

**COURSE INFORMATION
AND
SUBJECT OUTLINES**



2026

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**MIDDLETON
GRANGE SCHOOL**

Character, Excellence, Service for the Glory of God

Acting Principal's Welcome to Parents and Year 9 Students

Kia ora koutou,

A very warm welcome to Year 9 students, parents and caregivers, 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, 9 September at 6.00 pm in Gym Two (The 'new' gym)**. A presentation will be made and then an opportunity given to speak with teachers of these course option subjects to clarify your queries.

May the Lord bless your time in Year 9 and may you be a blessing to others.

Mr. Craig Utting
Acting Principal

CHARACTER, EXCELLENCE, SERVICE FOR THE GLORY OF GOD

Course Subject Charges

To ensure we continue delivering the high-quality education that our students and staff value, we rely on a combination of parent Special Character Voluntary Donations, school fundraising efforts, and the International College programme. Unfortunately, the State funding alone does not cover the full cost of our curriculum and programs.

The school has made every effort to avoid imposing general subject charges as part of the core curriculum. Students will have the opportunity to excel using the resources provided by the school. * However, to enhance the range of activities, projects, and experiences available, there are likely to be additional costs associated with some optional subjects and extracurricular activities. You will be emailed a link with [required stationery](#) later in Term 4.

Permission for these optional activities must be obtained in advance and costs may be charged to your child's school account, or in some cases, payment must be made before the event. If you agree to these activities, any charges may be enforced by our finance department to honour our own agreements. Please review our updated [terms and conditions](#) to avoid unnecessary charges.

Your generous donations play a crucial role in helping us maintain the standard of education our school is known for. We sincerely encourage you to contribute to this fund, via any suggested contributions or donations, as it directly benefits your child, enriching and enhancing their learning experience. Participation in any optional activities is therefore encouraged, but no student will be academically disadvantaged for choosing not to participate.

Thank you for your continued support and commitment to our school community.

* Faculty 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.

The Year 9 Course

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

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

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

plus Special Character Learning area.



Choosing your Option Subjects



In Year 9 students can begin to develop their interests further through their 'option choices' (the orange hexagons).

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.

Arts and Technology are structured into half-year courses (6 months / 2 Terms). 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. There is no

change at the beginning of Term 3.

There are three ways a student's choices might work:

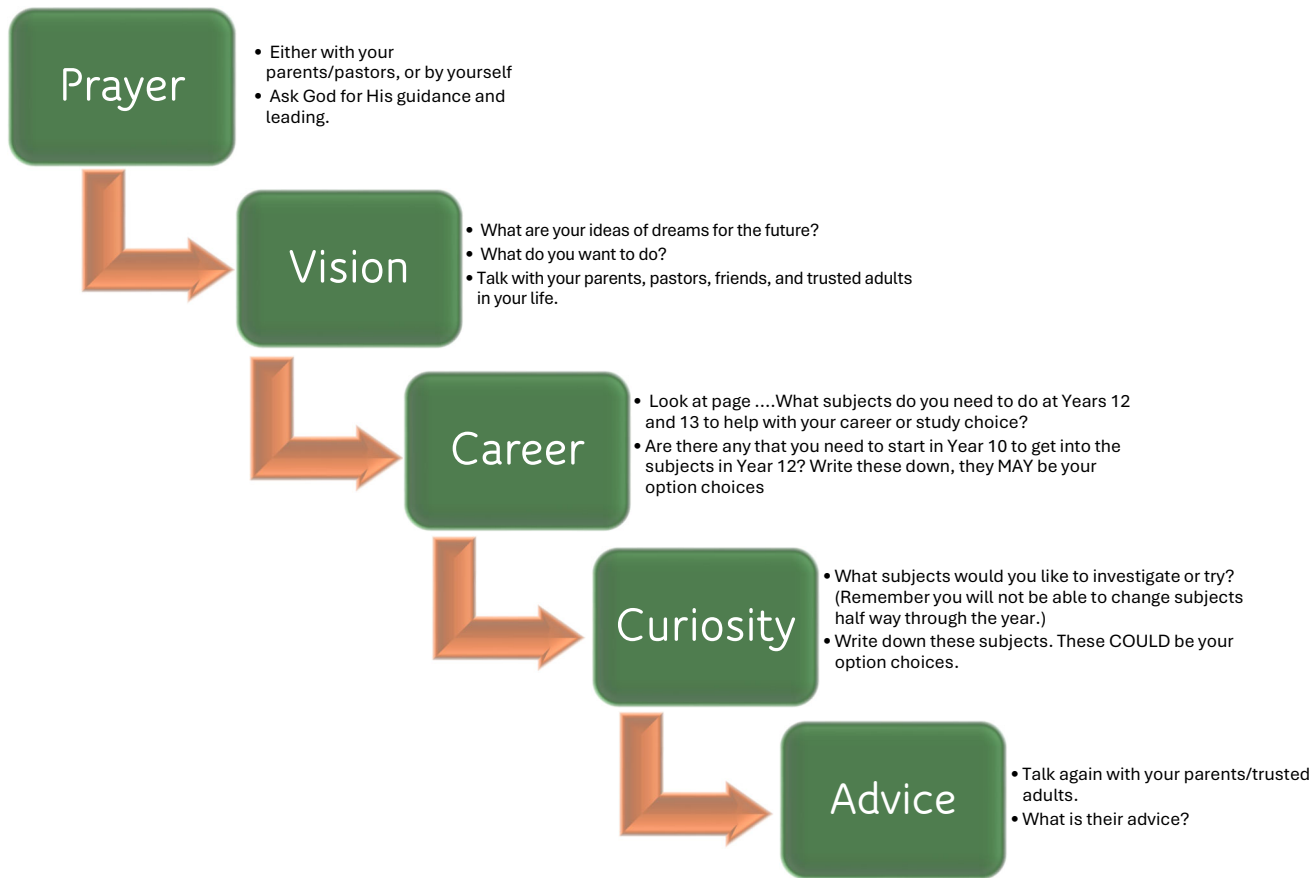
- 1- Take 4 half-year courses (selected from Arts and Technology)
- 2- Take 2 half-year courses (selected from Arts and Technology) and 1 full-year Language course.
- 3- Take 2 full-year Language courses ***nb: this is not recommended but will be considered on a case by case basis where there are clear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

Sometime before Course Information Evening, an email will be sent home to all families outlining the process for choosing next year's options online. One big advantage with doing this online is that changes can be made to those choices right up until the last day, **Friday 12th September**.

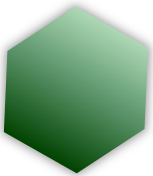
You will receive an email confirming your choices late in Term 4. At that time, you will also be given a small period of time in which changes, if they can be accommodated, will be made. Changes to option choices during 2026 will only be made in exceptional circumstances.



Consider using this diagram to guide the process of choosing your options for Year 10:



Compulsory Subjects



The green hexagons are your compulsory subjects. These subjects continue to provide the foundation on which later years of study build.

Effective learning rests on the learner understanding why they are doing what they are, and how the subject they are currently working on relates to other subjects.

While each subject is described as a discrete entity, we will be working to inter-relate subjects and learning when appropriate throughout the year's courses.

Please feel free to discuss this with:

- Year 9 Deans, Mr Nathan Sinclair and Mrs Andrea Gort
- Assistant Heads of Middle School, Miss Anne Mackechnie and Mr Geoff Steyn
- DP: Acting Head of Middle School, Mrs Louise Arndt

Compulsory Subjects Course Outlines

English

Compulsory subject – full year

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 and 11, leading to NCEA Level 2.

**Some international students may do Year 9 Language Skills in place of English*

Course Content

Students will undertake detailed study of selected novels, poems, short stories and a film, together with developing creative writing, and public speaking skills, and contains the following key elements:

- Exposure to a wide range of texts including novel, plays, films, and poetry
- Units that encourage connections between self, society, and the wider world
- Personal reading
- An emphasis is put on the technical aspects of essay writing and written literature responses
- The use of research with referencing and acknowledging sources
- Narrative writing

Assessment

Essays, unfamiliar text tests, speeches, film and creative writing assessments.

Materials

Specified in stationery list.

Essential Learning Area: Special Character

The aim of Scripture at Middleton Grange School is to help students better understand God the Father through his Son, Jesus, by understanding His Word in the power of the Spirit. An integrated approach is used to encourage Biblical literacy, foster Christian growth and stimulate thinking from a Biblical perspective. The Scripture programme involves three periods across the fortnight. The syllabus for Year 9 Scripture is part of the Middle School Scripture syllabus which uses the 'Think Faith' material. The Scope and Sequence of this programme can be found at <https://whysre.com.au/sre-curriculum/cep-curriculum-overview/>. As with all Scripture classes, students will be given 10 minutes to read the Bible for themselves each class, and write a reflection on what they have read.

Course Content

Each term, students will consider the questions below within the following topics:

Term 1: Luke (1) *The Unexpected Saviour*

- What was Jesus trying to achieve through his mission on earth?
- Do Jesus' mission and ministry have any relevance today?
- Why do the Gospels focus so much on Jesus' death?
- How does Luke see Jesus as special?

Term 2: Luke (2) *Jesus Teaches His Disciples How to Follow Him*

- What do followers of Jesus do?
- Why do followers of Jesus want to imitate him?
- What does it mean when the Bible talks about people being lost?

Term 3: Exodus: *Moses the Shadow, Jesus the Fulfilment*

- Why are the stories of the Old Testament worth knowing?
- How is Jesus greater than Moses?
- How do the stories of Moses help us to know what God is like?
- Why is Jesus a leader worth knowing about?

Term 4: A Full Life: *Jesus Gives Meaning to the World*

- Where do we find meaning in our lives?
- Why can life be such hard work?
- What can help us endure the ups and downs of life?
- How do I make sense of Christian suffering?
- Where does a Christian find meaning in life?

Assessment

There are assessments set on each of the units covered each term, related to the material covered.

Materials

Specified in stationery list. Printed booklets are provided.

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 will be assessed using standards-based assessment at appropriate curriculum levels.

Specific Costs

- Scientific calculator (Casio FX-82 AU Plus or similar)
- Small charges for optional national/international mathematics competitions students are encouraged to participate in (approximately \$10)

Materials

Specified in stationery list.

Essential Learning Area: Health and Physical Education

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 Year 7 & 8 PE. Content is based on the 'National Health and Physical Education Curriculum' and 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 focused on self-management, relating to others, active participation and thinking.

Course Content

- **Physical Education**
 - Athletics training for school athletics day
 - Badminton - Managing self and interacting with others
 - Aerobic fitness - Training for School Cross Country
 - Body Systems - Responses to exercise: bones, muscles, heart, lungs
 - Tchoukball - Strategy/tactics, defence, offence
 - Hockey - Strategy/tactics, defence, offence
 - New Games - Design a new game in small groups (*communication and working with others*)
- **Health Education**
 - Hauora - total wellbeing (physical/social/mental/emotional/spiritual)
 - Communication (how we communicate, cultural differences)
 - Living in tension (causes of conflict, resolving conflict)
 - Relationships and sex education (healthy relationships, wise choices, staying safe)

Assessment

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

Materials

PE uniform and non-marking sports shoes.

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
- Chemical Properties
- Astronomy
- Forces and motion

Assessment

Tests, homework, projects

Materials

Specified in stationery list

Essential Learning Area: Social Sciences

Year 9 Social Studies reflects the theme of ‘Exercising Responsible Citizenship’ and develops an informed model for Stewardship based on a Biblical worldview of human history and geography. It builds on the development of skills and knowledge already started in Years 7 and 8. Teaching and learning takes place within the “Understand, Know, Do” framework of the Refreshed New Zealand Curriculum. Students are encouraged to develop a capacity to ‘critique and engage with contemporary society’ by *understanding* their heritage, *knowing* their place in it, and *doing* what is right before God.

Course Content

- **Topic 1 – Civilisation then and now.**

Students begin to understand the similarities and differences in the ways people have sought to organise their societies, interact with the environment and each other in order to flourish. They learn to compare and contrast Ancient Civilizations and apply that knowledge to resource management in our own time and place. This lays a broad foundation for Topic 2 as well.

- **Topic 2 – God’s order for communities and law and order in New Zealand.**

Students are developing understanding how systems of government in New Zealand operate and affect people’s lives. The topic commences with exploration of the origins of the Bi-cultural heritage of our nation and the subsequent development of government. 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 are key components.

- **Topic 3 – Understand how people define and seek human rights.**

Students widen their focus from the previous topic and explore 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 through a student led study on modern organisations working for justice.

Social studies combines skills and knowledge drawn from both Geography and History. Learning includes mapping, completing research inquiries, collaborative work, understanding perspectives, data presentations, essay writing and developing critical thinking.

Assessment

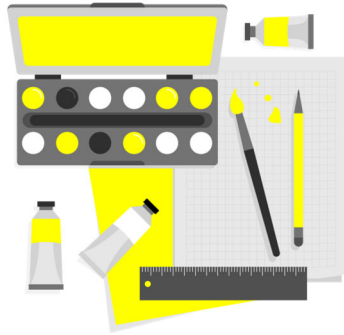
Standards based assessments occur within each unit, using Levels 4 and 5 of the Learning Progressions framework, common across Years 7, 8 and 9 of the Middle School. Assessments include formal tests and independent enquiry. They cover a range of skills mastery, content knowledge and understanding of concepts.

Materials

Specified in stationery list

Option Subjects Course Outlines

The Arts Courses



Visual Art

"Through movement, sound and image, The Arts transform people's creative ideas into expressive works".



Music



Drama

New Zealand Curriculum Strands:

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

Essential Learning Area: The Arts

“Whatever your hand finds to do, do it with all your might.” Ecclesiastes 9:10

The Art Department is excited to offer a dynamic, skill-based course open to all students with an interest in the visual arts. This half-year programme provides students with the opportunity to develop practical skills and deepen their understanding of New Zealand’s rich tradition of landscape art.

Students will learn to identify, describe, and apply a range of traditional art conventions. They will also explore their creativity through hands-on experiences in printmaking and painting, with opportunities to experiment with other media such as ceramics.

Course Content

- Artist model research and analysis
- A variety of printmaking techniques
- Painting with a focus on building form and tone
- Visual language and compositional development skills

Assessment

All work will be assessed against the relevant achievement objectives. Students will submit their completed work in an A3 clear file at the end of the unit.

Materials

Specified in stationery list

Costs to consider

A \$15 contribution is requested to cover take-home components.

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

Tracksuit is recommended

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 required to take up an instrument or vocal tuition 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

Compositions, class performances, research assignments

Materials

Own/hired instrument

Technology & Social Science



"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."

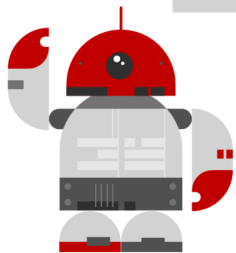


Design and Visual Communication (DVC)

Digital Technology



Electronics & Robotics Technology



Financial Literacy



Food & Nutrition Technology



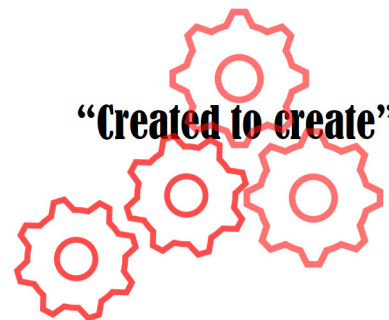
Hard Materials Technology



New Zealand Curriculum Strands:

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

“Created to create”



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 judgements using Technology criteria. i.e. design process, freehand sketching, instrumental drawing and presentation.

Materials

Specified in stationery list

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. This course covers two key areas in digital technologies - computer science, and digital media. Students will apply computational thinking, design, planning and problem-solving skills to complete digital projects.

Course Content

Computer Science

- Understand how computers store more complex data using binary digits
- Understand human-computer interaction (HCI) principles and how to critique and improve digital interfaces
- Write computer programmes with a range of inputs, outputs and logic operators
- Test and debug programmes in an organised way

Digital Media

- Write a brief of a digital media outcome
- Draw vector images
- Edit raster/bitmap images
- Create 3D models

Assessment

Written tests, 2x projects

Specified Costs

None, unless students exceed their printing limit.

Essential Learning Area: Technology

Students 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.

Students 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

Large exercise book, specified in stationery costs, but it may be a used one with at least 15 pages remaining.

Specified Costs

Students have the option to purchase their completed project with its micro-controller at a cost of \$20.

Essential Learning Area: Social Sciences, 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 and ethical responsibilities in business

Financial Literacy

- Development of Money as a medium of exchange
- Personal Budgeting
- Types and sources of Income
- Types of investment
- Basic spreadsheeting skills
- Simple cash-based financial reporting

Economic Decision Making in Business

- Complete an investigation into a product

Assessment

Based on evidence of understanding gathered from a range of work to make a judgement. ie bookwork, design work, photos, written tests, conversations and practical work.

Materials

Specified in stationery list

Essential Learning Area: Technology, and Health

“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 and a balanced diet
- Food and Nutrition Guidelines
- Technology Project:
 - Write a brief
 - Develop a recipe for a healthy lunch
 - Cook the dish and evaluate the outcome
- 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.

Course Fee – Important note

The cost of providing ingredients for the practical component of *Food and Nutrition* is considerable. A fee of **\$100** applies to help cover these expenses. Students are able to take home the food they prepare in class. By selecting *Food and Nutrition*, you are agreeing to be invoiced for this amount at the beginning of the 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 rudimentary design and practical work. 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
- Following a rudimentary design process to produce a practical outcome that is fit for purpose
- Application of the technological processes including developing/following a brief, and planning for practice
- An introduction to digital fabrication

Technical Skills

- 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

Course Fee – Important note

The cost of providing ingredients for the practical component of *Hard Materials Technology* is considerable. A fee of **\$50** applies to help cover these expenses. Students are able to take home the projects they build in class. By selecting *Hard Materials Technology*, you are agreeing to be invoiced for this amount at the beginning of the course.

Learning Languages – Many Benefits

Christian identity

We assist 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.



Culture and identity

Learning a language helps students understand another culture and worldview while also increasing their awareness of their own cultural identities and perspectives.

Te Reo Māori

While there are many benefits for students learning a second or third language, Te Reo Māori holds a special place here in Aotearoa New Zealand, and Middleton Grange School.

It is a protected language, and according to Te Tiriti o Waitangi the Crown agreed in article 3 to give Māori the same rights and privileges as British subjects. British subjects had the right to an education in English and to have their own ways and world views maintained and promoted. Māori were not given this right or privilege so we are on a journey as a nation and as a Special Character School to honour Te Tiriti o Waitangi.

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 can be fierce. Students who develop some proficiency in a different language will be able to play a role in local tourism and growing NZ's export business.

Social and Societal

Learning a language fosters key competencies such as relating to others and managing oneself, boosts confidence through risk-taking, and develops cross-cultural skills essential for New Zealanders as the country becomes increasingly diverse and welcoming to tourists, students, and migrants.

Educational

Learning a language not only enhances students' understanding and practical grasp of their first language but also provides significant cognitive benefits that support their studies across various subjects. Additionally, the experience of mastering a new language offers immense personal satisfaction and enjoyment, as students gain the ability to communicate in another language.



Essential Learning Area: Learning Languages

This course introduces students to the Spanish language and Hispanic cultures, catering to both beginners and those with prior knowledge. Students explore familiar themes such as home, school, and family while developing key language skills in **listening, speaking, reading, and writing**.

The course builds a strong foundation in vocabulary, grammar, and sentence structure, aligned with **Levels 1–3 of the NZ Curriculum**. Spanish is a global language that opens doors to future opportunities in tourism, business, education, and cultural exchange.

Students who continue with Spanish may also have the chance to participate in overseas language trips in later years.

Course Content

Students will explore and communicate about the following topics:

- Introductions and greetings (*Getting to know you*)
- School routines and family life
- Describing oneself and others
- Sports and leisure activities
- Pets and animals
- Food and meals
- Telling the time
- Introduction to Spanish geography and history
- Creating a game based on Spanish-speaking countries
- Exploring Spanish-language films

Assessment

Students will be assessed throughout the year on their ability to:

- Understand and respond to spoken and written Spanish
- Communicate orally and in writing
- Demonstrate cultural understanding
- Complete research and creative tasks

Assessment will include both formative and summative components across all four language skills.

Materials

As outlined in the school stationery list. Students are encouraged to bring a dedicated exercise book or folder, pens/highlighters, and a device for digital learning tasks.

Essential Learning Area: Learning 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, designed to lead students on to Year 10. The programme encompasses all the disciplines of language acquisition as outlined in the NZ Curriculum.

Reo Whakaputa (Productive language)

- Kōrero (Speaking),
- Whakarongo (Listening)
- Whakaari (presenting).

Reo Whakautu (Receptive language)

- Pānui (Reading),
- Tuhituhi (Writing)
- Mātakitaki (Viewing).

New Zealand Curriculum Strands

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

Kapahaka

- It is extremely beneficial for the students to participate and commit to the school kapa haka group to extend and develop their understanding of tikanga (customs) through waiata and pōwhiri (songs and welcoming ceremonies).

Nohonga Whānau (Community Relationships)

- Getting to know you
- Descriptions/Actions
- Home
- School
- Pets & Animals

Te Au 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.

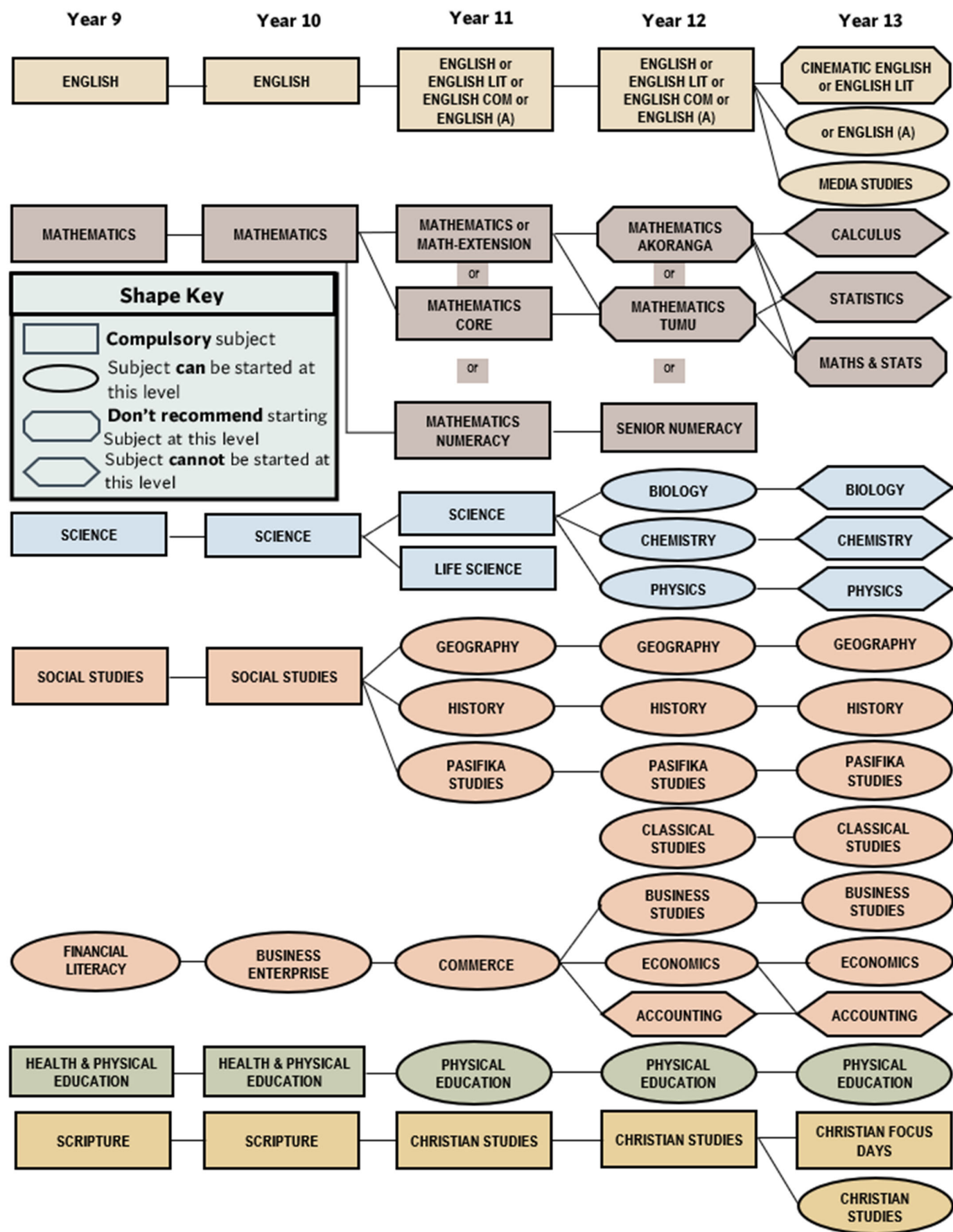
Materials

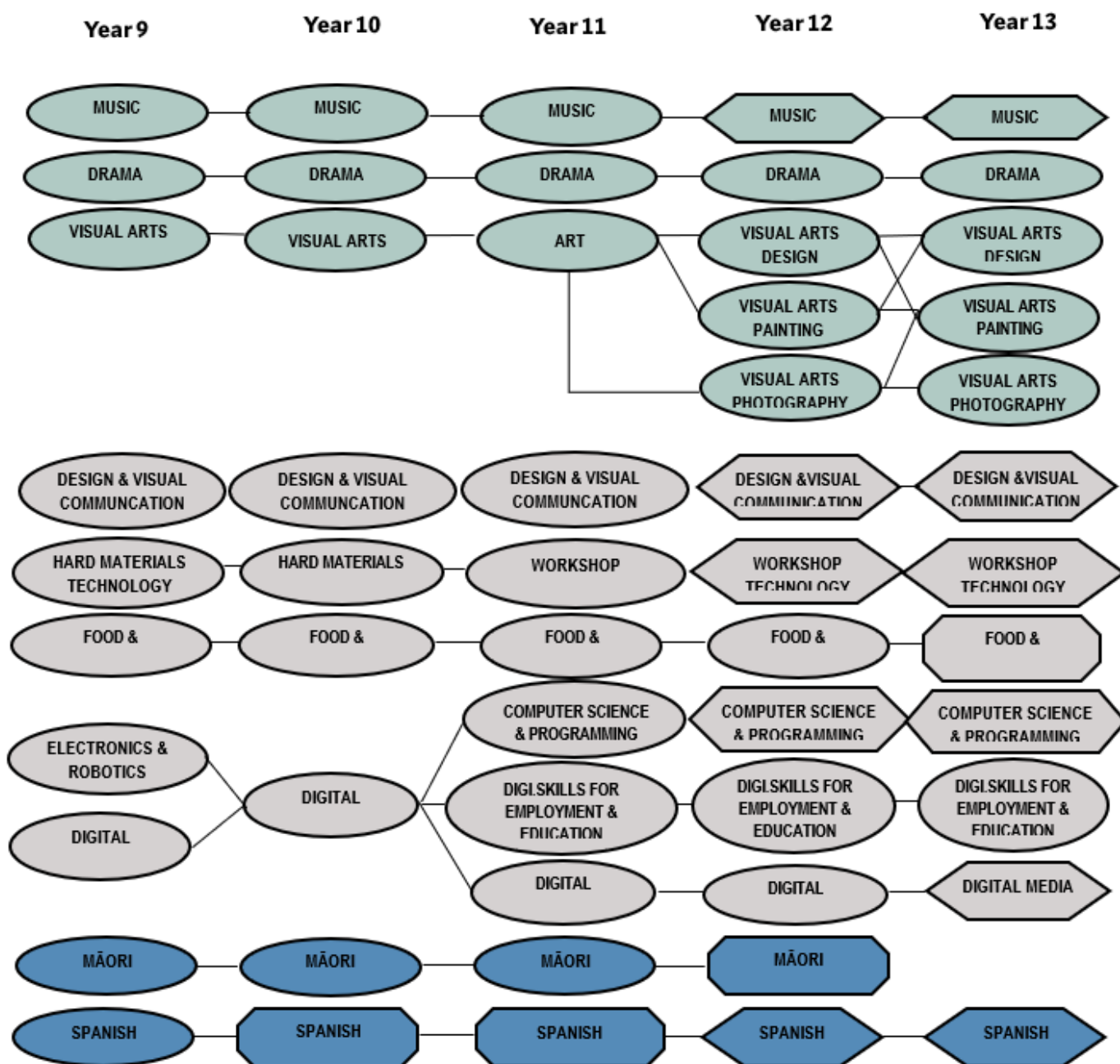
Specified in stationery list

Specified Costs

Cost for recommended educational opportunities outside of the classroom- annual 2 day noho marae approximately \$110

Middleton Grange Subject Pathways





Colour Key		
English	Mathematics & Statistics	Science
Social Science	Physical Ed & Health	Scripture & Christian Studies
Technology	The Arts	Learning Languages



These diagrams are accurate at the time of printing. Subsequent changes may occur as courses develop.