Year 9/10

Course Information & Subject Outlines

2027

MIDDLETON
GRANGE SCHOOL

Contents

Course Subject Charges 4
The Year 9 and 10 Courses 4
Choosing Year 9 Option Subjects 5
Choosing Year 10 Option Subjects 6
Compulsory Subjects 7
Year 9 Compulsory Subjects Course Outline 8
English (9ENG) 8
English Language (9ENA) 8
Scripture (9SCR) 9
Mathematics & Statistics (9MAT) 10
Physical Education & Health (9PED) 11
Science (9SCI) 12
Social Studies (9SST) 13
Year 10 Compulsory Subjects Course Outline 14
English (10ENG) 14
English Language (10ENA) 14
Scripture (10SCR) 15
Mathematics & Statistics (10MAT) 16
Physical Education & Health (10PED) 17
Science (10SCI) 18
Social Studies (10SST) 19
Option Subjects Course Outlines 20
The Arts Courses 20
Year 9 21
Visual Arts (9ART) 21
Drama (9DRA) 22
Music (9MUS) 23
Year 10 24
Visual Arts (10ART) 24
Drama (10DRA) 25
Music (10MUS) 26
Technology & Social Science 27
Year 9 28
Design & Visual Communication (9DVC) 28
Digital Technology (9DIT) 29
Electronics and Robotics Technology (9ERB) 30

Financial Literacy (9FLT) 31
Food and Nutrition Technology (9FNT) 32
Hard Materials Technology (9HMT) 33
Year 10 34
Commerce (10COM) 34
Design & Visual Communication (10DVC) 35
Digital Technology (10DIT) 36
Electronics and Robotics Technology (10ERB) 37
Food and Nutrition Technology (10FNT) 38
Hard Materials Technology (10HMT) 39
Learning Languages – Many Benefits 40
Year 9 41
Spanish (9SPA) 41
Māori (9MAO) 42
Year 10 43
Spanish (9SPA) 43
Māori (10MAO) 44
Middleton Grange Subject Pathways 45

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 and 10 Courses

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

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

plus Special Character Learning area

Choosing Year 9 Option Subjects

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

In Year 9 we recommend (in line with MOE requirements) that every student takes two Technology subjects, one Art, and any choice of other option.

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.

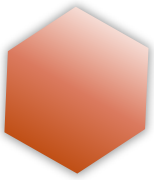
3- Take 2 full-year Language courses ***nb: this is not recommended but will be considered on a case by case basis where there are clear and significant reasons for this choice***

One week 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, 11 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 2027 will only be made in exceptional circumstances.

Choosing Year 10 Option Subjects



The orange hexagons are your Option Subjects.

As in Year 9, in Year 10 we recommend (in line with MOE requirements) you choose from The Arts, with two Technology subjects. Languages are also available for students to select; however, they are not compulsory at this level.
You will be allocated up to 4 option subjects depending on your preferences.

Choose carefully, considering which subjects you need for Senior College courses. Refer to the Course Pathway at the end of this document, and follow the framework on the next page before selecting your choices.

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.

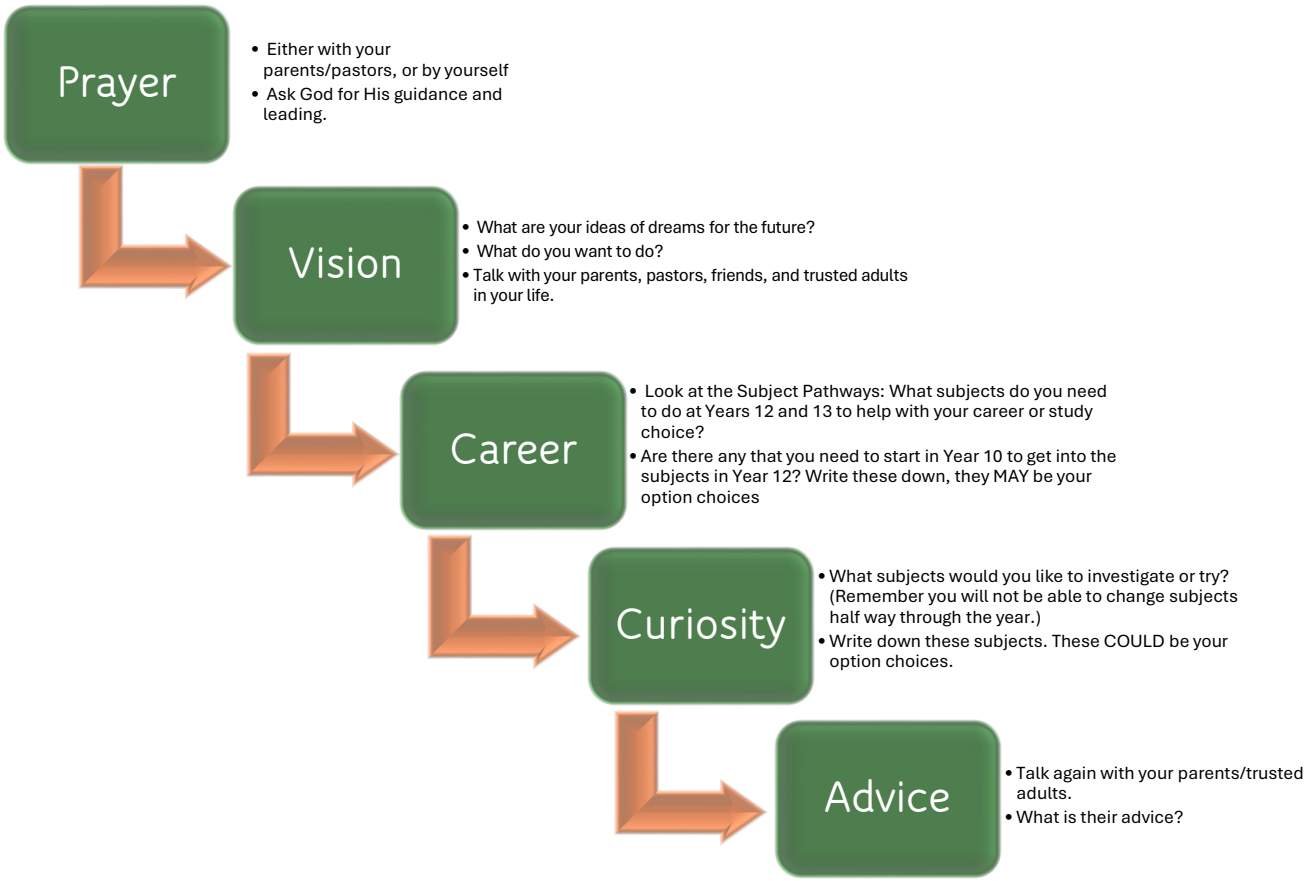
The week before Course Information Evening, an email will be sent home

to all families outlining the process for choosing next year's options online.

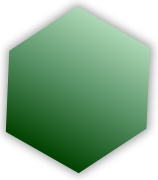
One big advantage with doing this online is that changes can be made to those choices right up until the last day**, Friday, 11 September**.

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 2027 will only be made in exceptional circumstances.

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



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 Boys' Dean, Mr Aidan Baker
- Year 10 Boys' Dean, Mr Nathan Sinclair
- Year 7-10 Girls' Dean, Mrs Ruth Ellena
- Assistant Heads of Middle School, Miss Anne Mackechnie and Mr Geoff Steyn
- Acting Deputy Principal: Head of Middle School, Mrs Louise Arndt

Year 9 Compulsory Subjects Course Outline

English (9ENG) **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.

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 and personal writing
- 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.

English Language (9ENA) **Compulsory subject – full year**

Course Description

This course is specifically designed for English Language learners in Year 9 so that they can increase their knowledge of English vocabulary and grammar and gain skills in speaking, listening, reading and writing. With smaller class sizes and specialist teachers, the aim is to enable these students to have sufficient English to access the curriculum and the Special Character of our School. Students in 9ENA are mostly international, but the class also includes some domestic students for whom English is not their first language. Students will study a range of culturally appropriate texts and speak and write for a variety of purposes.

Students are placed in 9ENA based on their pre-entry tests. This course is compulsory for international students whose entry tests show that their needs will be met best in this course.

This course is available to all English Language Learners at Year 9.

Scripture (9SCR) **Compulsory subject – full year**

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 owns 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 are specified in stationery list. Printed booklets are provided.

Mathematics & Statistics (9MAT) **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.
- Probability and 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 against Phase 4 of the curriculum.

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.

Physical Education & Health (9PED) **Compulsory subject – full year**

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.

Science (9SCI)

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
- Chemical Properties
- Astronomy
- Forces and motion

Assessment

Tests, homework, projects

Materials

Specified in stationery list

Social Studies (9SST) **Compulsory subject – full year**

Essential Learning Area: Social Sciences

Year 9 Social Studies builds on the development of skills and knowledge already started in Years 7 and 8. Teaching and learning takes place within the Social Sciences area of the New Zealand Curriculum (NZC), 2026. This newly mandated structure affords many opportunities for learners at Middleton Grange School to apply a Biblical understanding of reality to their exploration of the world around them. The mandate to *Frame questions* and to *Think conceptually* invite us to "critique contemporary society", while the mandate to *Communicate information* and *Design and Implement Social Action* are an invitation to "engage contemporary society" (MGS Mission Statement) Social Studies combines skills and knowledge drawn from Geography, Economics, Civics and History. Learning includes mapping, completing research inquiries, collaborative work, understanding perspectives, data presentations, essay writing and developing critical thinking.

Course Content

- **Topic 1 – Island life.**
  Students begin the year understanding the significance of being an island nation and placing ourselves within the wider geographic context of the Pacific region. Natural processes are a focus for learning and mapping skills will feature. The topic moves on to explore the opportunities for Tourism development afforded by our geography and the contemporary debates that surround this. Stewardship of resources is a key theme.

- **Topic 2 – God's order for communities and law and order in New Zealand.**
  Students will learn the history of the development of Government in New Zealand, beginning with early contact between Māori and Europeans, exploring the struggles for representation faced by different groups in society both past and present, and explaining our present system. This topic emphasises social action and engagement.

- **Topic 3 – Cooperation, competition and conflict.**
  Students will be learning about the New Zealand Wars of 1845 to 1872; the origins, tactics, key events and outcomes. This topic affords an opportunity to explore hope for restoration and reconciliation amid conflict, with an emphasis on the story of Parihaka and the creation of the Waitangi Tribunal, and links to God's wider purposes of reconciliation and restoration in the world.

- **Topic 4 – The struggle for independence**
  In this newly mandated topic, students will learn the history of the struggle for independence in India, led by Mohandas Gandhi. This story has a connection to our own history through Parihaka. Students will explore the concept of peaceful resistance and personal sacrifice.

Assessment

A range of formative practices focussed on assessing to learn will be utilised by teacher. Formal summative assessment will be in the form of Standards Based Assessment and will be reported on against the new Curriculum model of Emerging - Developing – Proficient – Exceeding.

Materials are specified in stationery list

Year 10 Compulsory Subjects Course Outline

English (10ENG) **Compulsory subject – full year**

Essential Learning Area: English

This course aims to develop further the communication skills of reading and writing, listening and speaking, viewing and presenting, covering a range of strategies and styles for each. Students are prepared for the Co-Requisite Reading and Writing (Literacy) Tests and the Year 11 courses by the introduction of skills in reading comprehension, public speaking and creative writing.

Course Content

- *Reading:* personal reading, close reading of unfamiliar texts, study of a range of literature including extended written texts and several short written texts
- *Writing:* in a range of styles and for different purposes. Language skills will be incorporated
- *Speaking and Listening:* working in groups, listening to texts, and formal speaking to an audience
- *Visual Language:* viewing and presenting skills, with moving and static images.
- Critical Literacy and Growth Mindset

Assessment

Tests, writing tasks, assignments, oral and visual presentations. At least one common test before the end of Term 3 and an examination in Term 4. The NCEA Literacy Co-Requisites will be assessed during the year. This is likely to occur in Term 2.

English Language (10ENA) **Compulsory subject – full year**

Essential Learning Area: English

Course Description

This course is specifically designed for English Language learners in Year 10 so that they can increase their knowledge of English vocabulary and grammar and gain skills in speaking, listening, reading and writing. With smaller class sizes and specialist teachers, the aim is to enable these students to have sufficient English to access the curriculum and the Special Character of our School. Students in 10ENA are mostly international, but the class also includes some domestic students for whom English is not their first language. Students will study a range of culturally appropriate texts and speak and write for a variety of purposes. This course will also include work to build the skills required for the co-requisite literacy requirements for NCEA.

Students are placed in 10ENA based on their pre-entry tests. This course is compulsory for international students whose entry tests show that their needs will be met best in this course.
This course is available to all English Language Learners at Year 10.

Scripture (10SCR) **Compulsory subject – full year**

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 10 Scripture is part of the Middle School Scripture syllabus which uses the 'Think Faith' material. The Scope and Sequence of this program 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 Life-Giver*

- How does Jesus give life to the world?
- How should being a follower of Jesus change the way a person lives?
- How does John's Gospel signpost that Jesus is the Messiah, the Son of God, and the source of life?
- How can knowing Jesus help when life seems out of control?

Term 2: Daniel – *Living Wisely in God's World*

- How do followers of Jesus do?
- When should I conform or not conform to my culture?
- What are my guiding principles for life that overrule my culture?
- What is my source of power and strength to hold fast to these world view principles?

Term 3: Ephesians: *United with Jesus and Each Other*

- If Jesus forgives people, why does what they do matter?
- Why do people go to church?
- What is God's grace all about?
- What is prayer/Why do people pray?
- What is the good life?
- What is the new life Jesus calls people to?
- Why should Christians persevere in their beliefs?

Term 4: Many Genres, One Story: *God's Life-Saving Actions for the World*

- How do the different genres of the Bible help us to understand God's lifesaving actions for the world?
- How do different genres help us to understand the nature of God?
- How do we read different genres of the Bible?

Assessment

Overall teacher judgements in Biblical literacy and *Think Faith* material is made through journal entries, informal and formal work and assessment tasks.

Materials

Specified in stationery list.

Mathematics & Statistics (10MAT) **Compulsory subject – full year**

Essential Learning Area: Mathematics & Statistics

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

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

Course Content

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

Assessment

Each topic will be assessed against Phase 4 of the curriculum. The NCEA Numeracy Co-Requisite will be assessed during the year. This is likely to occur in Term Two.

Costs to consider

- 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.

Physical Education & Health (10PED) **Compulsory subject – full year**

Essential Learning Area: Health and Physical Education

This course has both theoretical and practical components. The programme compliments and builds on Years 7-9 PE. Content is based on the 'National Health and Physical Education' Curriculum and has also 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*
  - *Social Responsibility* – Managing self and influencing others
  - *Practical Performance* – Skill, tactics, defence, offense (in the context of AFL, Māori Games, and student choice)
  - *Body systems* – The body's response to physical exercise
  - *Ballroom Dance* – Etiquette, social skills, timing and rhythm

- **Health Education**

Middleton Grange School has adopted ***'The Rite Journey'*** programme (**Te Haerenga**) to be taught in the PE/Health curriculum time. The intent of this programme is to 'transition' students from childhood into adulthood with a character-building focus. This programme immerses the NZ Health Curriculum but also explores the following topics:

- Who am I?
- How do I get on with others?
- Is there something more?
- What is my purpose?
- What do I have to give?

Assessment

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

Materials

PE uniform and non-marking sports shoes.

Science (10SCI)

Compulsory subject – full year

Essential Learning Area: Science

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

This course will relate to everyday reality through studying the digestive system, observing how light works, what's inside the earth and how it functions, the chemical properties of common substances, and how different species can survive in extreme conditions.

Course Content

- Focus on food
- Chemistry around you
- Electricity
- Earth Science
- Extreme environments
- Radiant energy

Assessment

Common tests, projects, end of year exam

Materials

Specified in stationery list

Social Studies (10SST) **Compulsory subject – full year**

Essential Learning Area: Social Sciences

Year 10 Social Studies deepens and broadens skills and knowledge begun in Year 9 and prepares students for the rigours of the Senior College. Teaching and learning take place within the Social Sciences area of the New Zealand Curriculum (NZC), 2026. This newly mandated structure affords many opportunities for learners at Middleton Grange School to apply a Biblical understanding of reality to their exploration of the world around them. The mandate to *Frame questions* and to *Think conceptually* invite us to "critique contemporary society", while the mandate to *Communicate information* and *Design and Implement Social Action* are an invitation to "engage contemporary society" (MGS Mission Statement) Social Studies combines skills and knowledge drawn from Geography, Economics, Civics and History. Learning includes mapping, completing research inquiries, collaborative work, understanding perspectives, data presentations, essay writing and developing critical thinking.

Course Content

- **Topic 1a and 1b – A world at war.**
  Students will explore in depth, the origins, key events and important outcomes of these enduringly significant global conflicts. A particular focus in the First World War will be the treatment of conscientious objectors here in New Zealand. The examination of World War II will begin with an understanding of ideologies, consider the role of New Zealand in both the European and Pacific theatres and lead to the emergence of New Zealand onto the global stage. This provides the stepping stone to the topic which follows.
- **Topic 2 – Going global.**
  Students will learn about the concept of globalisation and the emergence of alliances and global cooperation, through case studies involving the U.N. the Antarctic treaty, the development of the non-nuclear policy and the global efforts to address climate change. The topic will evolve into an exploration of the inequalities in wealth and wellbeing that have developed over time, and how we, as Christians, might respond to poverty and the poor.
- **Topic 3 – Rise of the Mega-city.**
  In an increasingly urbanised world, people face many challenges in designing sustainable cities and in creating environments for human flourishing. The topic begins with an exploration of migration as a key driver of urbanisation. Picking up on the previous topic, students will explore the development of informal settlements created by those in poverty who live in some of the world's fastest growing cities.
- **Topic 4 – "The Troubles".**
  In an increasingly culturally diverse society, New Zealander's nevertheless have a strong link to the Pacific and its peoples. In this topic students explore aspects of Pacific culture in and of itself, while retaining a focus on interactions between ourselves and Pasifika peoples. Students will learn about past events such as our response to the nuclear debate, and present challenges such as our response to sea-level rise and the climate refugee debate.

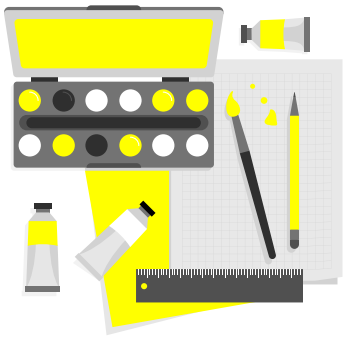
Assessment

A range of formative practices focused on assessing to learn will be utilised by teacher. Formal summative assessment will be in the form of Standards Based Assessment and will be reported on against the new Curriculum model of Emerging - Developing – Proficient – Exceeding.

Materials are specified in stationery list

Option Subjects Course Outlines

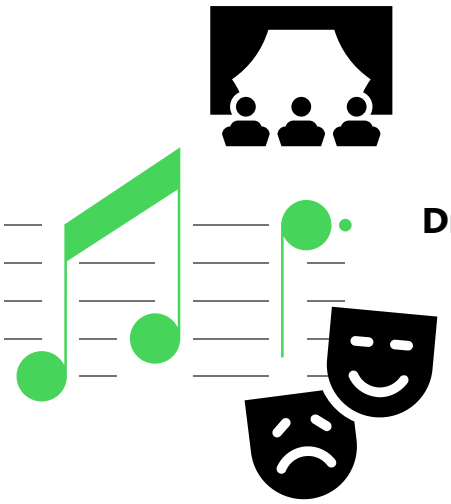
The Arts Courses



Visual Art

Music

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



Drama

New Zealand Curriculum Strands:

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

Year 9

Visual Arts (9ART) **Option subject – half-year**

Essential Learning Area: The Arts

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

If you enjoy learning by doing, creating with your hands, and bringing ideas to life, Year 9 Art is the perfect place to start. Designed to foster creativity, confidence, and technical skill, students experiment with a variety of materials, techniques, and processes while developing their understanding of visual language.

Throughout the year, students' complete projects that introduce new skills and encourage creative problem-solving. These projects include mixed media printmaking, painting, ceramics, photography, and design, giving students the opportunity to explore different ways of creating and communicating ideas.

Year 9 Art provides a strong foundation for further study and specialisation in Painting, Photography, Design, and Visual Arts in Years 11-13.

Course Content

- Mixed Media Printmaking
- Painting
- Photography
- Digital Art and Design

Assessment

All work will be assessed against the relevant achievement objectives. Students will submit their completed work at the end of the unit.

Materials

An art pack purchase will be required; this is specified in the stationery list.

Costs to consider

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

Drama (9DRA) **Option subject – half-year**

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.
- Through scripted performance students will learn to decode dialogue and look for.
- Through cooperative activities students will learn to invest themselves and their abilities in tasks that are larger than their own individual goals and interests.

Assessment
Internal assessment of practical work and some bookwork.

Materials
Tracksuit is recommended

Music (9MUS) **Option subject – half-year**

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

Year 10

Visual Arts (10ART) **Option subject – half-year**

Essential Learning Area: The Arts

"He has made everything beautiful in its time." **Ecclesiastes 3:11**

This course offers students an exciting and hands-on opportunity to explore a range of artistic disciplines. Designed to foster creativity, confidence, and technical skill, students experiment with a variety of materials, techniques, and processes while developing their understanding of visual language.

Throughout the year, students' complete projects that introduce new skills and encourage creative problem-solving. Areas of study include mixed media painting, photography, digital art, and design.

While there is no prerequisite for this course, students who have previously studied Art will have an advantage. Year 10 Art provides a strong foundation for further study and specialisation in Visual Arts, Painting, Photography, and Design in Years 11-13.

Course Content

- Mixed Media Painting, including stencilling and spray painting
- Sculpture and Photography
- Digital Art and Design

Assessment

All work will be assessed against the relevant achievement objectives. Students will submit their completed work at the end of the unit.

Materials

An art pack purchase will be required; this is specified in the stationery list

Costs to consider

A $30 contribution is requested for the take home components of the course.

Drama (10DRA) **Option subject – half-year**

Essential Learning Area: The Arts

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

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

Course Content

- Develop confidence in performance
- Introduce drama elements, techniques and conventions, with the opportunity to use these in a variety of contexts
- Introduce the world of drama, theatre and performance. Through scripted performance students will learn to decode dialogue and look for
- Develop the ability to express ideas and to explore meaning through drama
- Develop the ability to accept, build upon and be sensitive to the contributions of others in group situations.
- Develop drama literacy
- Give the opportunity to watch, appreciate and evaluate a variety of performances
- Work co-operatively to **devise** and **perform** short scripts, and take text from **page to stage**
- Experiment with different forms and styles of drama and have the opportunity to develop and extend personal skills and abilities
- Work with others to achieve cooperative goals in the service of others

Assessment

Internal assessment of practical work and some bookwork.

Music (10MUS) **Option subject – half-year**

Essential Learning Area: The Arts

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

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

Course Content

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

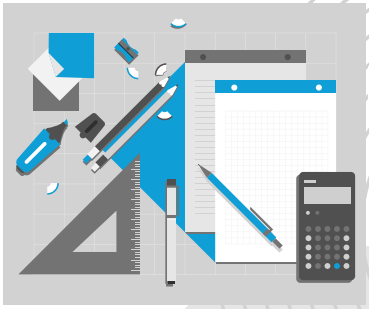
Pre-requisite
One or more years of tuition on their chosen instrument.

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

Materials
Own/hired instrument

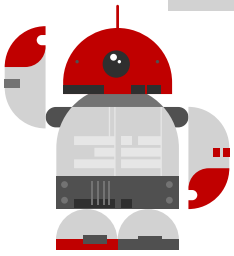
Technology & Social Science

"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

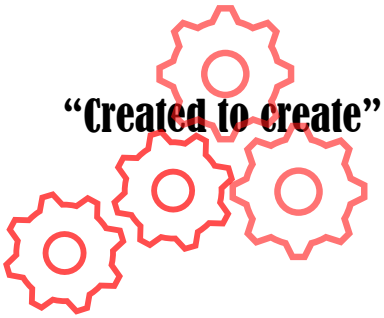
Food & Nutrition Technology

Hard Materials Technology

Commerce

New Zealand Curriculum Strands:

- **Nature of Technology – "the know why"**
- **Technological Knowledge – "the know what"**
- **Technological Practice – "the know how"**



Year 9

Design & Visual Communication (9DVC) **Option subject – half-year**

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

Digital Technology (9DIT) **Option subject – half-year**

Essential Learning Area: Technology

This course introduces students to the principles of Digital Technologies and Computer Science, exploring how digital systems, platforms, networks, and interfaces are designed, connected, and used in everyday life. Students develop an understanding of data, algorithms, logic, and coding through computational thinking and practical problem-solving activities. The course also examines emerging technologies such as artificial intelligence (AI), while encouraging students to consider the ethical, secure, inclusive, and sustainable use of digital technologies in a collaborative world.

Course Content

Computer Science

- Design, write, test, and debug simple programs using variables, selection, iteration, and procedures
- Understand how computers represent, process, and store data using binary, number systems, and digital encoding
- Compare algorithms for efficiency, accuracy, and readability
- Explore how artificial intelligence and algorithms influence decision-making, society, and everyday life

Digital Media

- Understand how digital systems work together to manage and share digital information accurately
- Design effective digital media by applying layout, typography, colour, and user-friendly design techniques
- Collaborate to plan, develop, and share digital outcomes using responsible online practices and attribution
- Demonstrate safe, ethical, and responsible use of digital technologies by applying privacy, copyright, and digital citizenship principles

Assessment

Written tests, projects, Observation, Peer assessment

Materials

Specified in stationery list

Electronics and Robotics Technology (9ERB) **Option subject – half-year**

Essential Learning Area: Technology

This course explores mechanical, electrical, and digital systems, and how their components work together. Students learn about inputs, outputs, feedback, and control systems while applying systems thinking to address practical and environmental problems.

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 basic electronic components
- Connect basic electronic circuits
- Making electrical measurements
- Testing and fault finding
- Programming microcontrollers to control inputs and outputs

Robotics

- Designing and programming robots to carry out tasks, and complete challenges
- Using different input sensors to allow robots to interact with their environment

Assessment

Evidence collected from a range of work during the course including teacher observations, short tests, practical work, and problem-solving challenges.

Materials

Nil

Specified Costs

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

Financial Literacy (9FLT) **Option subject – half-year**

Essential Learning Area: Social Sciences

Financial Literacy is seen by many sectors of society as an essential life skill.
The Year 9 Financial Literacy course equips students with financial and decision-making skills.
This course is beneficial to any student as a stand-alone course or as a lead on to the subjects of Accounting, Economics and Business Studies in future years.

Course Content

Stewardship Decision Making

- Choice and opportunity cost in terms of time, skills and resource use
- Moral and ethical responsibilities in business

Financial Literacy

- Development of Money as a medium of exchange
- Types and sources of Income
- Personal Budgeting

Assessment

Unit test and a project

Materials

Specified in stationery list

Food and Nutrition Technology (9FNT) **Option subject – half-year**

Essential Learning Area: Technology, and Health

Year 9 Food Technology introduces students to sustainability, food science, biotechnology and product development. Students investigate the functional properties of ingredients and explore a range of food processing techniques. Through sensory evaluation, scientific testing and stakeholder feedback, students apply design thinking to develop and improve products. This course encourages innovation and informed decision making while building practical food technology skills and an understanding of sustainable food systems.

Course Content

- Food Safety and Operational Practice
- Nutrition and Healthy Choices
- Sustainability, Ethics and Cultural Choices
- Food Science and Ingredient Functionality
- Biotechnology
- Product Development and Testing
- Food Product Design, Production and Evaluation

Pre-requisites

A basic knowledge of food and practical cooking is useful but not essential.

Assessment

Student learning is assessed through a range of methods designed to evaluate both knowledge and practical skills, including book work, written tests, teacher observations and projects.

Course Fee – Important note

The cost of providing ingredients for the practical component of Food Technology is considerable. A fee of **$105** applies to help cover these expenses. Students are able to take home the food they prepare in class. By selecting Food Technology, you are agreeing to be invoiced for this amount at the start of the course.

Hard Materials Technology (9HMT) **Option subject – half-year**

Essential Learning Area: Technology

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

This 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.

Year 10

Commerce (10COM) **Option subject – half-year**

Essential Learning Area: Social Sciences

This course introduces the basic ideas and skills of Accounting and Economics in the context of business. It is useful as a stand-alone course or as preparation for the Commerce subjects in the Senior College.

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

- Foundational Economic concepts, in relation to current events.
- Foundational Accounting and spreadsheeting skills
- Interpretative and decision-making skills

Assessment

Unit tests.

Materials

Specified in stationery list

Design & Visual Communication (10DVC) **Option subject – half-year**

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. The course is designed to prepare students for Year 11 DVC and beyond.

Course Content

Visual Communication and Design

- Development of the design process to explore design solutions.
- Design theory and design language used to understand and explain the functional and aesthetic qualities of design outcomes.
- Freehand sketching techniques developed to communicate design process and outcomes.
- Instrumental drawing techniques developed to communicate design solutions incorporating standards and conventions.
- Presentation and compositional principles used to illustrate design solutions incorporating rendering techniques, and various modes and media.

Spatial Design

- Exploring and developing a solution for a spatial design brief using the design process.
- Societal and environmental impacts/effects.
- Landscape, interior and architectural design.

Product Design

- Exploring and developing a solution for a product design brief using the design process.
- Developing an understanding of functional and aesthetic properties of design materials.
- Modelling design outcomes for refinement and prototyping.

Assessment

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

Materials

Specified in stationery list

Digital Technology (10DIT) **Option subject – half-year**

Essential Learning Area: Technology

This course builds on students' prior knowledge of Digital Technologies and Computer Science by developing a deeper understanding of how digital systems are designed, connected, and used to solve real-world problems. Students investigate systems, data, networks, and interfaces, while learning how digital tools can support secure, inclusive, collaborative, and sustainable practices. Through computational thinking, coding, and problem-solving activities, students explore algorithms, data representation, logic, and emerging technologies such as artificial intelligence (AI). The course also encourages students to critically examine the ethical and social implications of digital technologies and their impact on individuals and society.

Course Content

- Understanding of digital systems
- Understanding design process and principles
- Creating digital media using raster and vector graphics creation tools, and video editing software
- Understanding human-computer interaction (HCI) heuristics and how to critique and improve digital interfaces
- Developing computer games
- Using Artificial intelligence appropriately and ethically to assist in studies and daily life

Assessment
Observation, Peer assessment, E-portfolio/project, Written Test

Materials
Basic headphone set - specified in stationery list

Specified Costs
Nil

Electronics and Robotics Technology (10ERB) **Option subject – half-year**

Essential Learning Area: Technology

This course continues to explore mechanical, electrical, and digital systems and how they work together to solve real-world problems. Students develop their understanding of inputs, outputs, feedback, and control systems while applying systems thinking to design, build, and evaluate solutions to practical and environmental challenges.

Course Content

Electronic Circuits

- Understanding electronic components and connecting circuits
- Making electrical measurements
- Testing and fault finding
- Prototyping circuits
- Programming microcontrollers to interact with sensors and electronic components

Robotics

- Designing, building, and programming simple 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 teacher observations, short tests, practical work, and problem-solving challenges.

Materials

Nil

Specified Costs

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

Food and Nutrition Technology (10FNT) **Option subject – half-year**

Essential Learning Area: Technology, and Health

Year 10 Food Technology develops students understanding of food science, nutrition, biotechnology, sustainability and food innovation. Through practical investigations and authentic design challenges, students explore ingredient functionality and processing methods to create safe, nutritious and sustainable outcomes. Using evidence, testing, quality assurance processes and stakeholder feedback, students develop and justify decisions to create products that are fit for purpose and culturally responsive. This course encourages critical thinking, ethical decision making and increasing independence while preparing students to solve real-world food technology challenges.

Course Content

- Food Safety and Quality Assurance
- Nutrition and Wellbeing
- Sustainability, Ethics and Culturally Responsible Food Innovation
- Food Science and Ingredient Functionality
- Process Testing and Optimisation
- Biotechnology
- Food Product Design, Production and Evaluation

Pre-requisites

A basic knowledge of food and practical cooking is useful but not essential.

Assessment

Student learning is assessed through a range of methods designed to evaluate both knowledge and practical skills, including book work, written tests, teacher observations and projects.

Course Fee – Important note

The cost of providing ingredients for the practical component of Food Technology is considerable. A fee of **$160** applies to help cover these expenses. Students are able to take home the food they prepare in class. By selecting Food Technology, you are agreeing to be invoiced for this amount at the start of the course.

Hard Materials Technology (10HMT) **Option subject – half-year**

Essential Learning Area: Technology

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

This subject involves both rudimentary design and practical work. It is open to students of all ability levels.

Course Content

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

Technical Skills

- Furniture construction skills
- Timber joints
- Hand tool skills
- Design and evaluation

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 **$100** 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.

Year 9

Spanish (9SPA) **Option subject – full year**

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, presenting, 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 through a range of formative and summative tasks throughout the year. These will evaluate their skills in:

- Listening comprehension
- Reading comprehension
- Written communication
- Oral communication
- Demonstrate cultural understanding
- Complete research and creative tasks

Materials

As outlined in the school stationery list.

Māori (9MAO) **Option subject – full year**

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).

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 **$120**

Year 10

Spanish (9SPA) **Option subject – full year**

Essential Learning Area: Learning Languages

In this full-year Spanish course, students will develop their ability to understand and communicate basic information in Spanish. They will engage with fundamental Spanish grammar and sentence structures while gaining insight into the diverse cultures of the Spanish-speaking world. This course aligns with Levels 3 to 5 of the New Zealand Curriculum for Spanish.

Spanish is one of the most widely spoken languages in the world and can open doors to exciting opportunities in tourism, business, international relations, and cultural exchange. There are numerous student exchange programmes available for Spanish-speaking countries. In 2027, Year 10 students may be offered the chance to participate in an overseas language and culture trip.

Course Content

- Understand, state, and ask about the location of people, places, and things
- Recognise, express, and ask about likes and dislikes
- Recognise, express, and ask about obligations
- Recognise, express, and ask about how they and others feel
- Ask for and respond to information about events in the present
- Understand and talk about where, when, and how often activities take place
- Communicate about events in the past
- Understand, ask about, and express future plans
- Ask for and respond to simple directions
- Understand and use words relating to measurement
- Compare and contrast people, places, and things

Assessment
Students will be assessed through a range of formative and summative tasks throughout the year. These will evaluate their skills in:

- Listening comprehension
- Reading comprehension
- Written communication
- Oral communication
- Cultural understanding
- Research tasks

Materials as specified on the stationery list.

Māori (10MAO) **Option subject – full year**

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 11. 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)

- Whānau (Family)
- Te Marae (Marae)
- Tāone (Town)
- Tētahi Haerenga (a trip)
  - Movies (time/cost/negatives)
  - Town (transport/meeting people)

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.

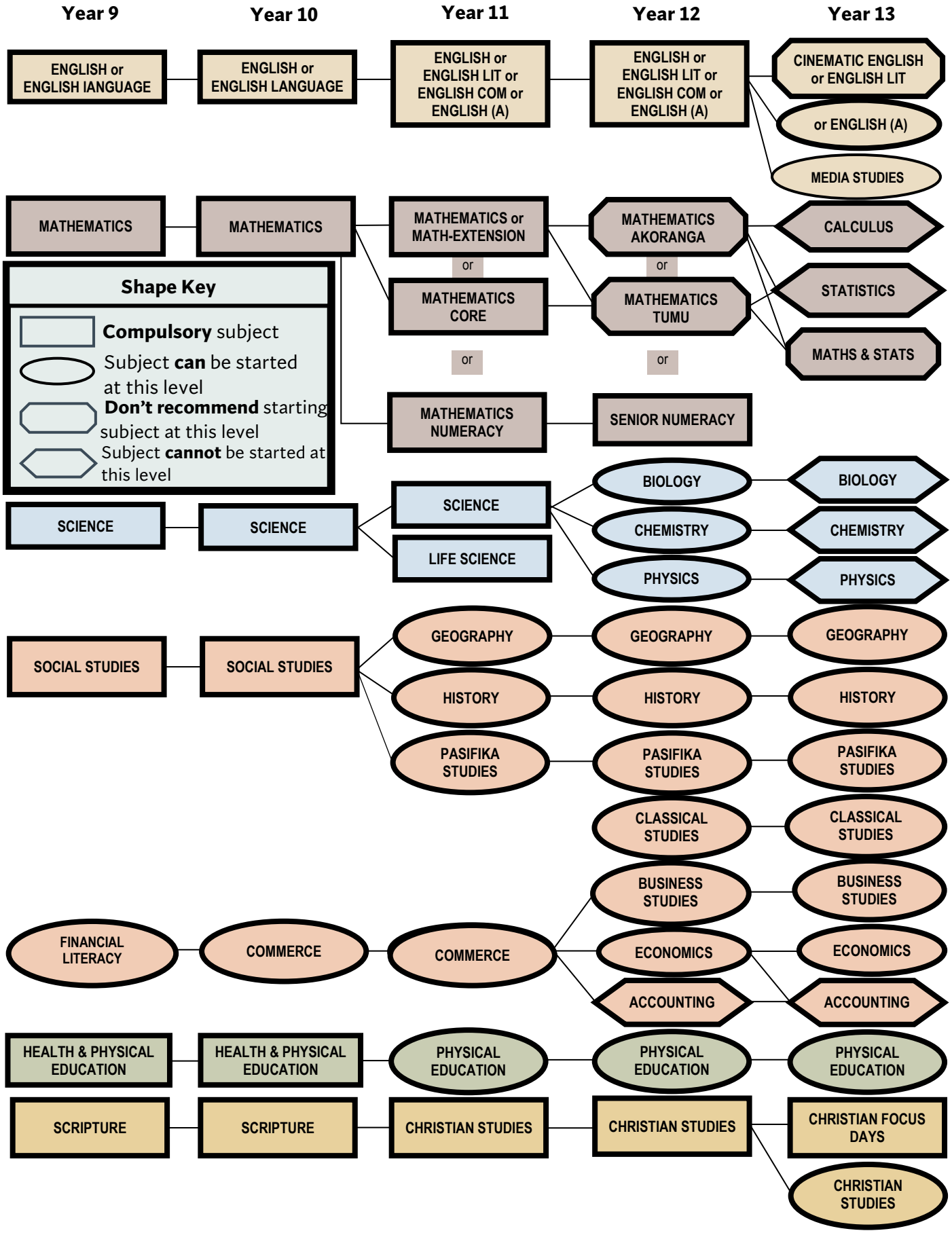
Materials

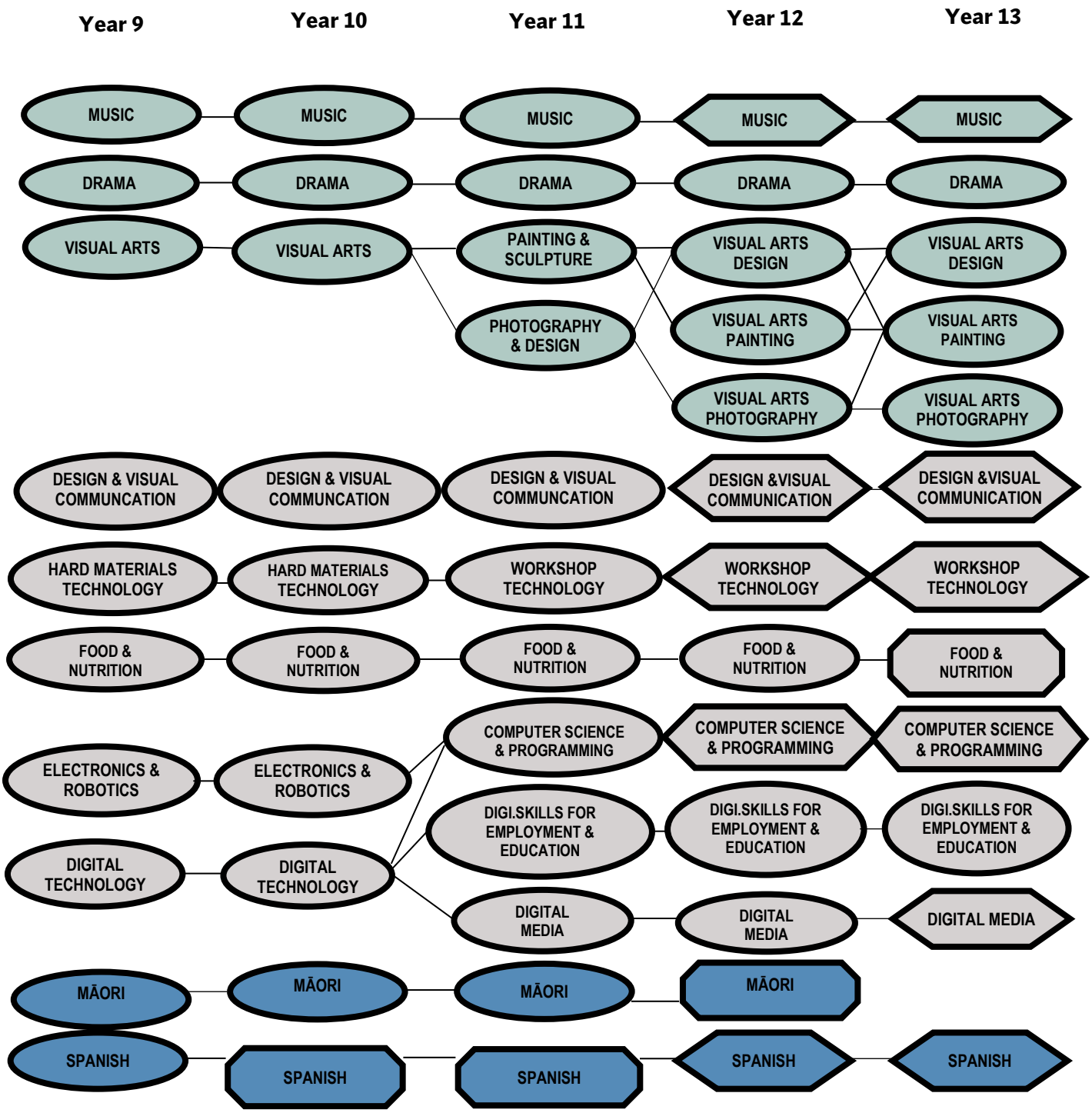
Specified in stationery list

Costs to consider

Cost for recommended educational opportunities outside of the classroom- annual 2-day noho marae approximately **$120**

Middleton Grange Subject Pathways





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

Alternative Pathways to Qualifications

- EMPLOYMENT SKILLS
- INTRODUCTION TO EDUCATION & TEACHING
- TOURISM & HOSPITALITY
- INTRODUCTION TO EDUCATION & TEACHING
- TOURISM & HOSPITALITY

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