

**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 STUDENTS

Kia ora koutou

A very warm welcome to Year 9 students 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 students you are unsure of what vocation God is calling you to. I would encourage all Year 9 students to 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 the many 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 6th September at 6.30pm in Gym one**. 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 students 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. Students 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 students there are optional activities, projects, and experiences that students and families can voluntarily decide to do. These optional activities must be paid for in advance of the event/project taking place. No student will be disadvantaged academically by not taking up any optional activity. We do encourage students 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 student to achieve excellence in their subjects. This photocopying credit will be given to students on a 'Photocopy Account'. If students exceed this amount, then the student and family must pay for further printing.

YEAR 9: COURSE STRUCTURE & TIME ALLOCATIONS

C O M P U L S O R Y S U B J E C T S		English
		Mathematics & Statistics
		Physical Education/Health
		Science
		Scripture
		Social Studies
	All subjects above run for the whole year	

O P T I O N S U B J E C T S		Option Subjects
		<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>Option Subjects to choose from:</p> <p><i>The Arts</i></p> <ul style="list-style-type: none"> • Drama • Music • Visual Arts <p><i>Technology</i></p> <ul style="list-style-type: none"> • DVC Technology • Digital Technology • Electronics & Robotics • Financial Literacy • Food & Nutrition Technology • Hard Materials Technology <p><i>Languages</i></p> <ul style="list-style-type: none"> • French • Māori • Spanish

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 eight 'essential learning areas'. These areas describe the knowledge and understanding needed by all students. 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 students 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 students 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 student 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 student'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	2023 Year Option Course of 39 weeks (40th week is end of year activities)	
3 periods per week	1st half-year course (from Arts & Technology)	2nd half-year course (from Arts & Technology)
3 periods per week	3rd half-year course (from Arts & Technology)	4th half-year course (from Arts & Technology)

OR

Total = 6 periods per week	2023 Year Option Course of 39 weeks (40th week is end of year activities)	
3 periods per week	1 - Year long LANGUAGE (39 weeks) course	
3 periods per week	1st half-year course (from Arts & Technology)	2nd half-year course (from Arts & Technology)

Once all students' 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

Step 1 - PRAY either with your parents or by yourself, and ask God for His guidance and leading. Think about your interests and what you would like to develop further in Year 9.



Step 2 - TALK what are your ideas or dreams for the future? What do you want to do? Talk with Mum, Dad, friends, pastors, and relations.



Step 3 - CONSIDER - Look at page 34-35 What subjects do you need to do at Years 12 and 13 to help you with your career or study choice? What subjects must you do in Year 10 to get into those subjects at Years 12 and 13. Note which subjects can or can't be started at each level. Write these down. These *may* be your option choices.



Step 4 - THINK CAREFULLY what subjects would you like to investigate or try? Remember you **will not be able to change subjects halfway through the year.**



Step 5 - GET ADVICE Talk with Mum and/or Dad, or a teacher or adult you trust. What is their advice?

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

On the day of the Course Selection Evening, 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 16th September.***

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 2023 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 - TBA
- ❖ Assistant Head of Middle School, Mr Kendrew
- ❖ Head of Middle School - TBA

Essential Learning Area: English

This exciting course aims to develop students' 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.

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

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

Material required: See stationery list

MATHEMATICS AND STATISTICS

Year 9

Compulsory subject - full year

Essential Learning Area: Mathematics & Statistics

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 students 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 students choose to participate in. Approx. \$10.00

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.

Physical Education

Course Content

- Athletics
- Badminton - Self manage and interacting with others
- Aerobic fitness - Training for School Cross Country
- Body Systems - Bones, muscles, heart, lungs
- Tchoukball - Strategy/tactics, defence, offense
- Hockey - Strategy/tactics, defence, offense
- Game Design - Group design (communication and working with others)

Health

- Hauora - Total wellbeing (physical/social/ mental emotional/ spiritual)
- Communication (How we communicate, cultural differences)
- Living in tension (Causes of conflict, resolving conflict)

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

Material Required: PE Uniform and non-marking sports shoes.

Cost: Supplied

SCIENCE

Year 9

Compulsory subject - full year

Essential Learning Area: Science

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 students 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
- Stem Challenges

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 students 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.

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

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

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. The Aotearoa New Zealand's histories content, using the Understand, Know, Do elements will be implemented throughout our curriculum.

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 have not been reflected in our Parliamentary system and our need to influence our society.
- **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 student 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 as worldwide climate changes affecting their lifestyles.

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

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

Materials required: General stationery including a 30cm ruler, glue stick, coloured pencils, clear file, 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

Languages

- French
- Māori
- Spanish

Students are requested to complete their options selection online by 16 September.
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.

Assessment: Internal assessment of practical work and some bookwork.

Materials required: Tracksuit recommended

MUSIC

Year 9

Option subject - half year course

Essential Learning Area: The Arts

Music is an essential part of daily life in all cultures of the world. Music engages students 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, students will study music from throughout history. Music is studied across a variety of genres and styles.

The Music course is designed for students with a strong interest in Music, and who may or may not have had tuition on an instrument. Students will be encouraged to take up an instrument through our itinerant music program if they have not already. Students 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

Assessment: Composition, class performances, research assignments

Materials required: Own/hired instrument

Essential Learning Area: The Arts

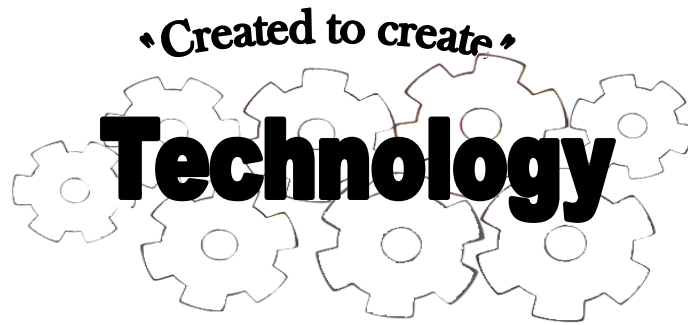
“Creativity is inventing, experimenting, growing, taking risks, breaking rules, making mistakes and having fun.: (Mary Lou Cook)

The Art Department is offering exciting skill-based courses which are open to all students interested in the Arts. The courses are for 1 semester in length and provide students 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

Assessment:	All work will be assessed against the achievement objectives and submitted in A3 clearfile at the end of the unit.
Materials required:	HB pencil, entry level learner’s set of paintbrushes, Chromacryl paints (5 colours)
Cost:	None



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

DESIGN & VISUAL COMMUNICATION TECHNOLOGY

Year 9

Option subject half-year course

Essential Learning Area: Technology

Design and Visual Communication aims to equip students with a foundational base in visual communication techniques, design terminology and the design process. This course encourages original and creative 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, conceptualise, develop, critique, and present a solution for a given situation using appropriate visual communication techniques.
- 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 more specifically 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).

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 21st century. Students 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. This course teaches students various aspects of digital technologies which include computer science and digital media.

Course Content

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 image editing/creating software 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: Basic Headphone set.

Cost: No cost unless pupils exceed their printing limit

Essential Learning Area: Technology

Pupils will learn what common electronic components do and how to assemble them into working circuits. They also learn how to read circuit diagrams, modify existing circuits to suit their needs and how to fix things that don't work. They will connect electronic components to micro-controllers and program the components to work as desired.

Pupils will develop computational thinking as they write and modify code to control robots that interact with the real world. They will apply problem solving skills to solve practical problems through digital solutions.

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: Large exercise book (may be a used one with at least 15pages remaining)

Costs: NIL

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 students with the essential financial skills and understanding required in a technological society. This course is beneficial to any student 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.

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

FOOD & NUTRITION TECHNOLOGY

Year 9

Option subject half year course

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. Students 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, including book work, designs, photos, conversations, and practical work.

Material Required: N/A

Cost: \$84 Voluntary donation

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 students 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:

Students will learn technical and practical skills which can then be applied in the design and manufacture of projects that are fit for purpose.

Assessment: Work is internally assessed, with evidence collected from project work to make a judgement against Technology criteria.

Materials required: Necessary materials supplied

Cost Estimate: Voluntary donation

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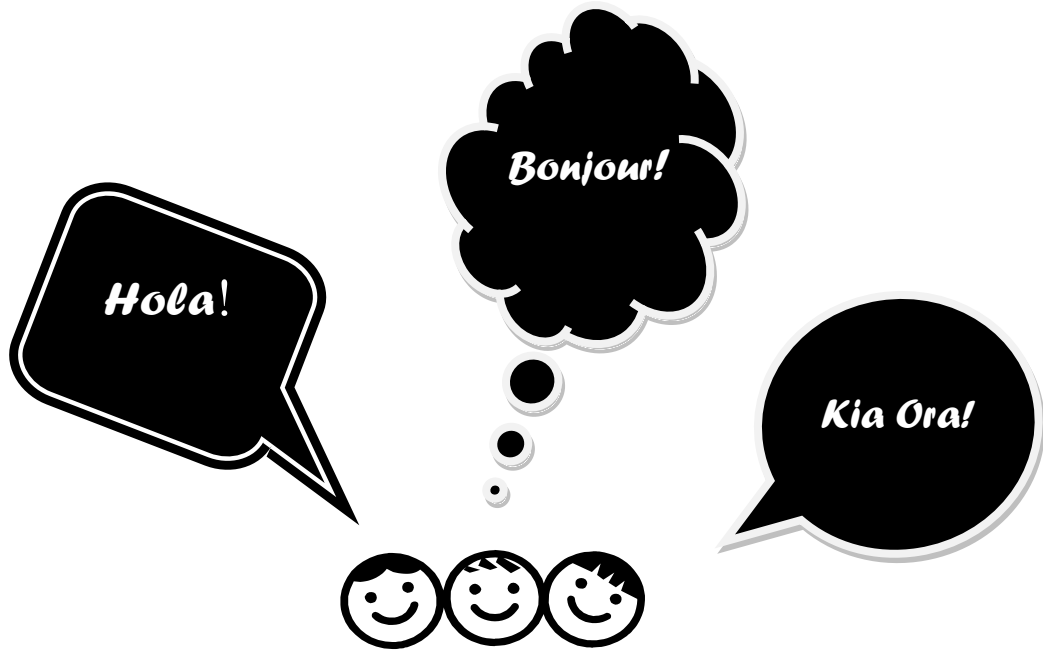
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Language Learning:

- ❖ 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.

FRENCH

Year 9

Language Option subject - full year

Essential Learning Area: Languages

This year you will learn to understand and communicate basic information in French, work with some simple French grammar and structures, and understand something of French life and culture. The course covers Levels 1 to 3 of the NZ French Curriculum.

French may be an important element in future job prospects in tourism and commerce, as well as many other careers and there may well be opportunities to travel for further studies. As with other language options, French 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
- French Geography & History
- Design a game based on France
- French Films
- French Pastries

Assessment: You will be assessed during the course, testing your skills in research, reading, writing, listening, and speaking in French

Materials required: 1B5 exercise book

Essential Learning Area: Languages

Learning te reo Māori provides social, cultural, spiritual, cognitive, intellectual and employment-related benefits for students. 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 students to engage in their culture in an informed and effective way as it assists to, “equip students 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">• Reo Whakaputa (Productive language).
Kōrero (Speaking), Whakarongo (Listening), Whakaari (presenting).• Reo Whakautu (Receptive language).
Pānui (Reading),
Tuhituhi (Writing) and Mātakitaki (Viewing).• Kapahaka. 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). | <p>New Zealand Curriculum Strands</p> <ul style="list-style-type: none">• Receptive Skills:
Listening or Reading• Productive Skills:
Speaking or Writing |
|---|--|

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 and annual 2 day noho marae approximately \$110

SPANISH

Year 9

Language Option subject - full year

Essential Learning Area: Languages

This year you will learn to understand and communicate basic information in Spanish, work with some simple Spanish grammar and structures, and understand something of Hispanic life and culture. The course covers Levels 1 and 3 of the NZ Spanish Curriculum.

Spanish may be an important element in future job prospects in tourism, commerce as well as other careers. There may well be opportunity to travel for further studies. As with other language options, **Spanish is a full year course.**

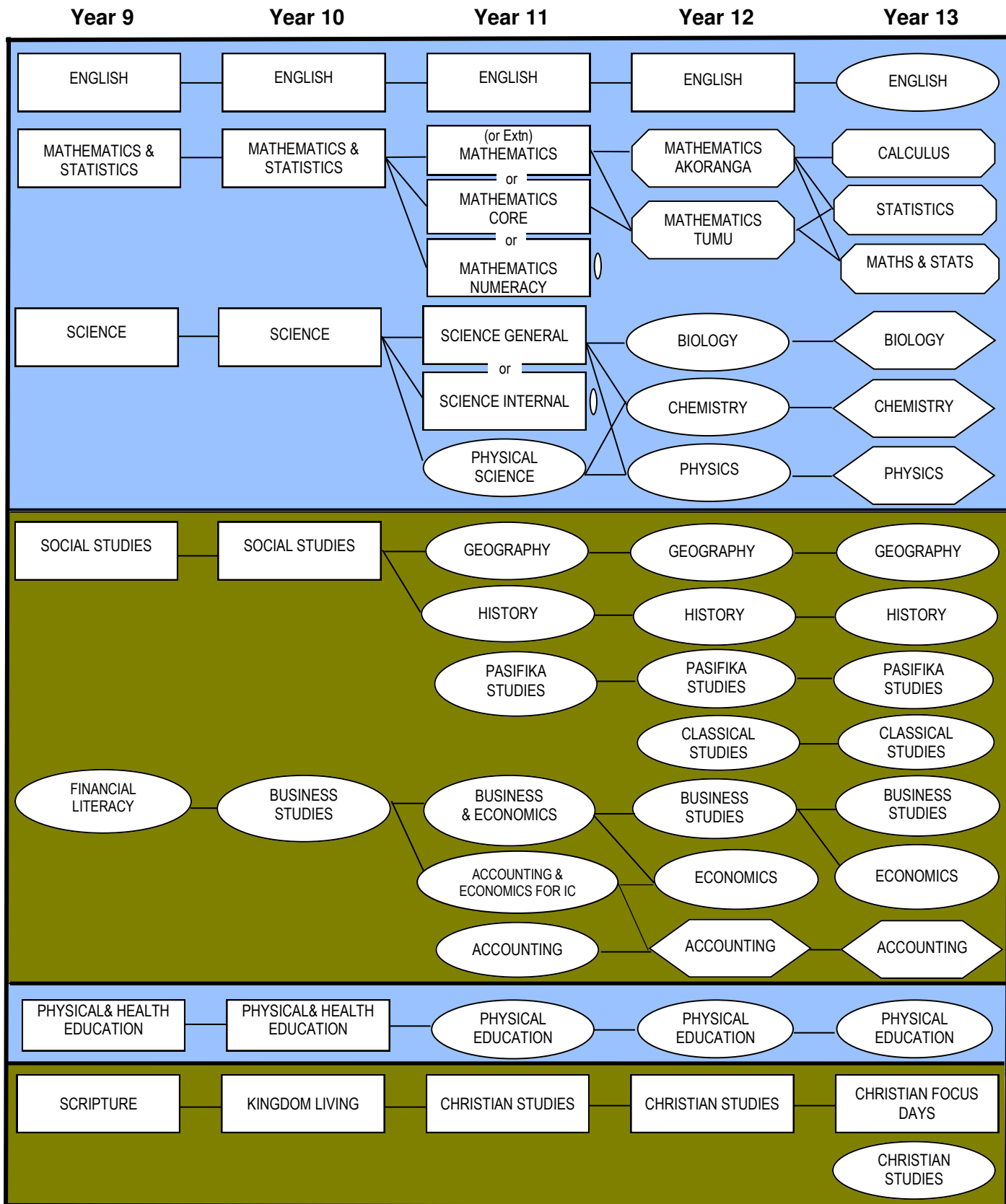
Course Content may include:

- 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

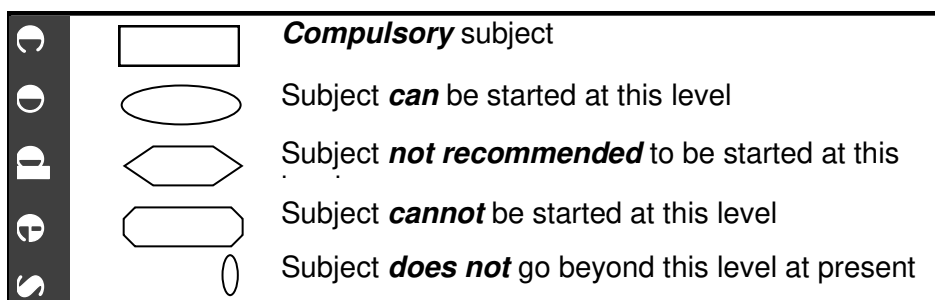
Assessment: You will be assessed during the course, testing your skills in research, reading, writing, listening, and speaking in Spanish.

Materials required: 1B5 exercise book

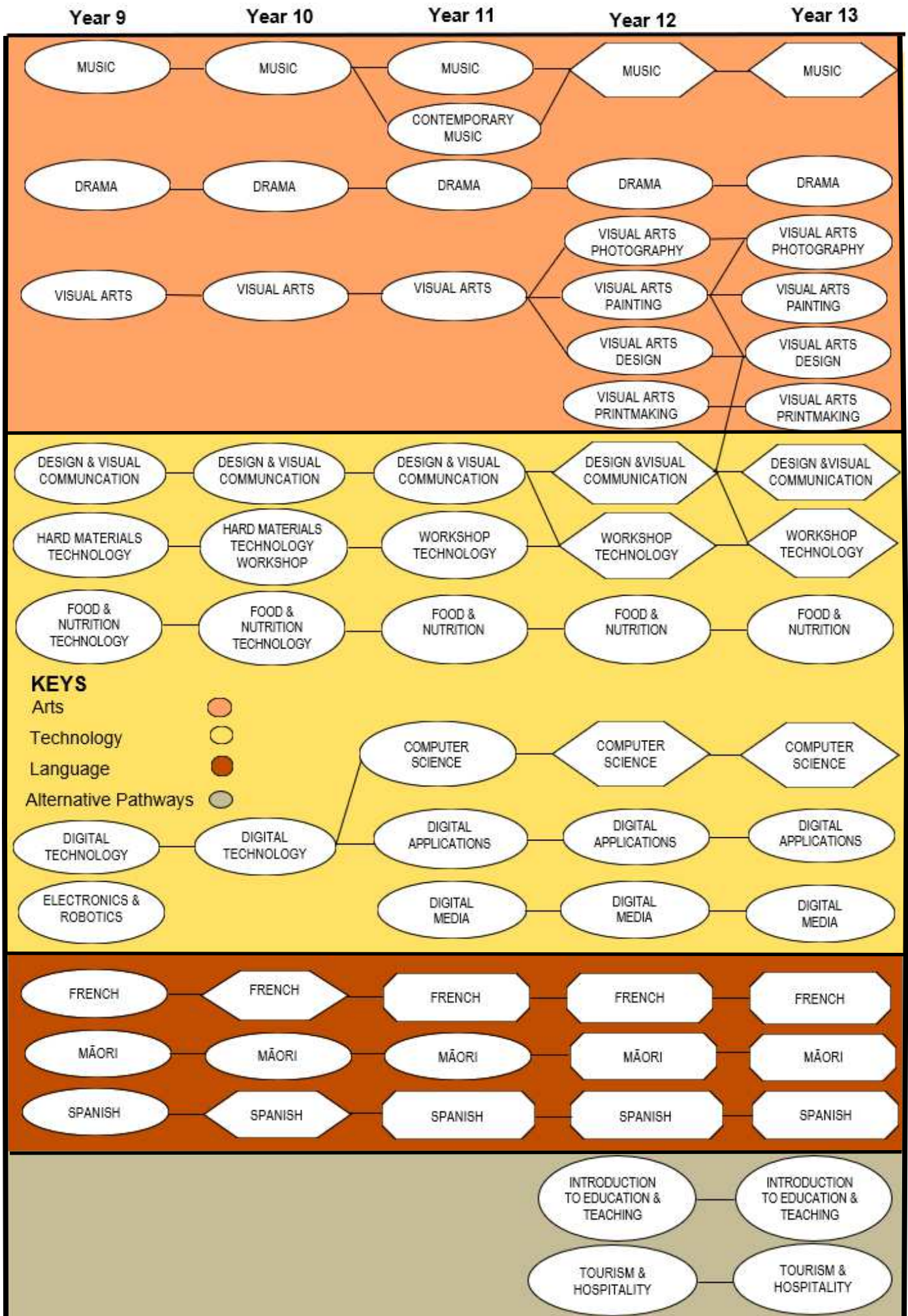
MIDDLETON GRANGE SCHOOL SUBJECTS: YEARS 9-13



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



Option Subject viability does depend on enrolments.



SUBJECT INDEX AND CURRICULUM LEADERS/TEACHER-IN-CHARGE

(not necessarily the teacher of the course)

COMPULSORY SUBJECTS	
11 English	Mr S McConnell
13 Mathematics & Statistics	Mrs L Arndt
14 Physical & Health Education	Mr A O'Neill
15 Science	Mr J Harris
16 Scripture (Years 7-10)	Mr P Collier
17 Social Studies (Years 7-10)	Mr G Steyn
OPTION SUBJECTS	
ARTS	
20 Drama	Mr M McCormack
21 Music	Mr S Bisseker
22 Visual Arts	Ms D Goddard
TECHNOLOGY	
24 DVC Technology	Mr Bowater
25 Digital Technology	Mr F Chong
27 Financial Literacy	Mrs S McMahan
26 Electronics & Robotics	Mr W Judkins
28 Food & Nutrition Technology	Miss K Barney
29 Hard Materials Technology	Mr C Murray
LANGUAGES	
34 French	Mr C Walker
35 Māori	Mr P Moon
36 Spanish	Mrs A Paley

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

Language Subjects

- French
- Māori
- Spanish

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 or phoning 348 9826 ext 717

Changes to option choices once the 2023 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

