

**COURSE INFORMATION  
TIME ALLOCATIONS  
AND  
SUBJECT OUTLINES**





MIDDLETON  
GRANGE SCHOOL

Character, Excellence, Service for the Glory of God

## WELCOME TO PUPILS IN YEAR 10 2020

Every year of schooling is important, and the 'Year 10 year' is no different.

You have further opportunities to form good work habits, be involved in leadership and service, and all while you continue to lay the foundation for studies in Year 11.

The core subjects provide a base of knowledge and skills. Option choices are important in determining what you will study in the Senior College years for the National Certificate in Educational Achievement (NCEA) and, perhaps, beyond that at Polytechnic, University or another tertiary institution.

It is important to realise that Year 11 qualifications in certain subjects are based on a three-year course beginning in Year 9. We therefore recommend that you choose your Year 10 options carefully.

This booklet is to help you make informed and considered choices. It contains information about all Option and Core subjects. Current year 9 pupils are asked to complete their selections online (*see instructions on page 7*). New enrolments to Middleton Grange School are asked to kindly complete and return the form at the back of this booklet. Please make your selections and return to Pupil Services Office by **Friday 13<sup>th</sup> September**.

Mr Matthew Barlow  
Head of Middle School

Mr Tony Kendrew  
Assistant Head of Middle School:



















## **SUBJECT CHARGES**






The cost of delivering the school Curriculum is supported by the parent Special Character Voluntary Donation, school fundraising and International College programme. The school is underfunded by the State to fully deliver a high-quality education that both staff and pupils desire. Because of parent donations etc we are able to meet the shortfall in funding and graciously encourage you to pay this donation for the benefit of your child.


The school has made every endeavour to have no subject charges for the Curriculum. Pupils will be able to achieve excellence using the resources the school provides. However, in order to broaden the range of activities, projects and experiences for pupils there are optional activities, projects and experiences that pupils and families can voluntarily decide to do. These optional activities must be paid for in advance of the event / project taking place. No pupil will be disadvantaged academically by not taking up any optional activity. We do encourage pupils to participate in these activities as they will broaden and deepen their schooling experience.

## **PHOTOCOPYING / PRINTING**

Curriculum Leaders have identified the minimum amount of photocopying required by a pupil to achieve excellence in their subjects. This photocopying credit will be given to pupils on a 'Photocopy Account'. If pupils exceed this amount, then the pupil and family must pay for further printing.

C O M P U L S O R Y S U B J E C T S	                 	<p><b>English</b></p> <p><b>Mathematics</b></p> <p><b>Physical &amp; Health Education</b></p> <p><b>Science</b></p> <p><b>Scripture</b></p> <p><b>Social Studies</b></p>
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O P T I O N S	    	<p><b>Option Subjects</b></p>
		<p>Each studied for 3 periods per week for the whole year</p> <p><b>Option Subjects to Choose from:</b> (Page 16)</p> <ul style="list-style-type: none"> <li>• Business Studies</li> <li>• Chinese</li> <li>• DVC Technology</li> <li>• Digital Technology</li> <li>• Drama</li> <li>• Food &amp; Nutrition Technology</li> <li>• French</li> <li>• Hard Material Technology</li> <li>• Māori</li> <li>• Music</li> <li>• Spanish</li> <li>• Textile Technology</li> <li>• Visual Arts</li> </ul>


 Number of periods the subject is studied in a week.  
 Total of 27 periods in a week.

## THE YEAR 10 COURSE

The New Zealand Curriculum Framework defines seven 'essential learning areas'. These contain the knowledge and understanding needed by all pupils.

At Middleton Grange we aim to ensure that pupils experience all seven areas to provide a broad and balanced education. For this reason, we ask pupils to select Arts, Technology and Languages. The relevant learning area is shown in the description for each subject.

The *seven learning areas* as defined in the New Zealand Curriculum Framework are:

### Learning Languages

- English
- Mathematics & Statistics
- Science
- Technology
- Social Sciences
- The Arts
- Physical Education & Health

### Special Character Learning area:

- Scripture



Choosing your Option subjects:

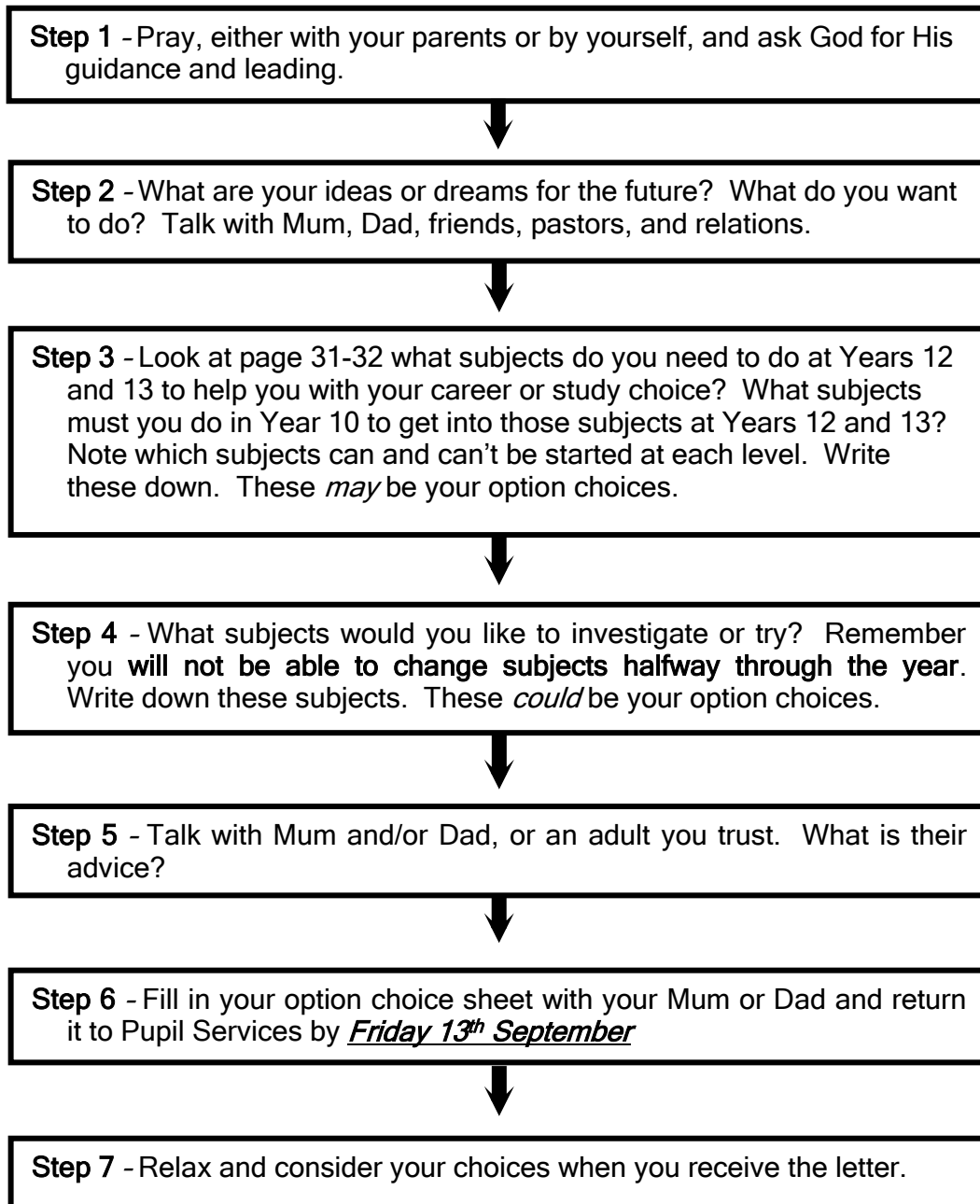
### Option Subjects

You will do 2 of these subjects

*Each Subject is a full year course*

**Choose carefully, considering which subjects you need for Senior College courses. Refer to page 31 & 32**

When making option choices ...



Please be aware that every effort will be made to give pupils the choices they request, however, not all choice combinations will be possible, in which case, second or third preferences will be considered.

We have now moved the option selection process away from the traditional paper-based system to an electronic online method using the Kamar Web Portal (<http://web.kamar.middleton.school.nz/>) for families whose son /daughter is already attending Middleton Grange school. Families who used the online method for selecting options last year found it extremely convenient and very easy.

On the day of the Course Selection Assembly, an email will be sent home to all families outlining the process for choosing next year's options online. One big advantage with choosing subjects online is that changes can be made to those choices right up until the last day - *Friday 13<sup>th</sup> September.*

The instructions for completing the option choice forms at the back of this booklet are only for pupils **new** to Middleton. Please do **not** do both as it wastes your time and duplicates the administration required. Consequently, options chosen online will override course selection forms. However, pupils new to Middleton do have to choose options manually using the forms at the back of this book.

You will receive a letter confirming your choices late in Term 4. At that time you will also be given a small period of time in which changes, if they can be accommodated, will be made. Changes to option choices during 2020 will only be made in exceptional circumstances.

## Compulsory Subjects

- ❖ English
- ❖ Mathematics
- ❖ Physical & Health Education
- ❖ Science
- ❖ Scripture
- ❖ Social Studies

These subjects continue to provide the foundation  
on which later years of study build

Effective learning rests on the learner understanding why they are doing what they are, and how the subject they are currently working on relates to other subjects. While each subject is described as a discrete entity, we will be working to inter-relate subjects and learning when appropriate throughout the year's courses.

Please feel free to discuss this with:

- ❖ Year 10 Dean, Miss Hollis
- ❖ Assistant Head of Middle School, Mr Kendrew
- ❖ Head of Middle School, Mr Barlow



# ENGLISH

Year 10

Compulsory subject - full year

\*Some International pupils may do English A in place of English

*Essential Learning Area:*

*Language and Languages*

This course aims to develop further the communication skills of reading and writing, listening and speaking, viewing and presenting, covering a range of strategies and styles for each. Pupils are prepared for the Year 11 course by the introduction of skills in reading comprehension, public speaking and creative writing. We offer an opportunity to gain Level 1 NCEA credits in speaking.

## Course Content

- *Reading:* personal reading, close reading of unfamiliar texts, study of a range of literature including at least two extended written texts and a number of short written texts.
- *Writing:* in a range of styles and for different purposes. Language skills will be incorporated.
- *Speaking and Listening:* working in groups, listening to texts, and formal speaking to an audience.
- *Visual Language:* viewing and presenting skills, with moving and static images. At least one film will be studied.
- Thinking critically and developing and communicating information is ongoing work.

**Assessment:** Tests, writing tasks, assignments, oral and visual presentations. At least two common tests before the end of Term 3 and a two-hour examination in Term 4.

**Optional Cost:** See Stationery list

*Essential Learning Area: English*

Pupils with language backgrounds other than English will learn how to study language, especially the learning of new words. They will also study basic English grammar as well as practising the four language skills: reading, writing, listening and speaking.

## Course Content

- *Reading:* personal reading, class study of a novel, and unfamiliar texts; learning how to read more efficiently; speed reading.
- *Writing:* how to write paragraphs, how to write essays; a range of styles and for different purposes, both creative and formal.
- *Visual Language:* view and study a film
- *English Language:* how to study vocabulary, sentence structure, parts of speech punctuation, verb tenses, joining words.
- *Speaking and Listening:* working in groups, listening to texts, dictations, formal speaking to a group.

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**Assessment:** Tests, assignments, projects, oral presentation.

**Materials required:** electronic translator dictionary

# SCRIPTURE

Year 10

Compulsory subject - full year

*Essential Learning Area: Special Character*

The aim of Scripture in Year 10 is to teach Biblical Literacy while exploring the underlying principles of how to live our faith with integrity in a modern world. This programme aims to encourage biblical thinking and encourage growth in Godly character and service.

## Course Content

**“Hope for a Shattered World”** the Genesis Story, Christian Education Publications

*Key Ideas to explore:*

- What is God like?
- What is God’s desire for the world He created?
- How were relationships established in creation?
- How is our identity linked to being made ‘in God’s image’?
- What has gone wrong with the world?
- How is it possible to restore and live as God intended through Christ’s redemption?

**“Exploring Jesus”** Exploring Jesus Offer of Living by Grace.

*Key Ideas to explore:*

- Characteristics of Faith in Hebrews 11
- Jesus is the source of all created life and the key to a fulfilled life lived here on earth.
- What signposts did Jesus use to show his true identity?
- What principles can be learned through the parables Jesus taught?
- What nurtures and strengthen faith?

**“No Turning Back”** Life Changing Ideas from Ephesians, Christian Education Publications

*Key Ideas to explore:*

- What is this inheritance God offers?
- What is so redemptive about grace & forgiveness?
- How to live by faith in the modern world.

**Assessment:** Overall teacher judgements in Biblical Literacy and Exploring Faith with integrity made through journal entries, informal and formal work and assessment tasks.

**Materials required:** NIV Bible.  
Pupil text used from Christian Education, Publications, viewing on [http://issuu.com/youthworks/docs/cat\\_sch-2011-web](http://issuu.com/youthworks/docs/cat_sch-2011-web) Class sets

*Essential Learning Area: Mathematics*

Mathematics in Year 10 will introduce new topics as well as build on many of the concepts introduced in Year 9.

Mathematics, at least to Year 11, is essential for all pupils and most study it into Years 12 and 13. It is a 'tool' subject for many other subjects.

## Course Content

- Standard form, rates, ratio, fractions and percentages.
- Pythagoras and trigonometry
- Probability and Multivariate Statistics
- Linear and quadratic relationships - using graphs, tables and rules to model problems.
- Algebraic expressions and solving equations

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**Assessment:** Each topic will be assessed using standards-based assessment at appropriate curriculum levels.

**Materials required:** Scientific calculator (Casio FX-82 AU Plus or similar), compass, ruler, protractor.

**Cost:** Occasional small charges for the various national and international mathematics competitions pupils choose to participate in (approx. \$10.00). Education Perfect \$20. approximately

# PHYSICAL & HEALTH EDUCATION

Year 10

Compulsory subject - full year

*Essential Learning Area: Health and Physical Well-Being*

This course has both theoretical and practical components. The practical component is taught using a combination of team and individual sporting opportunities. This year's programme compliments and builds on Y7-9 PE. Content is based on the 'National Health and Physical Education' Curriculum but has been carefully selected to concur with the School's special character. The chosen sports are contexts in which life skills are also taught and focussed on self-management, relating to others, active participation and thinking.

**Theme: 'Attitudes towards and values of physical education'**

## Course Content

- **Athletics**
- **Social Responsibility** - Influencing others (in the context of AFL (Modified Aussie Rule, Maori games and aerobic fitness training).
- **Sport Education** - Everyone plays a part.
- **Ballroom Dance** - Downstairs for dancing
- **The Complete Performer** - Learning new motor skills

### *Theory* - Dem bones

- The Muscular System
- The Skeletal System
- The Circulatory System
- The Respiratory System

### *Health* - So many messages

- Drug and alcohol education
- Mental health
- Relationships
- Sex Education

Level 1 NCEA (This Standard runs alongside our full Year 10 programme)

**AS90970** - Demonstrate self-management strategies and describe the effects on participation on physical activity.

**Assessment:** Tests (theory work), practical assessments (skill, participation, teamwork, attitudes).

**Materials required:** PE uniform and non-marking sports shoes. Y10 Physical Education Theory and Practical booklet.

*Essential Learning Area:* Science

Science is a compulsory subject for all Year 10 pupils. The course aims at developing pupils' interest in scientific matters and to appreciate that we learn in a physical world created and sustained by God. This course teaches some physical scientific content and also appreciation of the beauty and intricacy of creation all around us.

This course will relate to everyday reality through studying the digestive system, the forces that make life possible, what's inside the earth and how it functions, and the chemical properties of common substances.

### Course Content

- Focus on food
- Chemistry around you
- Acid and bases
- Forces and motion
- Electricity
- Earth Science
- Pre-genetics

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**Assessment:** Common tests, projects, end of year exam

**Materials required:** N/A

*Essential Learning Area: Humanities*

This overview of History is considering “His Story” being unveiled through historic events and people through time. The course covers the changes from Ancient Civilisations to contemporary society under the theme ‘Changing Centuries’. Pupils develop knowledge, skills and ideas through study and co-operative learning as well as considering issues within a Biblical framework.

This course builds on skills developed in Year 9 and leads to a more structured processing of information, the evaluating of information and researching of information. Pupils will develop and demonstrate a format for evidence-based essay writing based on the concept of change.

## Course Content

- **Term 1 - We Stand on the Shoulders of Giants**  
Developing an understanding of how Ancient Civilisations lay the foundation for our Modern World. Geographical exploration of ancient civilisations and why they developed where they did and how they did helps pupils develop a sense of history.
- **Term 2- Understanding the Changing World**  
Collaboratively exploring how the challenges and crisis of people in the past have had a significant impact on people’s lives and society’s development. Focus is on the changes in Medieval times that lead to the Protestant Reformation and the changes in churches from then to now.
- **Term 3- Describe How Technological Development Advances Societies**  
Understand how exploration and innovation create opportunities and challenges for people, places, and environments. Studies cover from the industrial and agricultural revolutions linked to modern world technologies that challenge us in our world.
- **Term 4 -Explore how Migration and Colonisation Challenges & Changes the World**  
Understand how the ways in which leadership of groups is acquired and exercised and have consequences for communities and societies. Understand how people seek and have sought economic growth and treaties with indigenous peoples by comparing the experiences of Native Indians and Indigenous Māori in New Zealand.

## Course Skills:

Timelines, mapping, history roads, research inquiries, collaborative work, film study, presentations, summarising, essay writing and development critical thinking.

**Assessment:** Assessments occur within each unit, focusing on acquired knowledge, competency in skills and research inquiries.

**Materials required:** Glue stick, coloured pencils, clear file, highlighter set

In Year 9 each option was studied three times a week for half a year. Subjects could be tried, and some experimentation could occur. This should have helped pupils become more focused in their choices. It is becoming increasingly important to ensure the appropriate subjects are chosen to link into Senior College courses.

Year 10 allows for subjects to be studied for a full year. All Option subjects are allocated three periods per week. Pupils need to select **THREE** subjects from the following list (two will be allocated).

**Option Subjects**

- Business Studies
- Chinese
- Design & Visual Communication Technology
- Digital Technology
- Drama
- Food & Nutrition Technology
- French
- Hard Materials Technology
- Māori
- Music
- Spanish
- Textile Technology
- Visual Arts

**Consider: What is the Relevance of Options to My Future Study**

What options should be selected at Year 10 in order to be studied in Year 11?

Refer to page 31-32 for subject pathways

**Please Note**

Every effort will be made to give pupils the options they request. However, not all choice combinations will be possible - in which case the next choice on the pupils' form will be allocated.

To be viable, subjects depend upon sufficient pupil interest, staffing and timetabling.



*Essential Learning Area: Social Sciences*

This course introduces the basic ideas and skills of Accounting, Economics and Business. It is useful as a one-year stand-alone course or as preparation for any or all of these three subjects in the Senior College.

You will learn how a small business operates and will, as part of a group of 3 or 4 pupils, plan and run your own small business during the course. If you make a profit, it's yours! (After paying the tax which is donated to micro-enterprise loans in developing countries). You will also play the computerised "Small Business Game."

## Course Content

- Biblical principles and basic concepts of Economics
- Business Accounting
- Decision Making - New ideas in business (including a "Dragons Den")
- Enterprise Studies - Developing a business idea and starting, running and managing a business
- Producers, production and resources
- Risk - How can we overcome or minimise the problems?
- The Small Business Game

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**Assessment:** Unit tests, project work, business practical project.

**Materials required:** A calculator and ruler are necessary.

**Cost:** A small amount of capital contribution will be required to set up the small business. Pupils are likely to recoup this, and more, if their business makes a profit. After business tax (which is donated to charity) is paid, pupils keep their profits.

### *Essential Learning Area: Languages*

Year 10 Chinese will teach the language and culture through a Flipped Classroom model and a communicative, task-based learning approach, which will provide enjoyment and challenge. Students will be required to watch short videos at home to learn new words and content before coming to class, which will allow for more time in class practicing and using the language in authentic contexts. Online platforms such as eLearn and Quizlet will be used in class and at home to aid learning.

There is a balance between the disciplines of speaking, writing, reading, listening and presenting. Pupils need to have done Year 9 Chinese. However, a pupil with an existing knowledge of Chinese or a keen and able pupil who is willing to undertake independent study over the summer break may be able to join the class. Please discuss with the Teacher-in-Charge of Chinese, Ms Hou.

The Year 10 course will prepare pupils to confidently succeed in NCEA Level 1 Chinese in Year 11.

### **Course Content**

- Weather
- Nationalities and countries
- Holidays
- Transportation
- Talking about personalities and appearances
- Bedrooms and houses
- Clothes and colours
- Daily Routines
- Directions
- Weekend Plans
- Shopping
- Chinese Language films
- Chinese cultural activities and competition opportunities

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**Assessment:** Regular vocabulary and character tests. Assessed on Reading/Writing/Speaking/Listening/Presenting.

**Materials required:** Clearfile, 1B5 exercise book

*Essential Learning Area: Technology*

Design and Visual Communication aims to equip pupils with a foundational base in visual communication techniques, design terminology and the design process. This course encourages innovative design and problem solving to develop and present solutions for a range of design scenarios. The course is designed to prepare pupils for Year 11 DVC and beyond.

## Course Content

- **Visual Communication and Design**

Development of the design process to explore design solutions.

Design theory and design language used to understand and explain the functional and aesthetic qualities of design outcomes.

Freehand sketching techniques developed to communicate design process and outcomes.

Instrumental drawing techniques developed to communicate design solutions incorporating standards and conventions.

Presentation and compositional principles used to illustrate design solutions incorporating rendering techniques, and various modes and media.

- **Spatial Design**

Exploring and developing a solution for a spatial design brief using the design process.

Societal and environmental impacts/effects.

Landscape, interior and architectural design.

- **Product Design**

Exploring and developing a solution for a product design brief using the design process.

Developing an understanding of functional and aesthetic properties of design materials.

Modelling design outcomes for refinement and prototyping.

## Assessment:

Evidence is collected from a range of work to make judgments using Technology criteria. ie. Design process, Freehand Sketching, Instrumental Drawing and Presentation.

## Materials required:

Drawing wallet (18N9); 45° & 60° large set squares; A3 paper block (no holes, no printed borders); 0.5 mechanical pencil with 0.5 grade HB leads; HB and 2B grade wooden pencils; Staedtler Mars plastic eraser (or equivalent - must **not** be PVC free); set of coloured pencils (aquarelle or water-colour).

## Cost:

None

*Essential Learning Area: Technology*

Digital technologies impact on every aspect of our lives and are vitally important to New Zealand's growth in the 21<sup>st</sup> century. Pupils at Middleton Grange School need opportunities to develop knowledge and skills with digital technologies so they are equipped to respond to rapid changes in our society.

## Course Content

### Concepts of Stewardship

Honesty & Integrity, Wisdom, Respect, Truthfulness

### Designing and developing digital outcomes

- Follow a defined process to design, develop, store, test and evaluate digital content to address given contexts or issues, taking into account social, ethical and end-user considerations.
- Be able to identify the key features of selected software (Adobe suite, as well as multimedia and web development applications) and choose the most appropriate software and file types to develop and combine digital content.
- Understand the role of operating systems and are able to apply file management and security conventions.

### Computational thinking for digital technologies

- Independently decompose problems to create algorithms from which they create computer programs with a range of inputs, outputs and logic operators. They will also learn how to use different control structures as well as variables for different data types.
- Understand how to document programs in an organised way for testing and debugging.
- Understand how computers store more complex data using binary digits.
- Develop programs having regard for human-computer interaction (HCI) heuristics.

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**Assessment:** Observation, Peer Assessment, E-Portfolio

**Materials required:** Clear file - 30 pages, pens and highlighter, 1x USB Drive at least 8 GB, basic headphone set

**Cost:** No cost unless pupils exceed their printing limit

*Essential Learning Area: The Arts*

Drama involves individual students in a collaborative art form in which they can investigate, shape and symbolically represent ideas, feelings, attitudes, beliefs and their consequences. It is an important means of understanding, constructing, appreciating and communicating social and cultural values; interpreting, valuing and transmitting traditions and the past; exploring, celebrating and challenging the present and, imagining the future.

The Year 10 drama course builds on the practical skills taught at Year 9 and introduces a more analytical approach to role, characterization, text, genre, theatre history and production technologies. As with Year 9 you do not need to have had previous experience to be accepted into the course; however, you do need to be willing to participate fully in each class, work hard, keep a positive attitude and be prepared to have lots of fun.

### Course Content:

- Develop your confidence in performance
- Introduce drama elements, techniques and conventions, and give you the opportunity to use these
- Introduce you to the world of drama, theatre and performance
- Develop your ability to express your ideas and to create through drama
- Develop your ability to accept, build upon and be sensitive to the contributions of others in group situations
- Develop your drama literacy
- Give you the opportunity to watch, appreciate and evaluate a variety of performance
- Work co-operatively to **devise** and **perform** short scripts, take text from **page to stage**,
- Experiment with different forms and styles of drama and have the opportunity to develop and extend your personal skills and abilities.

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**Assessment:** Internal assessment of practical work and some bookwork.

**Materials required:** Tracksuit recommended.

# FOOD & NUTRITION TECHNOLOGY

Year 10

Option subject - full year

*Essential Learning Area: Technology, and Health & Physical Education (Food & Nutrition)*

“Technology is innovation by design: the use of practical and intellectual resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.”

This Food Technology course follows a technological approach to Food and Nutrition. The focus of the course is for pupils to gain life skills and knowledge. Adapting and modifying recipes is encouraged, as well as cooking at home. This course is open to all and is a useful, but not essential, basis for Years 11-13 Food and Nutrition courses.

## Course Content

- Measuring and Knife Skills
- Food Safety Practices
- Hauora Wellbeing
- Nutrients
- Nutritional Assessment
- Taking Action
- Technological Products
- Presentation and plating up
- Technological Modelling
- Characteristics of Technology
- Food Citizenship
- Edible Gifts.

**Assessment:** Unit tests, practical work and design projects

**Materials required:** N/A - fee covers ingredient costs

**Cost:** Approximately \$110.00

# FRENCH

Year 10

Option subject - full year

*Essential Learning Area: Languages*

French is taught communicatively, enabling pupils to cope with a wide range of everyday situations. This will be both enjoyable and challenging.

Balance is maintained between reading, writing, and oral and aural skills.

Pupils need to have done some French before, but a keen and able pupil could begin in Year 10, if he or she did some preparation over the Christmas holidays. **Please discuss with Teacher-in-Charge of French.** The Year 10 course will prepare pupils to confidently succeed in NCEA Level 1 French in Year 11.

## Course Content Includes

- A week in Paris
- Food
- Friends and family
- Talking about the past
- Daily activities
- French films

## New Zealand Curriculum Strands

- Receptive Skills:  
Listening or Reading
- Productive Skills:  
Speaking or Writing

There are many exchange possibilities to go to a French speaking country and French may be an important element in future job prospects in tourism and commerce.

Biannually, seniors have the opportunity to go to a French speaking country with the school.

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**Assessment:** Regular tests and 2 assignments, Elearn activities

# HARD MATERIALS TECHNOLOGY

Year 10

Option subject - full year

## *Essential Learning Area: Technology*

“Technology is innovation by design: the use of practical and intellectual resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.”

### **Course Content:**

- Codes of practice for all Technology processes and equipment used.
- This course is designed to involve pupils primarily in the use of timber as a material with some other materials also being used. Although a practical subject, pupils will use a range of technologies and processes to complete their projects.
- The outcomes for all the different projects will go through a Design Process that will encourage the creative thinking of the students and create outcomes that will be fit for purpose.
- Application of a range of technological processes.

### **Technical Skills:**

- Furniture construction skills
- Lathe work, timber joint work
- Hand tool skills
- Designing and evaluation

### **Outcomes:**

- Pupils will learn technical and practical skills which can then be applied in the design and manufacture of projects that are fit for purpose. Projects will need to be parent approved before construction begins and the material costs will be invoiced to parents.

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### **Assessment:**

Work is internally assessed

### **Materials required:**

Materials for construction provided, although costs can be defrayed if pupils supply any approved materials.

### **Approximate Project Costs:**

\$5-\$50 per project - depending on type and amount of materials used for individual project choices.



*Essential Learning Area: Languages*

Learning te reo Māori provides social, cultural, spiritual, cognitive, intellectual and employment-related benefits for pupils. There are also other benefits from learning the indigenous language of Aotearoa such as enjoying an increased sense of belonging, helping to preserve our national taonga or treasures, gaining insights into our national heritage, and contributing to a more tolerant and enlightened future for Aotearoa. In addition the programme provides a vehicle for pupils to engage in their culture in an informed and effective way as it assists to, “equip pupils with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.

**Course Content:**

This is a full year programme of study of three periods per week, designed to lead students on to Year 11. The programme encompasses all the disciplines of language acquisition as outlined in the NZ Curriculum

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|--|---|
| <ul style="list-style-type: none"> <li>• <b>Reo Whakaputa (Productive language):</b><br/>Kōrero (Speaking),<br/>Whakarongo (Listening)<br/>Whakaari (presenting).</li> <li>• <b>Reo Whakautu (Receptive language)</b><br/>Pānui (Reading),<br/>Tuhituhi (Writing)<br/>Mātakitaki (Viewing).</li> <li>• <b>Kapahaka.</b> It is extremely beneficial for the students to participate and commit to the school kapa haka group to extend and develop their understanding of tikanga (customs) through waiata and pōwhiri (songs and welcoming ceremonies).</li> </ul> | <p><b>New Zealand Curriculum Strands</b></p> <ul style="list-style-type: none"> <li>• Receptive Skills:<br/>Listening or Reading</li> <li>• Productive Skills:<br/>Speaking or Writing</li> </ul> |
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**Content and Objectives**

**Nohonga Whānau (Community Relationships)**

- Whānau (Family)
- Te Marae (Marae)
- Tāone (Town)
- Tētahi Haerenga (a trip)

**Te Ao Māori (Māori World view)**

- Te Marae (Marae life)
- Tikanga Māori (Cultural aspects and customs)
- Kapa Haka (Performing Arts)

**Assessment:** Each unit of work will assess two or more of the 6 focus strands; (kōrero, whakarongo, pānui, tuhituhi, whakaari and mātakitaki).

**Cost:** Cost for recommended educational opportunities outside of the class room such as a bi-annual 3 day noho marae approximately \$150, a 1 day wananga reo alternative years approximately \$15.

*Essential Learning Area: The Arts*

Music education provides a wide range of benefits to a maturing mind. It develops personal skills and traits such as self-discipline, perseverance and reflective practices. Group work and performances provide a platform to extend collaborative skills and critical thought processes. This course values pupil's experiences and builds on these with increasing sophistication and complexity as their knowledge and skills develop.

The Music course is designed for any pupil who wants to broaden their knowledge of music and develop their skills as a performer or composer. It is expected that all pupils in this course can play an instrument (voice is considered an instrument) with some competence and are continuing to receive instrument tuition. Pupils will have regular opportunities to express their musical skill and creativity.

**Course Content:**

- Performance (Group and Solo)
- Composition and Song Writing
- Genre Studies (Contemporary, Classical, Jazz and Musical Theatre)
- Listening Skills
- Practical Knowledge of Music (Applied Theory)

Pre-requisite: One or more years of tuition on their chosen instrument.

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**Assessment:** Performances, compositions, research assignments, in-class tests

**Materials required:** Own/hired instrument

# SPANISH

Year 10

Option subject - full year

*Essential Learning Area: Languages*

Year 10 Spanish will teach the language through a communicative approach, which will provide enjoyment and challenge. There is a balance between the disciplines of speaking, writing, reading and listening. Pupils need to have done Year 9 Spanish. However, a keen and able student who is willing to undertake independent study over the summer break may be able to join the class. Please discuss with the Teacher-in-Charge of Spanish, Mrs Paley. The Year 10 course will prepare pupils to confidently succeed in NCEA Level 1 Spanish in Year 11.

Year 10's may be offered an opportunity to sign up for an overseas language mission trip in 2019.

## Course Content may include

- Friends
- Homes, where things are
- Likes and dislikes
- Daily routines
- Leisure/desires
- Shopping
- Spanish History
- Write a story about a world trip
- Spanish Language films
- Plan a treasure hunt to give directions

## New Zealand Curriculum Strands

- Receptive Skills:  
Listening or Reading
- Productive Skills:  
Speaking or Writing

**Assessment:** Regular Vocabulary tests. Term tests

**Materials required:** See stationery list

**Optional Costs:** \$25 Language Perfect Vocabulary Website

# TEXTILE TECHNOLOGY

Year 10

Option Subject - full year

*Essential Learning Area: Technology*

“Technology is innovation by design: the use of practical and intellectual resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.”

This year course will explore design elements and associated production work to produce outcomes for a variety of issues.

## Course Content:

- The Codes of Practice associated with technology specializing in Textile theory and production work including societal and environmental awareness in the choices of textile materials.
- Manufacturing processes of textiles with the testing and demonstrating of functional and physical attributes.
- Technological knowledge - the skills associated with manufacture using hand and machine techniques.
- Manipulation of textile materials and the application of applied design
- Commercial pattern use with modifications that will use the Design Process to produce an outcome fit for purpose.
- Using the Design Process to solve issues and analysing
- Research, planning, design and manufacture to a stakeholders specifications.

## Examples of Outcomes:

- Both knit and woven fabrics will be used to produce two garments, for example ‘t’ shirts and pyjamas, tops, sun frocks, shorts or other garments suggested by pupils.
- Investigation into the production of a “high-flying” kite where modelling and trialling will enable student to produce a prototype for testing then mass producing.
- Dyeing fabric then constructing and article from it.

**Assessment:** Evidence collected from a range of work to make a judgement against Technology criteria. ie Bookwork, Design work, photos, written tests, conversations practical work, and observations.

**Materials required:** All provided

**Cost:** Optional with extra cost for fabric required for the personal garments.

# VISUAL ARTS

Year 10

Option subject - full year

*Essential Learning Area: The Arts*

*“Art is not what you see, but what you make others see.”* Edgar Degas

This is an exciting skill-based course where pupils will have the opportunity to develop skills and knowledge. They will explore their creativity through the study of a wide range of art topics and disciplines. Currently covered in this course are: 3-Dimensional studies, Photography and Digital Art.

While there is no prerequisite, pupils who have previously studied Art will be at an advantage.

All topics in Year 10 Art enable pupils to gain a good foundation for further study and specialization in years 11 through 13.

***Course Content:***

- Ceramics
- Mixed Media Painting
- Photography
- Digital Art
- Artist and painting analysis

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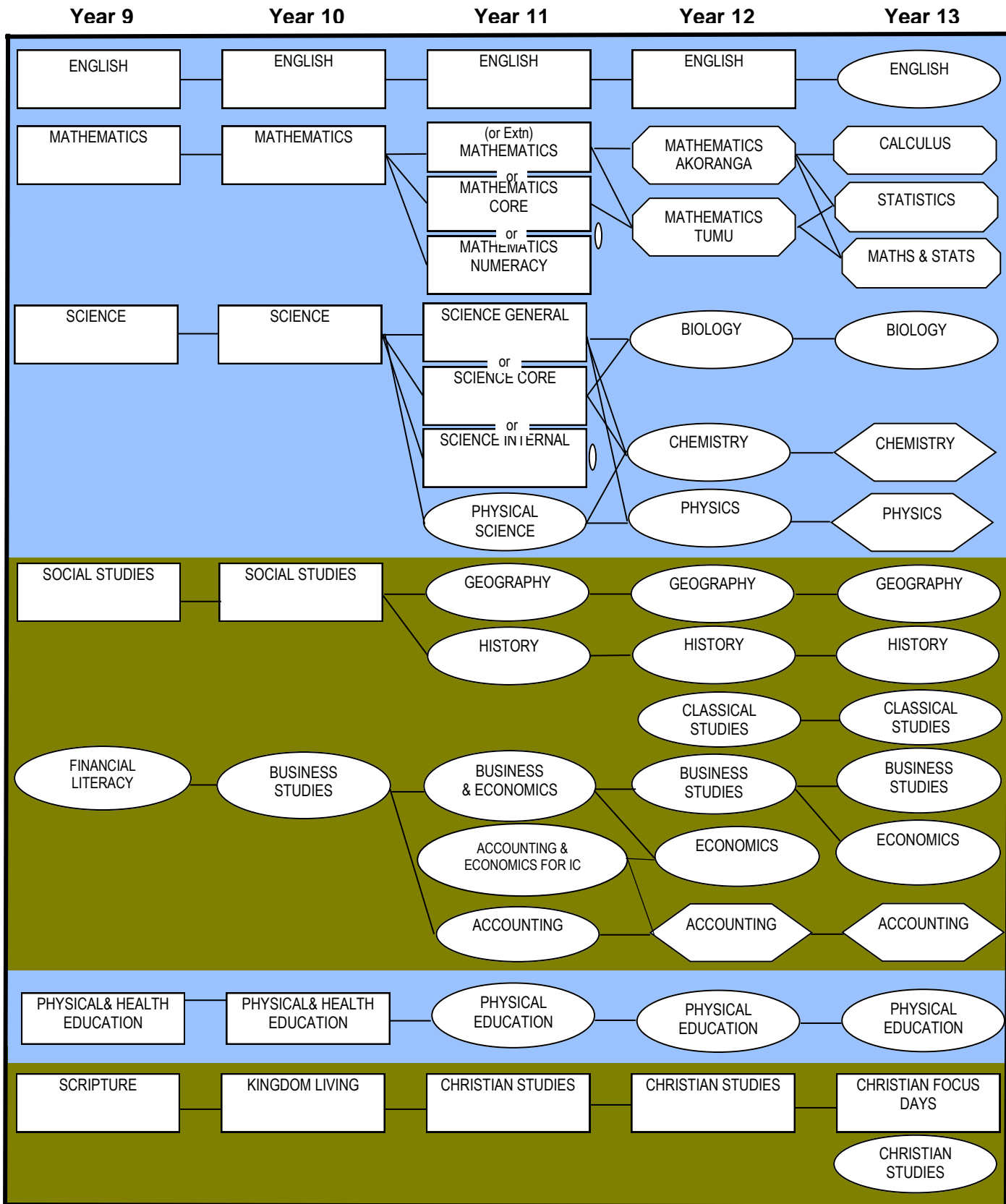
**Assessment:** Pupils work on a sequential manner to create a portfolio of work. .

**Materials required:** A3 Clearfile , Chromacryl paints (5 colours), set of synthetic fine paintbrushes in a range of size. HB pencil.

**Cost:** None. Some of the units covered give the opportunity for pupils to extend their learning. This option may involve an additional cost. Parents would be notified as the unit progresses.



# MIDDLETON GRANGE SCHOOL SUBJECTS: YEARS 9-13



This diagram is accurate at the time of printing. Subsequent changes may occur as courses

	<b>Compulsory</b> subject
	Subject <b>can</b> be started at this level
	Subject <b>not recommended</b> to be started at this
	Subject <b>cannot</b> be started at this level
	Subject <b>does not</b> go beyond this level at present

**Option Subject viability does depend on enrolments.**

Year 9

Year 10

Year 11

Year 12

Year 13

MUSIC — MUSIC — MUSIC — MUSIC — MUSIC

CONTEMPORARY MUSIC

DRAMA — DRAMA — DRAMA — DRAMA — DRAMA

VISUAL ARTS — VISUAL ARTS — VISUAL ARTS

PHOTOGRAPHY — VISUAL ART PHOTOGRAPHY

ART PAINTING — VISUAL ART PAINTING

ART DESIGN — VISUAL ART DESIGN

TEXTILE TECHNOLOGY — TEXTILE TECHNOLOGY — TEXTILE TECHNOLOGY

TEXTILE TECHNOLOGY — TEXTILE TECHNOLOGY

DESIGN & VISUAL COMMUNICATION — DESIGN & VISUAL COMMUNICATION — DESIGN & VISUAL COMMUNICATION

DESIGN & VISUAL COMMUNICATION — DESIGN & VISUAL COMMUNICATION

HARD MATERIALS TECHNOLOGY — HARD MATERIALS TECHNOLOGY WORKSHOP — WORKSHOP TECHNOLOGY

WORKSHOP TECHNOLOGY — WORKSHOP TECHNOLOGY

FOOD & NUTRITION TECHNOLOGY — FOOD & NUTRITION TECHNOLOGY — FOOD & NUTRITION

FOOD & NUTRITION — FOOD & NUTRITION

**KEYS**

Arts



Technology



Language



COMPUTER SCIENCE — COMPUTER SCIENCE — COMPUTER SCIENCE

DIGITAL TECHNOLOGY — DIGITAL TECHNOLOGY — DIGITAL APPLICATIONS — DIGITAL APPLICATIONS — DIGITAL APPLICATIONS

ELECTRONICS & ROBOTICS — DIGITAL MEDIA — DIGITAL MEDIA — DIGITAL MEDIA

CHINESE — CHINESE — CHINESE — CHINESE — CHINESE

FRENCH — FRENCH — FRENCH — FRENCH — FRENCH

MAORI — MAORI — MAORI — MAORI — MAORI

SPANISH — SPANISH — SPANISH — SPANISH — SPANISH



**Middleton Grange School**  
**YEAR 10 OPTION CHOICES FOR 2020**

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Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Form Class: \_\_\_\_\_

**OPTION SUBJECT CHOICES ARE FULL YEAR COURSES**

Please rank 1-12 in order of preference - two will be allocated for next year	
Subject	Rank Preference 1-13 (1 for top priority)
❖ Business Studies	<input type="checkbox"/>
❖ Chinese	<input type="checkbox"/>
❖ Design & Visual Communication	<input type="checkbox"/>
❖ Digital Technology	<input type="checkbox"/>
❖ Drama	<input type="checkbox"/>
❖ Food & Nutrition Technology	<input type="checkbox"/>
❖ French	<input type="checkbox"/>
❖ Hard Materials Technology	<input type="checkbox"/>
❖ Māori	<input type="checkbox"/>
❖ Music	<input type="checkbox"/>
❖ Spanish	<input type="checkbox"/>
❖ Textile Technology	<input type="checkbox"/>
❖ Visual Arts	<input type="checkbox"/>

This form accurately reflects our wishes. Signed: \_\_\_\_\_ Date: \_\_\_\_\_

We have now moved the option selection process away from the traditional paper-based system to an electronic online method using the Kamar Web Portal (<http://web.kamar.middleton.school.nz/>) for families whose son/daughter attends Middleton Grange. Families who used the online method for selecting options last year found it extremely convenient and very easy.

On the day of the Course Selection Assembly, an email will be sent home to all families outlining the process for choosing next year's options online. One big advantage with choosing subjects online is that changes can be made to those choices right up until the last day Friday 13<sup>th</sup> September.

The instructions for completing the option choice forms at the back of this booklet are only for pupils new to Middleton. Please do **not** do both as it wastes your time and duplicates the administration required. Consequently, options chosen online will override course selection forms. However, pupils new to Middleton do have to choose options manually using the forms at the back of this book.

You will receive a letter confirming your choices late in Term 4. At that time you will also be given a small period of time in which changes, if they can be accommodated, will be made. Changes to option choices during 2018 will only be made in exceptional circumstances.

**SUBJECT INDEX AND  
HEAD OF DEPARTMENT/TEACHER-IN-CHARGE**  
*(not necessarily the teacher of the course)*

<b>COMPULSORY SUBJECTS</b>	
English	Mr S McConnell
English A	Mrs R Allison
Mathematics	Mrs L Arndt
Physical & Health Education	Mr A O'Neill
Science	Mr J Harris
Scripture (Years 7-10)	Mrs J Lawrence
Social Studies (Years 7-10)	Mrs J Lawrence
<b>OPTION SUBJECTS</b>	
Business Enterprise	Miss S Gudsell
Chinese	Ms A Hou
Design & Visual Communication Technology	Mr G Bowater
Drama	Mr M McCormack
Digital Technology	Miss J Hollis
Food & Nutrition Technology	Miss K Barney
French	Mr C Walker
Hard Material Technology	Mr B Agnew
Maori	Mr Harrison
Music	Mr S Bisseker
Spanish	Mrs A Paley
Textile Technology	Mrs R Inglis
Visual Arts	Mr J Glover

