative and formal), Speaking (presentations), Listening; Presenting, Research and personal reading.

The Year 9 course looks to ensure that students gain knowledge and experience in all aspects of English in order to prepare them for Year 10 and beyond.

Each term students will get opportunities to practise and develop their skills in English. Year 9 will study a series of themes that allow them to explore a range of texts and ideas and include their own responses.

MATHEMATICS

9MAT

The Year 9 course is based around the two New Zealand Curriculum strands:

- Number and Algebra
- Geometry and Measurement

The Mathematics Department aims to make a smooth transition to High School Mathematics for our Year 9 students. A real cornerstone of our course is to help students build self-confidence with number calculations such as everyday percentages, fractions and decimals. Calculators are not used in Year 9.

There will be opportunities for students to get involved in various Mathematics competitions locally or nationally.

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 students 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:

Matter, Electricity, Reproduction and Genetics, Living World, Reactions, Light and Sound, Forces, Cells, Earth and Beyond

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

HEALTH & PHYSICAL EDUCATION**9HPE**

Physical Education:

The Year 9 programme is based around the ability to demonstrate and reflect on the key competencies of the New Zealand Curriculum. Students use these competencies in order to self-assess and establish individual goals to measure their progress. These key competencies are:

- Managing Self, Thinking, Relating to Others, Participating and Contributing, Using Language Symbols and Text.

In Physical Education students use a range of contexts to develop their understanding of the four strands. These are:

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

Practical activities include, however are not limited to:

- Aquatics, Adventure based learning, Large ball sports, Gymnastics, Evasion and Striking and Fielding games.

Health:

As students move through adolescence on their own journey, they establish their own attitudes and values, which shape their identity. This course provides students with an opportunity to enhance their understanding of identity, relationships and interpersonal skills through 3 topics. The underlying concepts of this course are based on Wellbeing, Hauora, Attitudes and Values and promotion of health enhancing decision making.

Topic 1 includes: Hauora, Bullying, Diversity, Discrimination, Isolation, Online and offline identity, Change, Loss and grief, Mental health and Resilience

Topic 2 includes: Friendship, Romantic and intimate relationships, consent, healthy relationships, Equity and Equality, media and the online world, problem solving, conflict resolution

Topic 3 includes: Decision making, Alcohol and other drugs, Conflict, Assertiveness, Listening skills, Negotiation and Conflict resolution

The Social Science programme is designed so that students gain knowledge and understanding about events, places, and people of significance to New Zealand and global society, in the past and the present. Social Science helps students to understand their world and provides the skills that will enable them to participate in a changing society as informed citizens. As they explore how others see themselves, students clarify their own identities in relation to their heritage and contexts.

Students develop processing and inquiry skills by exploring social issues and actions, both past and present.

Course Overview:

- What makes me....Me! Culture, Identity, Tūrangawaewae.
- First footprints – Ancestry/whakapapa, NZ history, migration and where to next for NZ society?
- How our voices are heard – Is the world a fair place? How are countries run, what makes a good leader and why is it important? Decisions and Governments.
- What in the world! Addressing contemporary local and global issues. Making positive change to society.

Using digital contexts Year 9 students will develop a foundation of research, design, problem solving and digital technology skills so they can become confident users and creators with digital technology, which will give them important skills that can be used at school or the workplace.

Students will be introduced to the basics of computational thinking and designing and developing digital outcomes.

Students will cover:

- Digital Citizenship
- The Design Process
- Digital Design, using desktop publishing tools
- Basic Computer Programming

THE ARTS

Students study each of the Arts (**Music, Visual Arts, Dance and Drama**). They can choose to carry on with any or all of these in Year 10.

MUSIC

9MUS

This course aims to develop student's musical skills and knowledge as well as the NZ Curriculum.

Key Competencies: Thinking, Using language, symbols and texts, Managing self, Relating to others and Participating and Contributing. The course begins with a Music project where students investigate an area that interests them. Musical skills are developed further with topics such as:

- Music Appreciation
- Music Technology
- Theory and Elements of Music
- Composition
- Group Performance.

These topics also help prepare students for Music at Year 10 and for NCEA.

VISUAL ARTS

9ART

This course provides students with an introduction to the study of Visual Arts, helping students to develop core drawing skills. Students work with a range of media such as pencil, collage, pastel and paint. Students will study ways that particular artists work, and create their own artwork in response to this, while learning how to think and write about art.

Topics Include: some or all of these (time dependent):

- Drawing and shading
- Observational drawing
- Painting
- Collage
- Photography

We also look at different styles of artwork and look at famous artists, in order to understand art in a world context.

Contribution: \$5 for take home components.

The Dance course provides Year 9 students with the opportunity to explore a range of dance styles, develop confidence in their abilities, participate and contribute with a group, learn about dance in a variety of cultures and demonstrate creativity through choreography. Students will explore how movement communicates ideas, how dance has evolved, how dance is an expression of culture and how dance operates as an art form.

Topics include:

- **Introduction to Dance:**
Students view and respond to the range of dance styles practiced and performed while developing an understanding of the theories in dance
- **Practical lessons:**
Students explore a range of dance styles from the Samoan Sasa to social dances such as disco and hip-hop. They are exposed to a wide range of techniques and vocabulary with partner and group dance.
- **Choreography:**
Students explore the elements of dance and create their own (group) dance that includes social dance styles and develops their own form of movement expression. Participation and contribution along with team-working skills are developed.

The Drama course aims to develop a range of performance, devising and appreciation skills. Drama allows students to develop their self-confidence, self-esteem, self-discipline, respect for others and an understanding and appreciation of Drama as an art form.

Students will explore the elements and conventions of theatre, develop their acting techniques and their understanding and application of production technologies. Students will explore the language Drama, develop confidence and gain an appreciation of a range of Drama styles and forms.

The Year 9 Drama course consists of 3 units of learning.

1. **Simply Fun** – “Getting to know you” activities, creative games and improvisation skills.
2. **Drama Techniques and Devising** – Exploration of acting techniques - voice, body, movement and use of space to create a role. Students apply elements and conventions to create an original character/ script and perform this to the class.
3. **Drama in Context** - Students investigate a range of Theatre forms and practice applying a range of theatrical styles to a scene.

OPTIONS

LANGUAGES

Students can choose to study one of the following languages. Languages are **year long** courses.

TE REO MĀORI ME ŌNA TIKANGA

9MAO

This is a full year course that allows a student to broaden their general language ability. Emphasis is on oral language acquisition and production. Traditional myths, legends, local stories and customary practices help reinforce the oral lessons. Students also experience writing and reading in Te Reo Māori.

Students who enter this course often join the Whānau Form Class and participate in Ngā Manu Kōrero a Kura, Noho Marae and Kapa Haka.

OTHER LANGUAGES

Students may elect to study Japanese through Te Kura (The Correspondence School) and be assisted by a tutor – Yuki Yoda

Students with a connection to the language or the country may choose to study German, Chinese, French or Spanish, through Te Kura.

Assessments include; Speaking, Listening, Reading and Writing. Students can communicate with a teacher via Zoom, Skype, Facetime and the Te Kura website.

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.

ENRICHMENT

If students have not selected a language course, they will engage in Enrichment subjects. In these subjects, key skills and values are taught extra to the core subjects

TECHNOLOGY

Students rank the six Technology options in preferred order. They then rotate through up to three highest ranked choices, one per term. A contribution of \$35 goes towards the cost of take home materials for all Technology subjects. **Note:** that some options are more popular than others, so no guarantee can be made that a particular student will get their three most preferred options.

HARD MATERIALS – METAL

9MWK

Metalwork is one of two Hard Materials Technologies. Students first learn about the technology process by making a starter project to allow them to become familiar with the workshop, tools and processes. The second project is designed to give the students a range of hand tool and machine skills including lathe, milling and drilling experience.

Projects are based around a number of topics including:

- Tools
- Personal items
- Toys

Contribution: \$5 for take home materials

HARD MATERIALS – WOOD

9WWK

Woodwork is one of two Hard Materials Technologies. Students design and make products to fulfil the requirements of given briefs. The product may involve multiple materials and require diverse skills.

Briefs are based on a number of topics such as:

- Storage
- Furniture
- Games

FOOD AND NUTRITION

9FNT

Food and Nutrition is based on the Health, PE and Technology curriculum. Students cover fundamental topics such as preparing food safely, food preparation skills and basic nutrition. Students also work through the technological process where they can be creative and trial their own recipes to develop new food products.

The course is hands on and involves a mixture of practical and theory work. By the end of the term students will have gained confidence in the kitchen and built a repertoire of recipes that can be replicated at home.

Contribution: Students will need to contribute some of their perishable foods for their practical classes.

FABRIC TECHNOLOGY

9FBT

Students use the “Technology Process” to design and make textile items to fulfil the requirements of a brief. Students develop technology knowledge by making several items for a specific use

- drafting a simple pattern
- applying various methods of fabric manipulation such as applique, tie dying, embroidery and felting

Creative use of textiles and different applications of sewing techniques contribute to the design and originality of the final solution and how it addresses their identified need.

DESIGN & VISUAL COMMUNICATION

9DVC

This course is an introduction to the process and principles of design and design heritage. Students will also develop skills in drawing and graphic design and complete a design project.

ELECTRONICS TECHNOLOGY

9ELT

An introductory course into the world of electronics. Students will work and gain knowledge through practical investigation and construction of a working product.

Projects are based around a number of topics, including:

- Soldering equipment
- Wiring handtools
- Electronic components
- Light sensors and transistors

All equipment provided.

Contribution: \$5 for take home materials

EXTRA INFORMATION

Extension Class

Students with exceptional to high academic ability will be selected to be in this class for all of their core subjects. Students in this class will be extended and accelerated in what will be a challenging environment. They are also expected to take on extra challenges and work to the very best of their ability. Students need strengths in both Literacy and Numeracy to cope with the demands of this class.

Learning Support

Assistance is available through the school's Learner Support Department for individuals and small groups. The Head of Learner Support welcomes parents to make direct contact via the office.

Students who have identified learning needs will have the opportunity to receive an adapted programme of study that will concentrate on improving skills and strategies. The goal is to support the students to reach a level of competency that will enable future success at school.

Extra-Curricular Activities

We strongly recommend that all new Year 9 students maintain the out-of-class activities they were involved in at primary school. There will also be new opportunities at each year level here at high school. We find that those students who fully involve themselves in the wider life of the school are also the high academic achievers.

Opportunities In Music

Under the Itinerant Music Scheme the Music Department provides individual and group tuition in woodwind, brass, guitar and singing. There is a selection of brass and woodwind instruments which students may hire from the school. There are also tutors who offer private lessons in drumming, piano, singing and violin.

The Department is fortunate to have several practice studios which provide a base for the large number of students who receive instrumental and/or vocal tuition. Extra-curricular music activities include the School Choir, an auditioned choir, Junior and Senior Wind Band, Jazz Band and Jazz Combo and Chamber groups. Students also create their own bands and can book rooms for rehearsals. These groups are keenly supported by students and performances in the wider community are organised. Over a number of years the Talent Quest has become an established part of the school year and is an opportunity for students to display their talent and creativity.

Lockers

Lockers are available for hire for the year at a cost of \$50.00. A refund of \$10 is available on return of the lock at the end of the year.

Stationery

Stationery lists will be handed out on Orientation Day. Stationery purchases can be made through the local stores or online at Officemax.co.nz

Uniform

All year 9 students wear uniform. There are a range of different options for sale at Whitwells Menswear or at the Motueka High School Clothing Market.

Year 8 students are interviewed by a member of the High School staff at the end of Term 3. Please fill out the Year 9 information page and bring it along to this interview.

Subject Area	Year 9	Year 10	Year 11 (Level 1)	Year 12 (Level 2)	Year 13 (Level 3)
BUSINESS STUDIES		Commerce Studies	Business Studies	Business Studies	Business Studies
ENGLISH	English	English	English 1 English 2	English 1 English 2 Media Studies	English 1 English 2
HEALTH AND PHYSICAL EDUCATION	Health and PE	Health and PE Sports Training Outdoor Education	Health PE Sport and Recreation Outdoor Education	Health PE Sport and Leadership Sports Performance Outdoor Education	Health PE Sport and Leadership Sports Performance Outdoor Education
LANGUAGES	Te Reo Māori Other Languages	Te Reo Māori Taha Māori Languages by Correspondence	Te Reo Māori Languages by Correspondence	Te Reo Māori Languages by Correspondence	Te Reo Māori Languages by Correspondence
MATHEMATICS	Mathematics	Mathematics	Mathematics 1 Mathematics 2 Mathematics 3 Mathematics 4	Mathematics 1 Mathematics 2	Calculus Statistics Mathematics Internal
PERFORMING ARTS	Music Drama Dance	Music Drama Dance Mahi Toi	Music Drama Dance Mahi Toi	Music Drama Dance Mahi Toi	Music Drama Dance Mahi Toi
SCIENCE	Science	Science Science – X Rural Studies	Science External Science Internal Horticulture and Agriculture	Biology Chemistry Physics Horticulture and Agriculture Science General	Biology Chemistry Physics Horticulture and Agriculture
SOCIAL SCIENCES	Social Sciences	Social Sciences Community Issues	Geography History Global Studies	Geography History Tourism	Geography History Tourism
TECHNOLOGY	Digital Technology Design & Visual Communication Electronic Technology Fabric Technology Food and Nutrition Hard Materials – Metal Hard Materials - Wood	Digital Technology Design & Visual Communication Electronic Technology Fabric Technology Food and Nutrition Hard Materials - Metal Hard Materials - Wood	Digital Technology Design & Visual Communication Electronic Engineering Fabric Technology Food and Nutrition Engineering Building and Furniture	Digital Technology Design & Visual Communication Electrical Engineering Fabric Technology Food and Nutrition Mechanical Engineering Automotive Engineering Building and Furniture	Digital Technology Design & Visual Communication Electrical Engineering Fabric Technology Food and Nutrition Mechanical Engineering Automotive Engineering Building and Construction
WORK/LIFE SKILLS		Vocational Skills & Pathways	Vocational Skills & Pathways Primary Trades	Vocational Skills & Pathways Primary Trades Academy Gateway Trades Academy Independent Studies	Vocational Skills & Pathways Primary Trades Academy Gateway Trades Academy Independent Studies
VISUAL ARTS	Visual Art	Visual Arts Academy Art Making Intensive Multimedia Exploration	Independent Studies Art Making Intensive Multimedia Exploration	Painting Photography Design	Painting Photography Design

Year 9 Information – Enrolments for 2020

Name: _____ School: _____

My interests: (hobbies, sports, extracurricular activities, etc)

Subject strengths:

Subjects that I may need extra help:

Form Class Selection (tick one)

Vertical Form Class Whānau Class

Technology selection (please rank in order of interest: 1-6)

_____ Fabrics _____ Metalwork _____ Foods
_____ Woodwork _____ DVC (Graphics) _____ Electronics

Language or Enrichment (tick one)

Enrichment Te Reo Other Language
(Please specify _____).

Note: Correspondence must be approved by Ms Fry

Athletics Academy

I would like to be considered for this.

My specialist events are:

BYOD (please read BYOD in the course booklet and circle YES or NO to the following questions)

- | | |
|---|----------|
| 1. I have a device that I use at home | YES / NO |
| 2. I am part of a BYOD class at my primary school | YES / NO |
| 3. I have a device and will be bringing it to high school | YES / NO |
| 4. I would like to be considered for the BYOD class | YES / NO |

Other Comments:

Parent Signature:

- Please bring this form to your enrolment interview

