

**COURSE INFORMATION  
TIME ALLOCATIONS  
AND  
SUBJECT OUTLINES**







**MIDDLETON  
GRANGE SCHOOL**

Character, Excellence, Service for the Glory of God

## **PRINCIPAL'S WELCOME TO YEAR 9 PARENTS AND PUPILS**

Kia Ora koutou

A very warm welcome to Year 9 pupils and parents, especially to those of you who are new to Middleton Grange School this year. I pray that those who are new will soon feel part of the Middleton family as we serve the Lord together here.

Choosing which subjects to study in Year 9 can be both exciting and daunting. Exciting because you have more freedom to choose your subjects and have specialist teachers, but a little daunting because for many pupils you are unsure of what vocation God is calling you to. Year 9 pupils talk to your parents about your strengths and interests but also ask God for wisdom and insight as you make decisions.

Studying academics is important, and you need to faithfully use the giftings God has given you. I encourage you also to use your giftings and abilities to serve others, to be involved in sporting and cultural activities. The next five years to Year 13 will go quickly and so I encourage you to get involved and make the most of all the wonderful opportunities the school offers.

The school motto is 'Character, Excellence, Service for the glory of God' – this is the ultimate aim of education and learning at Middleton Grange School. Your learning is so that you can glorify God in whatever vocation he calls you to and to have personal qualities that allow you to shine as a light in this world.

Please take the opportunity to attend the Year 9 Course Selection evening on **Tuesday 3rd September in The Grange Theatre**. A presentation will be made and then an opportunity given to visit classrooms and speak with teachers to clarify your queries. May the Lord bless your time in Year 9 and may you be a blessing to others.

Mr M Vannoort  
Principal

**CHARACTER, EXCELLENCE, SERVICE FOR THE GLORY OF GOD**

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## **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.

# YEAR 9: COURSE STRUCTURE & TIME ALLOCATIONS

|  |   |  |
|--|---|--|
| C<br>O<br>M<br>P<br>U<br>L<br>S<br>O<br>R<br>Y<br>S<br>U<br>B<br>J<br>E<br>C<br>T<br>S | <br><br><br><br><br><br><br><br><br><br><br><br><br><br> | <p>English</p> <p>Mathematics</p> <p>Physical Education/Health</p> <p>Science</p> <p>Scripture</p> <p>Social Studies</p> |
|  | <p>All subjects above run for the whole year</p>  |  |

|  |  |                        |
|--|--|------------------------|
| O<br>P<br>T<br>I<br>O<br>N<br>S<br>U<br>B<br>J<br>E<br>C<br>T<br>S | <br><br><br><br>   | <p>Option Subjects</p> |
|  | <p>Each option is studied for 6 months for 3 periods per week, except languages are full year courses studied 3 periods per week.</p> <p><b>Option Subjects to choose from:</b></p> <p><i>The Arts</i></p> <ul style="list-style-type: none"> <li>• Drama</li> <li>• Music</li> <li>• Visual Arts</li> </ul> <p><i>Technology</i></p> <ul style="list-style-type: none"> <li>• DVC Technology</li> <li>• Digital Technology</li> <li>• Electronics &amp; Robotics</li> <li>• Financial Literacy</li> <li>• Food &amp; Nutrition Technology</li> <li>• Hard Materials Technology</li> <li>• Textile Technology</li> </ul> <p><i>Languages</i></p> <ul style="list-style-type: none"> <li>• Chinese</li> <li>• French</li> <li>• Māori</li> <li>• Spanish</li> </ul> |                        |

Year 9 pupils are strongly encouraged to take advantage of the full range of sporting opportunities on offer. This may happen on Wednesday afternoon, but could also take place on another afternoon in the week

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

## THE YEAR 9 COURSE

The New Zealand Curriculum framework defines seven 'essential learning areas'. These areas describe the knowledge and understanding needed by all pupils. Covering all eight areas leads to a balanced and varied programme in Year 9.

The *eight learning areas* are:

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

Special Character learning area:

- Scripture



## Making Your Choices

In year 9 pupils can begin to develop their interests further through their 'option choices. 'In Year 9 you **must** choose from both The Arts and the Technology subjects. Languages are also available for pupils to select; however, these are not compulsory at this level.

You will be allocated up to 4 option subjects depending on your preferences. Each option subject is allocated 3 periods per week.

We have structured the courses into half-year courses (6 months / 2 Terms). Arts and Technology courses run for 6 months at 3 periods per week. A pupil will change options at the beginning of Term 3 to their new Arts or Technology course.

Languages (if selected) run for the full year, for 3 periods per week. There is no change at the beginning of Term 3.

There are three ways a pupil's choices might work: (See diagram below)

- 1- Take 4 half-year courses (selected from Arts and Technology)
- 2- Take 2 half-year courses (selected from Arts and Technology) and 1 full-year Language course.
- 3- Take 2 full-year Language courses *nb: this is not recommended but will be considered on a case by case basis where there are clear and significant reasons for this choice*

*Visually it may look like this:*

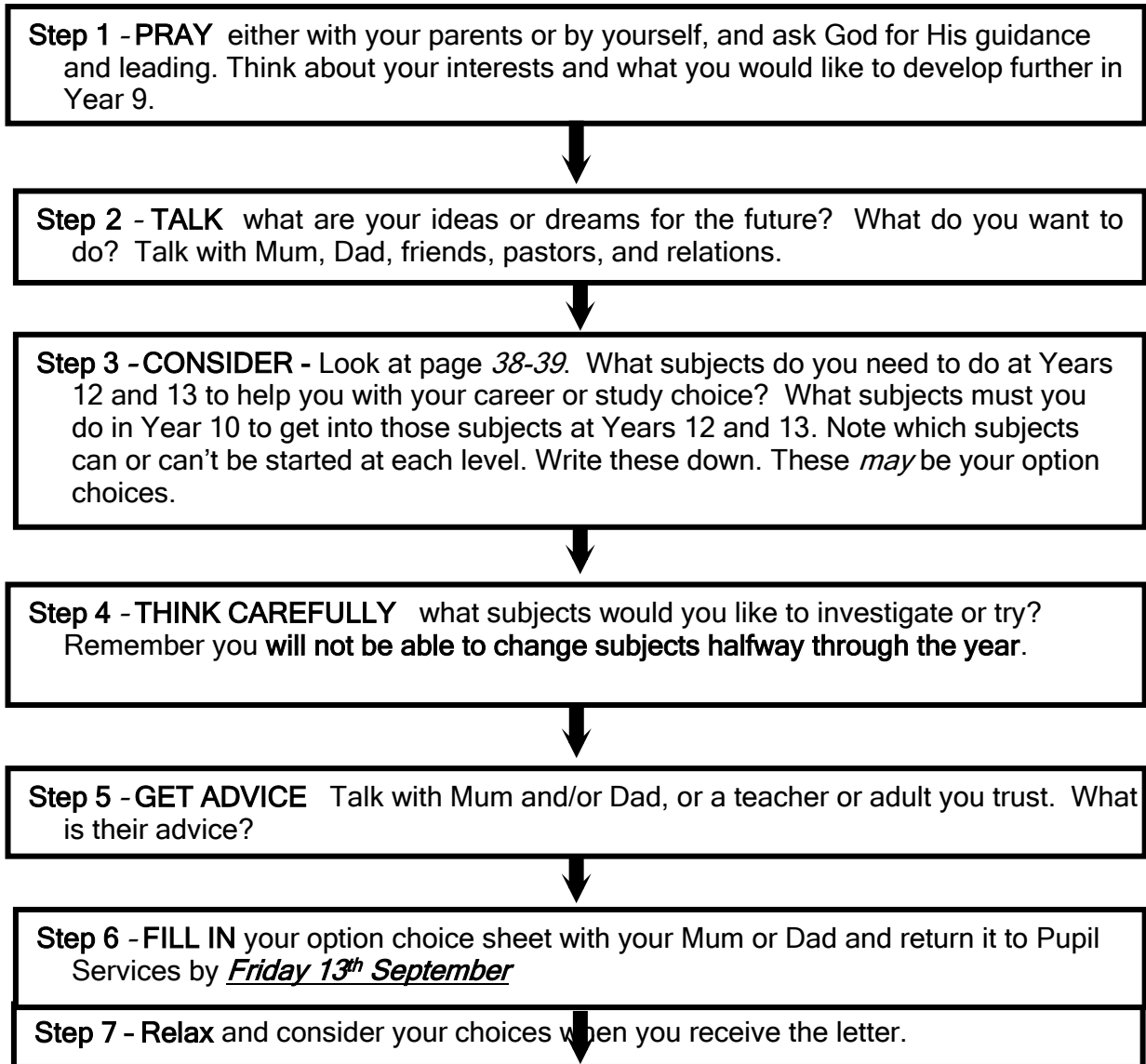
|                            |   |   |
|----------------------------|---|---|
| Total = 6 periods per week | 2020 Year Option Course of 39 weeks (40 <sup>th</sup> week is end of year activities) |   |
| 3 periods per week         | 1 <sup>st</sup> half-year course (from Arts & Technology)                             | 2 <sup>nd</sup> half-year course (from Arts & Technology) |
| 3 periods per week         | 3 <sup>rd</sup> half-year course (from Arts & Technology)                             | 4 <sup>th</sup> half-year course (from Arts & Technology) |

OR

|                            |   |   |
|----------------------------|---|---|
| Total = 6 periods per week | 2020 Year Option Course of 39 weeks (40 <sup>th</sup> week is end of year activities) |   |
| 3 periods per week         | 1 - Year long LANGUAGE (39 weeks) course  |   |
| 3 periods per week         | 1 <sup>st</sup> half-year course (from Arts & Technology)                             | 2 <sup>nd</sup> half-year course (from Arts & Technology) |

Once all pupils' options class preferences are registered the numbers of classes will be determined. A letter will be sent home with the allocated option subjects based on your return sheet later in Term 4. An opportunity to make alterations will be offered at the same time. Option changes next year will only be made in exceptional circumstances, so choose wisely.

## 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.

You will receive a letter confirming choices in Term 4. You will be required to sign this and return it if everything is correct or make enquiries at that time if changes are required.

Pupils new to Middleton should return their completed Option Choice sheets to the Pupil Services office ***by Friday 13<sup>th</sup> September***  
Existing pupils are requested to complete their options selection online. Details will be emailed to you soon.

**Changes to option choices during 2020 will only be made in exceptional circumstances.**



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 - ***by 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

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 9 Dean - Mr Stanton
- ❖ Assistant Head of Middle School, Mr Kendrew
- ❖ Head of Middle School, Mr Barlow

*Essential Learning Area: Learning and Languages*

This exciting course aims to develop pupils' skills in reading, writing, viewing and presenting. The skills established in this course will be further developed in Years 10, leading to NCEA.

## Course Content

The course contains the following key elements:

- Exposure to a wide range of texts
- Units that encourage connections across the ages
- Personal reading
- An emphasis is put on the technical aspects of essay writing and written literature responses.

Pupils will also undertake detailed study of selected novels, poems, short stories and a film, together with developing creative writing, and public speaking skills.

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**Assessment:** Essays, unfamiliar text tests, Speeches, Film and creative writing assessments.

**Material required:** See stationery list

# YEAR 9 LANGUAGE SKILLS

Year 9

Compulsory subject - full year (if sufficient pupils)

*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.
- *Writing:* how to write paragraphs, how to write essays; a range of styles, both creative and formal.
- *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, formal speaking to a group.

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

**Material required:** Electronic translator dictionary

# MATHEMATICS

Year 9

Compulsory subject - full year

*Essential Learning Area: Mathematics*

Mathematics in Year 9 will introduce new topics as well as build on concepts introduced in earlier years.

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

- Integers, fractions, decimals, percentages, powers and roots.
- Area and volume.
- Statistics - planning and conducting an investigation.
- Investigating properties of shapes.
- Linear relationships - using graphs, tables and rules to model problems.
- Introduction to algebraic representations.

**Assessment:** Each topic is assessed against Curriculum levels.

**Material required:** Scientific calculator (Casio FX82 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 9

Compulsory subject - full year

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

## Course Content

This course includes 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 & 8 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.

**The theme for this year is: Sport Education.**

## Course Content

- Athletics
- Badminton - Operation Team
- Aerobic fitness - School Cross Country
- Tchoukball - Going offshore
- Hockey - Stick to it
- Games Making - Name the game

### *Theory - The bones of it*

- The Skeletal System
- The Muscular System
- The Respiratory System
- The Circulatory System
- Hydration
- Asthma

### *Health -*

- Hauora - Total wellbeing
- Relationships
- Personalities
- Communication
- Choices

**Assessment:** Tests (Theory work), practical assessments (skill, participation, team work, attitudes).

**Material Required:** PE Uniform and non-marking sports shoes.  
Y9 Physical Education Theory and Practical booklet.

**Cost:** Supplied

# SCIENCE

Year 9

Compulsory subject - full year

*Essential Learning Area: Science Technology*

This is the first year of a more formal approach to the study of science. Wherever possible, the courses have an experimental basis to help in the development of both observational skills and an increased understanding of the creation around us.

During the year pupils will develop an understanding of the use of scientific knowledge and skills to help them understand everyday situations and the relevance of their learning.

## Course Content

- Plant way of Life
- Matter and Energy
- Science Fair
- Radiant Energy
- Chemical Properties
- Astronomy
- Bio-Diversity
- Stem Challenges

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**Assessment:** Tests, homework, projects

**Materials required:** See stationery list

# SCRIPTURE

Year 9

Compulsory subject - full year

*Essential Learning Area: Special Character*

The aim of Scripture at Middleton Grange School is to help pupils better understand God through His Word. An integrated approach is used to encourage Biblical literacy, foster Christian growth and stimulate thinking from a Biblical perspective. The Scripture programme is one period per week but the thematic approach to teaching in Social Studies classes incorporates Biblical foundations and the application of Biblical ideas.

## Course Content

During the Middle School years, the emphasis is on establishing a sound Biblical foundation. The Year 9 course covers:

- God's attributes and His provision in creation.
- People's responsibility to be wise stewards of creation.
- God's laws are foundational to society's laws.
- Christians are challenged to influence society towards God's way of living.
- People through history provide a testimony to bringing God's kingdom to the world.
- God's desire for us to right the wrongs of society brings justice to injustices.
- Exploring Heroes of the Faith.
- Jesus established His mission and His church through calling people to be His disciples.

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**Assessment:** Tasks and tests on work covered in class, projects, bookwork.

**Materials required:** NIV Bibles (New Zealand pupils).  
Good News Bibles (International pupils).



# SOCIAL STUDIES

Year 9

Compulsory subject - full year

*Essential Learning Area: Humanities*

Year 9 Social Studies reflects the theme of 'Exercising Responsible Citizenship' and develops a responsible and informed Stewardship worldview, which is further developed in Year 10. It builds on skills already started in Years 7 and 8.

## Course Content

- **Term 1 - The Stewardship of Our Water Resources**  
Understand how people's management of resources impacts on environmental and social sustainability. The focus of our studies is the stewardship of our water resources both personal in New Zealand as well as the world.  
EOTC- Visit to Christchurch Pump Station
- **Term 2 - God's Order for Communities & Law and Order in New Zealand.**  
Understand how systems of government in New Zealand operate and affect people's lives. Our responsibility to understand God's laws, how they have and/or haven't been established in our Parliamentary system and our need to influence our society.  
EOTC - Visit to Christchurch Justice Precinct
- **Term 3 - Understand how People Define and Seek Human Rights**  
Understanding the need for universal human rights by studying past and present injustices and the people who influenced positive changes in the world. This includes understanding God's heart for righting the wrongs in our current society by a pupil led study on modern organisations working for justice.
- **Term 4 - Understanding how Pacific People pass on and sustain culture and heritage**  
Understanding the migration of Pacific peoples and how they celebrate and maintain their heritage. Exploring the modern challenges of Pacific people with worldwide climate changes affecting their lifestyles.

Skills developed: Mapping, timelines, history roads, identifying points of view and weekly current events.

**Assessment:** Tests occur within each unit, focussing on acquired knowledge and competency in skills and research.

**Materials required:** Glue stick, coloured pencils, clearfile, highlighter set

## Essential Learning Areas in the Year 9 Option Subjects

### The Arts

- Drama
- Music
- Visual Arts

### Technology

- Design & Visual Communication Technology
- Digital Technology
- Electronic & Robotics Technology
- Financial Literacy
- Food & Nutrition Technology
- Hard Materials Technology
- Textile Technology

### Languages

- Chinese
- French
- Māori
- Spanish

**Pupils new to Middleton are to enter their selections on the form at the back of this booklet, detach and return it to the Student Services Office by**

***Friday 13<sup>th</sup> September***

**Existing pupils are requested to complete their options selection online. Details will be emailed to you soon**

**Any LATE entries cannot be guaranteed preference choices.**



## The Arts Courses

- ❖ Visual Art
- ❖ Music
- ❖ Drama

“Through movement, sound and image, the arts transform people’s creative ideas into expressive works.”

New Zealand Curriculum Strands:

- Understanding the Arts in Context
- Developing Practical Knowledge
- Developing Ideas
- Communicating and Interpreting

# DRAMA

Year 9

Option subject - half year course

*Essential Learning Area: The Arts*

The drama course offered in Year 9 is an introductory course with a strong practical focus. 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.

In general, most of the course will be covered in class, but from time to time you will be expected to learn lines and complete some preparatory work at home.

## Course Content

- Through games you will learn to increase your confidence, build social skills and develop the ability to think on your feet.
- Through activities and exercises you will learn essential acting techniques for creating character and crafting a scene.
- Through performance opportunities you will experiment with the conventions of drama and begin to appreciate the variety of approaches used by people in various times and places to build effective communication with an audience.
- You will begin by learning some basic drama techniques of voice, body, movement and space, which you will then apply to the presentation of scripted drama.
- The devising of an original performance or the production of a class play.

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

**Materials required:** Tracksuit recommended

*Essential Learning Area: The Arts*

Music is an essential part of daily life in all cultures of the world. Music engages pupils in a creative manner, develops analytical thought processes, and increases problem solving and collaborative skills. As well as providing opportunities to develop practical music skills, pupils will study music from throughout history. Music is studied across a variety of genres and styles.

The Music course is designed for pupils with a strong interest in Music, and who may or may not have had tuition on an instrument. Pupils will be encouraged to take up an instrument through our itinerant music program if they have not already. Pupils who have some experience as musicians will be given further opportunities for extending their skills and knowledge.

## Course Content

- Group Performance
- Solo Performance
- Guitar and Keyboard Unit
- Composition and Song Writing
- Digital Music
- Contextual Studies

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**Assessment:** Composition, class performances, research assignments

**Materials required:** Own/hired instrument

# VISUAL ARTS

Year 9

Option subject - half year course

*Essential Learning Area: The Arts*

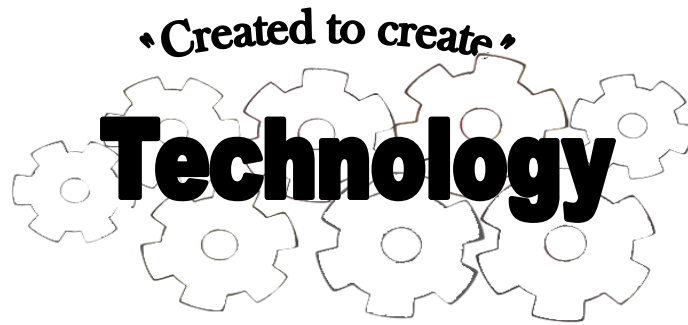
“Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes and having fun.: (Mary Lou Cook)

The Art Department is offering exciting skill-based courses which are open to all pupils interested in the Arts. The courses are for 1 semester in length and provide pupils with opportunities to develop skills and knowledge reflecting New Zealand’s rich history of landscape art. They will learn to purposefully identify, describe and use various traditional art conventions. They will also explore their creativity through the study of various printmaking and painting processes.

## Course Content

- Compositional designing
- Printmaking using various processes
- Building up form and tone using paint processes
- Artist model analysis

|                            |  |
|----------------------------|--|
| <b>Assessment:</b>         | All work will be assessed against the achievement objectives and submitted in A3 clearfile at the end of the unit.                             |
| <b>Materials required:</b> | HB pencil, entry level learner’s set of paintbrushes (purchase of these can be made through the Art Department), Chromacryl paints (5 colours) |
| <b>Cost:</b>               | None   |



- ❖ DVC Technology
- ❖ Digital Technology
- ❖ Electronic & Robotics Technology
- ❖ Financial Literacy
- ❖ Food & Nutrition Technology
- ❖ Hard Materials Technology
- ❖ Textiles 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.”

New Zealand Curriculum Strands:

- Nature of Technology - “the know why”
- Technological Knowledge - “the know what”
- Technological Practice - “the know how”

## *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.

### Course Content

#### Technological Design

- Use the design process to research, develop, model, present and evaluate a solution for a given situation.
- Technological Design activities and projects from a range of the following areas: Spatial Design, Product Design

#### Design theory and design language

- Use annotations and labels to explain the functional and aesthetic qualities of design outcomes.

#### Visual Communication Techniques

##### Freehand Sketching

- Explore freehand sketching within solid geometry
- Develop freehand sketching and skills to communicate design ideas

##### Instrumental Drawing

- Develop foundational technical drawing techniques
- Present final design outcomes using instrumental visual communication techniques
- Accurately lay-out and present technical drawings
- Develop computer aided drawing skills

##### Presentation

- Explore a range of media skills to illustrate design ideas
- Develop rendering skills for 2D and 3D design ideas to show shape, form and materiality
- Learn compositional skills for effective presentation

**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 (Publisher, Illustrator, Photoshop, or Paint) 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

- Decompose problems to create simple algorithms and then create computer programs to implement these algorithms. They will also learn how to problem solve and will be able to explain why things went wrong and how they fixed them.
- Understand that digital devices represent data with binary digits and that these devices have methods of detecting errors in data storage and transmission.
- Evaluate the efficiency of algorithms, recognising that computers need to search and sort large amounts of data.
- Evaluate user interfaces in relation to their efficiency and usability.

**Assessment:** 2 x Assignments, Observations, Peer Assessment, E-Portfolio.

**Materials Required:** Clear File - 30 pages, pens and highlighter, 1 x 8 GB USB, basic Headphone set.

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

# ELECTRONICS AND ROBOTICS TECHNOLOGY

Year 9

Option subject half year course

## *Essential Learning Area: Technology*

What makes a radio work? How do I get a light to flash? Can I get something to turn off later by itself? Pupils will learn what electronic components do and how to assemble them into working circuits. We learn how to read circuit diagrams, modify existing circuits to suit our needs and how to fix things that don't work. Pupils learn construction techniques including soldering skills.

How does a computer count? Can I use code to program a robot? How can a device interact with the physical world? Pupils develop computational thinking as they write and modify code to control robots. They learn design skills that apply digital solutions to practical problems.

## Course Content

### Electronic Circuits

- Understanding different components
- Making electrical measurements
- Testing and Fault Finding
- Prototyping circuits

### Robotics

- Building and operating simple robots.
- Designing and programming robots to carry out tasks, and complete challenges.
- Using different input sensors to allow robots to interact with their environment.
- Writing and adapting code in increasingly efficient ways.

**Assessment:** Evidence collected from a range of work during the course including quizzes, short tests, practical work, and problem-solving challenges.

**Materials required:** IE8 A4 Maths Exercise book

**Costs:** While there is no compulsory charge, pupils have the option of purchasing an electronic project to building class and take home when complete. This cost around \$25

*Essential Learning Areas: Social Science and Technology*

We live in an increasingly complex financial and technological environment. Financial literacy is seen by many sectors of society as an essential life skill.

The Year 9 course equips pupils with the essential financial skills and understanding required in a technological society. This course is beneficial to any pupil as a stand-alone course but can also lead on to subjects such as Business, Economics and Accounting in future years.

## Course Content

### Concepts of Stewardship:

- Choice, opportunity cost in time, skills and resource use.
- Moral, ethical and Christian responsibilities ie Fair Trade.

### Financial Literacy:

- Development of Money as a medium of exchange
- Personal Budgeting
- Types and sources of Income
- Purposes of Saving
- Cash & Credit Spending

### Consumer Law:

- Rights and responsibilities
- Fair Trading Act
- Consumer Guarantees Act
- Create a pamphlet or consumer Newspaper or consumer website page or educational blog or social media page.

### Economic Decision Making:

- Complete an investigation for purchasing a product using on-line resources.

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

**Materials Required:** Calculator, Clearfile, write on booklets provided

*Essential Learning Area: Technology, Health & Physical Education*

“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. Pupils will develop, refine and extend food skills and knowledge by doing practical food preparation and cooking each week. Adapting and modifying recipes is encouraged, as well as cooking at home.

## Course Content

- Food Safety Practices
- Measuring and Knife Skills
- Nutrients
- Food and Nutrition Guidelines
- Sensory Descriptors
- Technology Project:
  - Write a brief
  - Develop a recipe for a healthy snack (EG ice blocks)
  - Evaluate
- Design and create a 3D Gingerbread Sculpture

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

**Material Required:** N/A

**Cost:** \$70

# HARD MATERIALS TECHNOLOGY

Year 9

Option subject half year course

*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 subject involves both practical work and theory. It is open to pupils of all ability levels.

## Course Content

- Codes of practice for all Technology processes and equipment used.
- Emphasis on technical & practical skills
- Using a template to produce a practical outcome that follows a basic Design Process that is fit for purpose.
- Application of the Technological processes.

## Technical Skills Developed:

- Construction of basic joints
- Using various materials

## 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.

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

**Materials required:** All material supplied

**Cost Estimate:** \$40

*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 course will be used as an introduction to Technology and should activate a pupil’s learning techniques to enable them to become lifetime learners.

## Course Content

- Codes of Practice relating to the theory and all practical elements of Textile Technology.
- Textile knowledge and environmental and societal impacts of fabric choice relating to the physical and functional properties.
- Develop a technological skill base to enable the understanding of construction methods for a variety of different fibres and fabrics.
- Using templates and commercial patterns to produce ‘fit for purpose’ outcomes.
- Various applied design features to encourage creativity.
- Analysis and Evaluation of all critical points of the design and production process.

## Possible Outcomes:

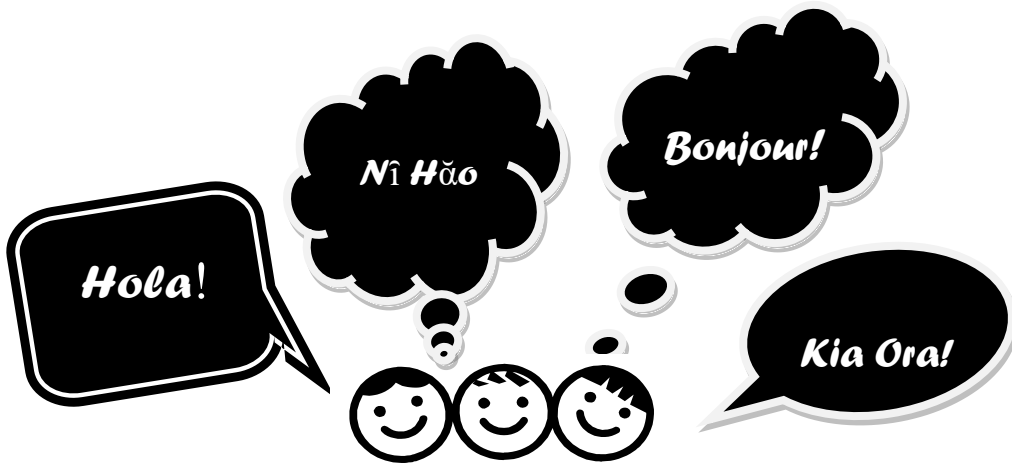
Woven fabric used to make a variety of products leading to the construction of a simple garment using a commercial pattern.

Knit fabric products using appropriate skills for example the overlocker used on a hooded fleece jacket. Garments for children in impoverished countries.

**Assessment:** Evidence collected from a range of work to make a judgement against Technology criteria. Bookwork, Design work, photographic evidence, written tests, conversations, practical work, and observations will be considered when assessments are evaluated.

**Materials required:** Basic fabric and equipment supplied except for the pupil choice items.

**Cost:** Optional personal fabric for hoodie



## Language Learning:

- ❖ Chinese
- ❖ French
- ❖ Māori
- ❖ Spanish

### New Zealand Curriculum Strands:

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

## Benefits of Language Learning

- **Christian benefits**

\*A Christian school assists parents in equipping young people for the life God calls Christians to lead. This involves the awareness of the people He has placed in the world He created. Jesus gave the great commission to guide His disciples on the beneficial relationships they were to establish in the world and telling people the good news. Language learning can be a part of that equipping.

- **Economic benefits**

\*The cross-cultural and communicative competence coming from language learning will be an advantage for students who go on to study or work overseas, where competition for jobs is more fierce.

\*Students who develop some proficiency in a different language will be able to play a role in local tourism and growing New Zealand's export business.

- **Learning benefits**

\*Learning a language gives students a better understanding and practical grasp of their first language.

\*There are cognitive benefits that come from learning languages - learning a language will help with students' study in other Learning Areas.

\*Students experience the huge personal satisfaction and fun of being able to communicate in another language.

- **Culture and identity benefits**

\*Learning a language gives students an understanding of another culture and of a different worldview.

\*Students will also become more aware of their own worldviews and cultural identities through learning languages.

- **Social and societal benefits**

\*Learning a language helps students learn the Key Competencies of relating to others and managing self, as well as giving them the confidence from taking risks.

\*Cross-cultural skills will be necessary for all New Zealanders as our country continues to diversify culturally and we welcome increasing numbers of tourists, students and migrants from other countries.



# CHINESE

Year 9

Language Option subject - full year

*Essential Learning Area: Languages*

Year 9 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.

Chinese may be an important element in future job prospects in all areas, as well as offering the advantage of being able to use the language frequently to interact with the growing numbers of Chinese living in New Zealand. There may well be opportunity to travel for further studies.

## Course Content may include

- Greetings and introductions
- Numbers and age
- Family
- Animals
- Hobbies
- Sports
- Time
- School Subjects
- Food and drink
- Chinese language films
- Chinese cultural activities and competition opportunities

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

**Materials required:** 1B5 exercise book and a clear file

# FRENCH

Year 9

Language Option subject - full year

*Essential Learning Area: Languages*

A communicative course which aims to give pupils an interesting introduction to French language and culture, and to give them the ability to communicate effectively in speech and writing in relation to a number of useful real-life situations.

French is a beautiful language, one of the most influential of all languages in the realms of culture, featuring largely in music, fashion and art, haute cuisine, wine and cheese, international sport, diplomacy, etc.

This course carries through to Year 13 level and beyond.  
As with other language options **French is a full year course.**

There will be one full-length French film (with sub-titles) per Term, plus the opportunity to buy real French pastries once a term.

Seniors may have the opportunity to participate in a school trip to a French Speaking Country

## Course Content

Topics include

- Introducing yourself
- Family, friends
- School, time
- Sport
- Home
- Holidays

## New Zealand Curriculum Strands

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

**Assessment:** Usually a test every term. Some individual assignment work. eLearn vocabulary.

**Materials required:** N/A

*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 10. The programme encompasses all the disciplines of language acquisition as outlined in the NZ Curriculum:

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• <b>Reo Whakaputa (Productive language).</b><br/>Kōrero (Speaking), Whakarongo (Listening), Whakaari (presenting).</li><li>• <b>Reo Whakautu (Receptive language).</b><br/>Pānui (Reading), Tuhituhi (Writing) and Mātakitaki (Viewing).</li><li>• <b>Kapahaka.</b> It is also 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> |
|---|--|

### Nohonga Whānau (Community Relationships)

- Whānau (Family)
- Tāku Rōpū Āko (School)
- Tāku Kāinga (Home)
- Ngā Kai (Food)

### 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 classroom such as a bi-annual 3 day noho marae approximately \$150, a 1 day wananga reo alternative years approximately \$15

# SPANISH

Year 9

Language Option subject - full year

*Essential Learning Area: Languages*

The course is communicative in nature, enabling pupils to deal with real situations such as introducing one's family, school subjects, likes and dislikes. Cultural aspects are learned, progressively through the course.

Spanish may be an important element in future job prospects in tourism and commerce, and there may well be opportunity to travel for further studies.

As with other language options, **Spanish is a full year course.**

## Course Content may include

- Getting to know you
- School and family life
- Describing yourself
- Sports and Leisure
- Pets/Animals
- Food
- Telling the time
- Spanish Geography & History
- Design a game based on Spanish speaking countries
- Spanish Films

## New Zealand Curriculum Strands

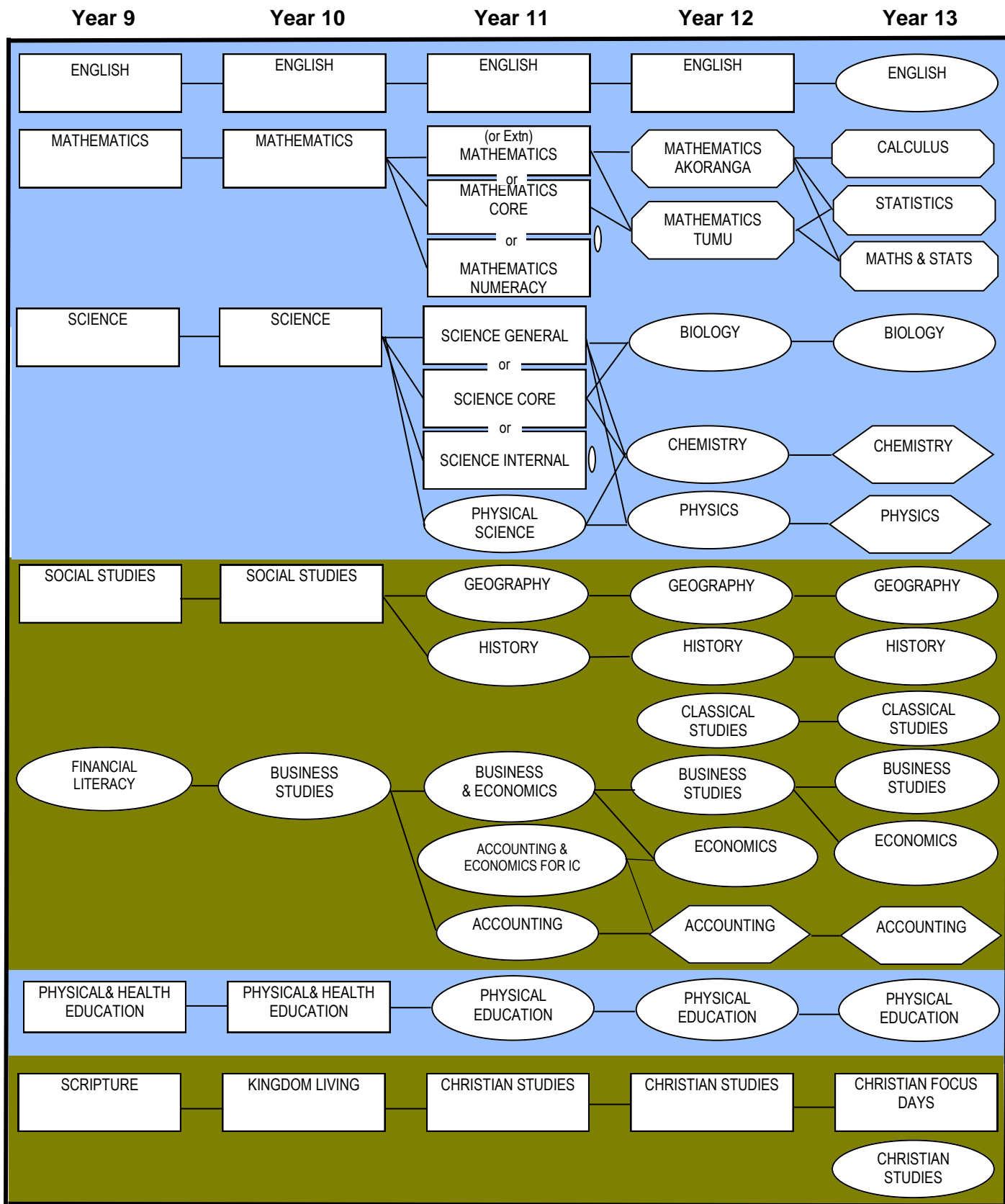
- Receptive Skills:  
Listening or Reading
- Productive Skills:  
Speaking or Writing

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

**Materials required:** To be advised



# 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.**

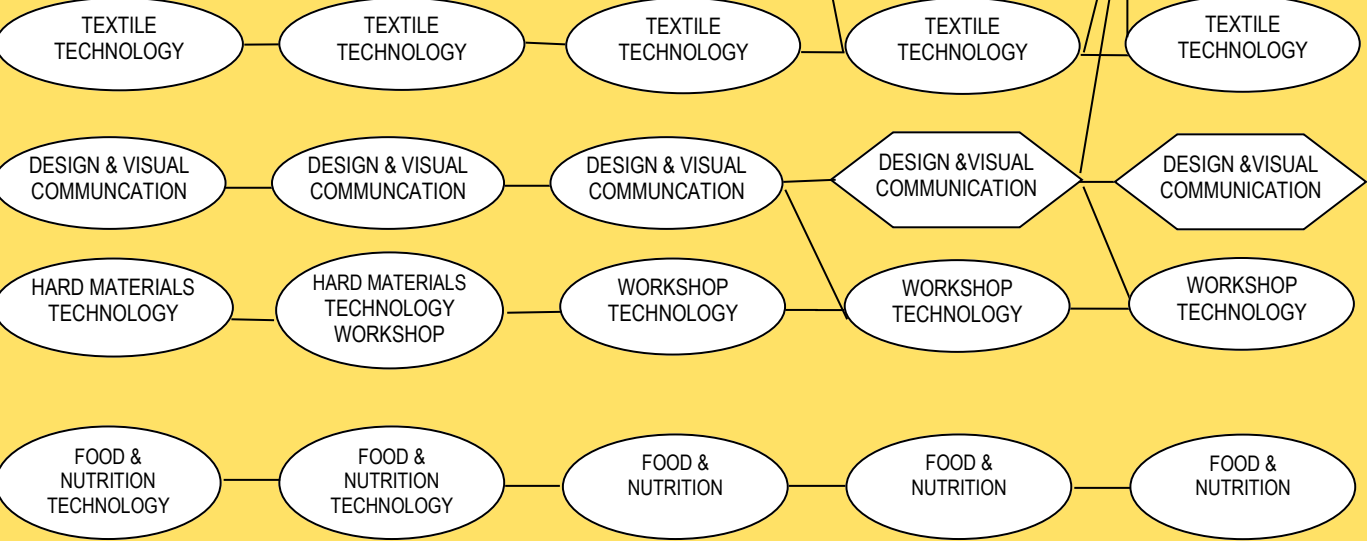
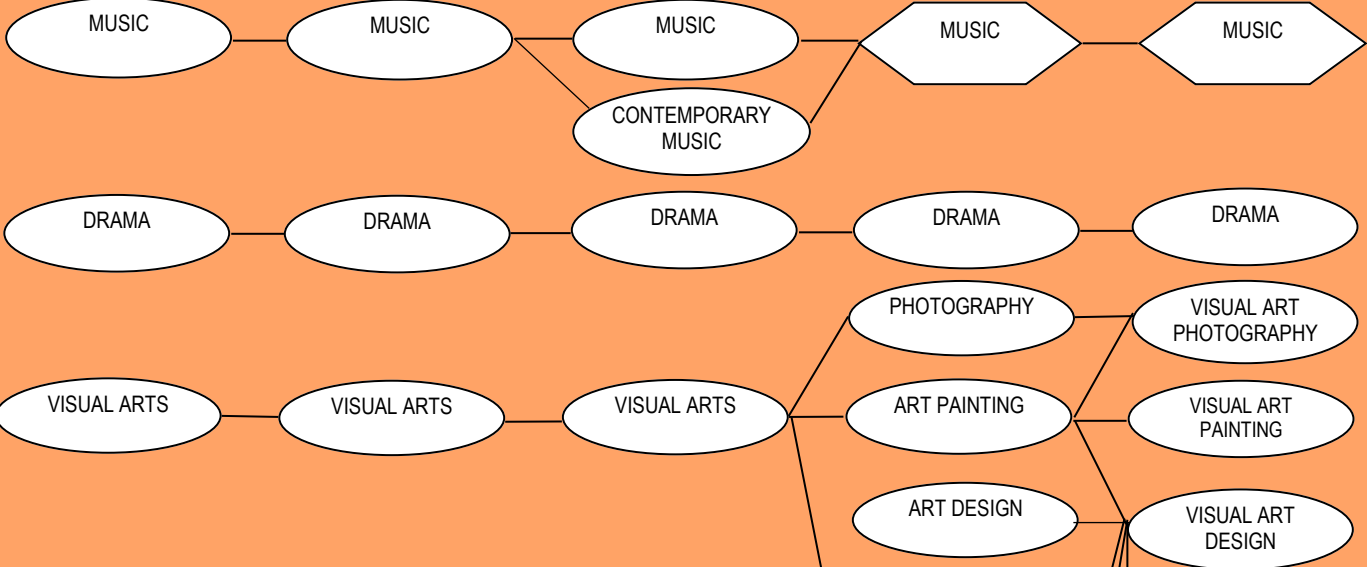
Year 9

Year 10

Year 11

Year 12

Year 13



**KEYS**

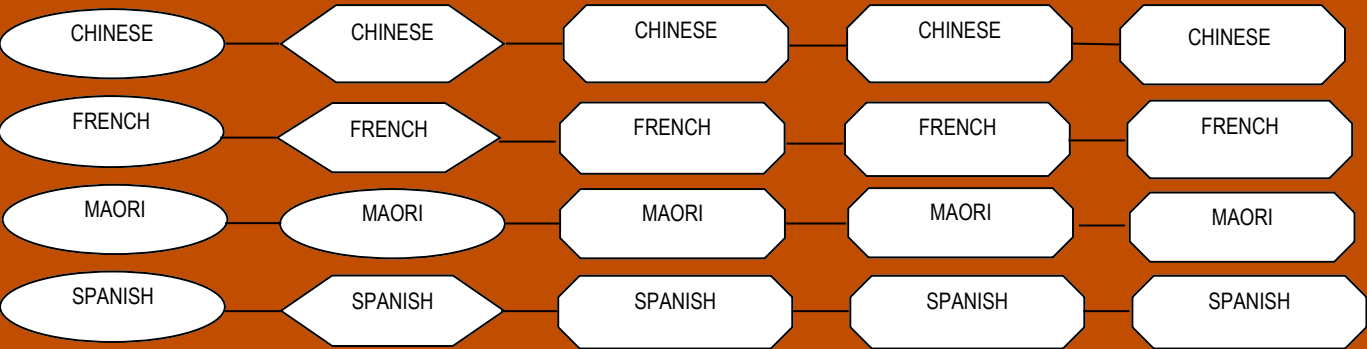
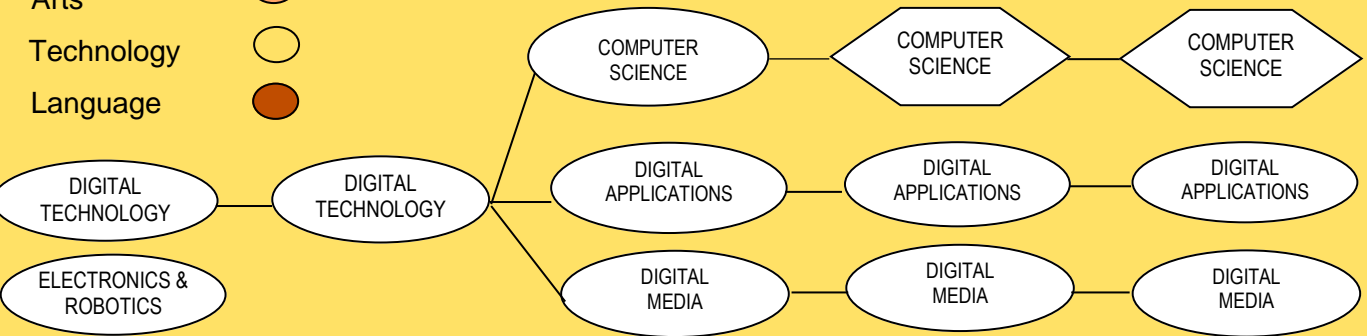
Arts



Technology



Language



**SUBJECT INDEX AND  
CURRICULUM LEADERS/TEACHER-IN-CHARGE**  
*(not necessarily the teacher of the course)*

| <b>COMPULSORY SUBJECTS</b>                |                |
|---|----------------|
| <b>11 English</b>                         | Mr S McConnell |
| <b>12 Language Skills</b>                 | Mrs R Allison  |
| <b>13 Mathematics</b>                     | Mrs L Arndt    |
| <b>14 Physical &amp; Health Education</b> | Mr A O'Neill   |
| <b>15 Science</b>                         | Mr J Harris    |
| <b>16 Scripture (Years 7-10)</b>          | Mrs J Lawrence |
| <b>17 Social Studies (Years 7-10)</b>     | Mrs J Lawrence |
| <b>OPTION SUBJECTS</b>                    |                |
| <b>ARTS</b>                               |                |
| <b>20 Drama</b>                           | Mr M McCormack |
| <b>21 Music</b>                           | Mr S Bisseker  |
| <b>22 Visual Arts</b>                     | Mr J Glover    |
| <b>TECHNOLOGY</b>                         |                |
| <b>24 DVC Technology</b>                  | Mr Bowater     |
| <b>25 Digital Technology</b>              | Miss J Hollis  |
| <b>27 Financial Literacy</b>              | Miss S Gudsell |
| <b>26 Electronics &amp; Robotics</b>      | Mr W Judkins   |
| <b>28 Food &amp; Nutrition Technology</b> | Miss K Barney  |
| <b>29 Hard Materials Technology</b>       | Mr B Agnew     |
| <b>30 Textile Technology</b>              | Mrs R Inglis   |
| <b>LANGUAGES</b>                          |                |
| <b>34 French</b>                          | Mr C Walker    |
| <b>35 Maori</b>                           | Mr Harrison    |
| <b>36 Spanish</b>                         | Mrs A Paley    |
| <b>33 Chinese</b>                         | Mrs A Hou      |



## Option subjects to choose from ...

### *The Arts Subjects*

- Drama
- Music
- Visual Arts

### *Technology Subjects*

- DVC Technology
- Digital Technology
- Electronics & Robotic Technology
- Financial Literacy
- Food & Nutrition Technology
- Hard Materials Technology
- Textile Technology

### *Language Subjects*

- Chinese
- French
- Māori
- Spanish

# Middleton Grange School

## YEAR 9 OPTION CHOICES FOR 2020 – A PUPIL NOT WANTING A LANGUAGE

SEE PAGES 18 AND 38 BEFORE COMPLETING THIS PAGE

Last Name: Blogs

First Name: Emma

Form Class: 8Jo

If currently at MGS

The New Zealand Curriculum requires pupils to participate in both the Arts and Technology subjects at Year 9.

Number all boxes in order of preference #1-#10. Each pupil will have 4 half-year subjects allocated for next year. We will use the highest ranked subjects over both Arts and Technology to determine the subjects. If you do not rank all option boxes, arbitrary allocations may need to be made.

|                   |                               | <u>Rank Preferences</u> |   |
|-------------------|-------------------------------|-------------------------|---|
|                   |                               | 1 for Top Priority      |   |
| <b>ARTS</b>       |                               |                         |   |
| ❖                 | Drama                         | 1                       | ← |
| ❖                 | Music                         | 5                       |   |
| ❖                 | Visual Art                    | 2                       | ← |
| <b>TECHNOLOGY</b> |                               |                         |   |
| ❖                 | Digital Technology            |                         |   |
| ❖                 | Electronics & Robotics        |                         |   |
| ❖                 | Financial Literacy            | 3                       | ← |
| ❖                 | Food & Nutrition              | 4                       | ← |
| ❖                 | Design & Visual Communication | 9                       |   |
| ❖                 | Hard Materials Technology     | 6                       |   |
| ❖                 | Textile Technology            | 10                      |   |

✓ This pupil does NOT want a language

✓ This pupil may be given Drama, Visual Art, Financial Literacy and Food & Nutrition.

# Middleton Grange School

## YEAR 9 OPTION CHOICES FOR 2020 – A PUPIL NOT WANTING A LANGUAGE

SEE PAGES 18 AND 38 BEFORE COMPLETING THIS PAGE

Last Name: \_\_\_\_\_

First Name: \_\_\_\_\_

Form Class: \_\_\_\_\_

If currently at MGS

The New Zealand Curriculum requires pupils to participate in both the Arts and Technology subjects at Year 9.

**Number all boxes in order of preference #1-#10. Each pupil will have 4 half -year subjects allocated for next year. We will use the highest ranked subjects over both Arts and Technology to determine the subjects. If you do not rank all option boxes, arbitrary allocations may need to be made.**

|  |                               | <u>Rank Preferences</u><br><i>1 for Top Priority</i> |
|--|-------------------------------|--|
| <b>ARTS</b>  |                               |  |
| ❖  | Drama                         | <input type="text"/>                                 |
| ❖  | Music                         | <input type="text"/>                                 |
| ❖  | Visual Art                    | <input type="text"/>                                 |
| <b>TECHNOLOGY</b>  |                               |  |
| ❖  | Digital Technology            | <input type="text"/>                                 |
| ❖  | Electronics & Robotics        | <input type="text"/>                                 |
| ❖  | Financial Literacy            | <input type="text"/>                                 |
| ❖  | Food & Nutrition Technology   | <input type="text"/>                                 |
| ❖  | Design & Visual Communication | <input type="text"/>                                 |
| ❖  | Hard Materials Technology     | <input type="text"/>                                 |
| ❖  | Textile Technology            | <input type="text"/>                                 |
| <b>REMEMBER YOU SHOULD HAVE 2 ARTS AND 2 TECHNOLOGY RANKED #1-#4</b> |                               |  |

Once all pupils' option class preferences are registered the numbers of classes for each option will be determined. A letter will be sent home with the options listed for your son/daughter during the latter part of Term 4. An opportunity to make alterations will be offered at that time. Changes will only be made in 2020 in exceptional circumstances, so choose wisely.

This form accurately reflects our wishes.

Signed: \_\_\_\_\_ Parent/Guardian

Date \_\_\_\_\_

**New Pupils Option choice sheets should be returned to the Pupil Services Office by Friday, September 13<sup>th</sup>**

**Any late entries cannot be guaranteed choices.**

**Existing pupils are requested to complete their options selection online. Details will be emailed to you soon.**

# Middleton Grange School

## YEAR 9 OPTION CHOICES FOR 2020 – A PUPIL CHOOSING A LANGUAGE

SEE PAGES 18 AND 38 BEFORE COMPLETING THIS PAGE

Last Name: Blogs

First Name: Jo

Form Class: 8Jo

If currently at MGS

The New Zealand Curriculum requires pupils to participate in both the Arts and Technology subjects at Year 9.

When a pupil chooses a Language subject they will be allocated 2 half-year courses in the Arts and Technology subjects. Fill in all boxes ranked from #1-#10. You should have an Art and a Technology Subject.

| LANGUAGES are all 1 year courses     |  | Rank 1 <sup>st</sup> preference and 2 <sup>nd</sup> preference |     |
|--------------------------------------|--|--|-----|
| ❖ Chinese                            |  | <input type="checkbox"/>                                       |     |
| ❖ French                             |  | <input checked="" type="checkbox"/>                            |     |
| ❖ Māori                              |  | <input type="checkbox"/>                                       |     |
| ❖ Spanish                            |  | <input type="checkbox"/>                                       |     |
| ❖ I want to language .....           |  | <input type="checkbox"/>                                       | ✓   |
| ARTS                                 |  |  |     |
| ❖ Drama                              |  | <input type="checkbox"/>                                       | 3   |
| ❖ Music                              |  | <input type="checkbox"/>                                       | 1   |
| ❖ Visual Art                         |  | <input type="checkbox"/>                                       | 4   |
| TECHNOLOGY                           |  |  |     |
| ❖ Digital Technology                 |  | <input type="checkbox"/>                                       | 2 ← |
| ❖ Electronics & Robotics             |  | <input type="checkbox"/>                                       | 5   |
| ❖ Financial Literacy                 |  | <input type="checkbox"/>                                       | 9   |
| ❖ Food & Nutrition Technology        |  | <input type="checkbox"/>                                       | 6   |
| ❖ Information & Visual Communication |  | <input type="checkbox"/>                                       | 7   |
| ❖ Hard Materials Technology          |  | <input type="checkbox"/>                                       | 10  |
| ❖ Textile Technology                 |  | <input type="checkbox"/>                                       | 8   |

- ✓ This pupil wants to study French as a language
- ✓ This pupil may be given Music and Digital Technology as half year courses

**Middleton Grange School**  
**YEAR 9 OPTION CHOICES FOR 2020 – A PUPIL CHOOSING A LANGUAGE**

SEE PAGES 18 AND 38 BEFORE COMPLETING THIS PAGE

Last Name: \_\_\_\_\_ First Name: \_\_\_\_\_ Form Class: \_\_\_\_\_  
If currently at MGS

The New Zealand Curriculum requires pupils to participate in both the Arts and Technology subjects at Year 9.

**When a pupil chooses a Language subject they will be allocated 2 half-year courses in the Arts and Technology subjects. Fill in all boxes ranked from #1-#10. You should have an Art and a Technology subject.**

**LANGUAGES** are all 1 year courses

Tick 1<sup>st</sup> preference and 2<sup>nd</sup> preference

|   |                              |                          |
|---|------------------------------|--------------------------|
| ❖ | French                       | <input type="checkbox"/> |
| ❖ | Maori                        | <input type="checkbox"/> |
| ❖ | Spanish                      | <input type="checkbox"/> |
| ❖ | Chinese                      | <input type="checkbox"/> |
| ❖ | I want one language.....Tick | <input type="checkbox"/> |

---

**ARTS**

*1 for Top Priority  
#1 and #2 will consider your half year courses*

|   |            |                          |
|---|------------|--------------------------|
| ❖ | Drama      | <input type="checkbox"/> |
| ❖ | Music      | <input type="checkbox"/> |
| ❖ | Visual Art | <input type="checkbox"/> |

**TECHNOLOGY**

|   |                             |                          |
|---|-----------------------------|--------------------------|
| ❖ | Digital Technology          | <input type="checkbox"/> |
| ❖ | Electronics & Robotics      | <input type="checkbox"/> |
| ❖ | Financial Literacy          | <input type="checkbox"/> |
| ❖ | Food & Nutrition Technology | <input type="checkbox"/> |
| ❖ | Graphic Design Technology   | <input type="checkbox"/> |
| ❖ | Hard Materials Technology   | <input type="checkbox"/> |
| ❖ | Textile Technology          | <input type="checkbox"/> |

**REMEMBER: YOU SHOULD CHOOSE AN ART & A TECHNOLOGY as #1, #2**

Once all pupils' option class preferences are registered, the numbers of classes for each option will be determined. A letter will be sent home with the options listed for your son/daughter during the latter part of Term 4. An opportunity to make alterations will be offered at the same time. Changes will only be made in 2020 in exceptional circumstances, so choose wisely. This form accurately reflects our wishes.

Signed: \_\_\_\_\_ Parent/Guardian Date \_\_\_\_\_

Option choice sheets should be returned to the Pupils Services Office by  
**Friday, September 13<sup>th</sup>** Any late entries cannot be guaranteed choices.  
 Existing pupils are requested to complete their options selection online. Details will be emailed to you soon

***Please note:***

There are limited places in each option class.

Not all choice combinations may be possible, in which case, second or third choices will result.

Please consider your options carefully.

You will receive a letter confirming choices late in Term 4. You will be required to sign this and return it if everything is correct or make enquiries *at that time* if changes are requested. Any questions regarding option choices can be directed to:

- Mr Patrick Baker (Course Coordinator) by emailing [p.baker@middleton.school.nz](mailto:p.baker@middleton.school.nz) or phoning 348 9826 ext 717
- Mr M Barlow (Head of Middle School) by emailing [m.barlow@middleton.school.nz](mailto:m.barlow@middleton.school.nz) or phoning 348 9826 ext 776

**Changes to option choices once the 2020 school year begins, will only be made in exceptional circumstances.**

Year 9 is an opportunity to try different subjects before committing to full year courses in particular areas from Year 10 onwards.

**Any late entries cannot be guaranteed choices**