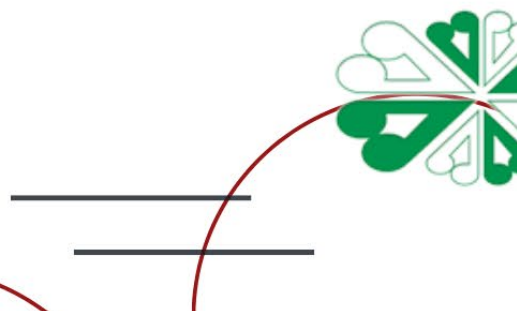


TUAKAU COLLEGE

2022

MIDDLE COLLEGE COURSE BOOKLET

FOR YEAR 9 AND 10



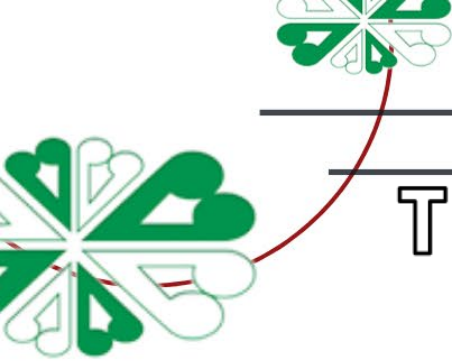


TABLE OF CONTENTS

2022

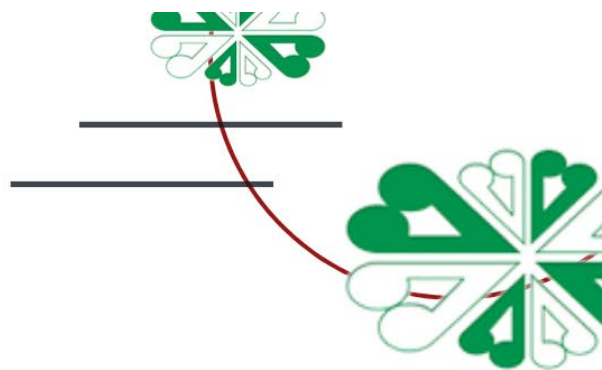
INTRODUCTION / CHOOSING SUBJECTS	1
SUBJECT AREAS	2
WHAT EMPLOYERS WANT	2
INFORMATION FOR YEAR 9 AND 10 STUDENTS AND PARENTS	3 - 5
VOCATIONAL PATHWAYS	6
NZ CURRICULUM SUBJECT AREAS	7
TUAKAU COLLEGE COURSE FLOW CHART	8 - 9
OPTION PLANNING SHEET	10
CURRICULUM LEVELS	11
YEAR 9 COMPULSORY SUBJECTS	
ENGLISH	
MATHEMATICS	
SCIENCE	
SOCIAL STUDIES	
PHYSICAL EDUCATION	
HEALTH	
YEAR 9 OPTIONAL SUBJECTS	
VISUAL ART	
BUSINESS STUDIES	
DIGITAL TECHNOLOGY	
DRAMA	
DVC	
FABRICS	
FOOD TECHNOLOGY	
MATERIALS TECHNOLOGY	
MUSIC	
SPANISH	
TE REO MAAORI	
YEAR 10 COMPULSORY SUBJECTS	
ENGLISH	
MATHEMATICS	
SCIENCE	
SOCIAL STUDIES	
PHYSICAL EDUCATION	
HEALTH	



YEAR 10 OPTIONAL SUBJECTS

**VISUAL ART
BUSINESS STUDIES
DIGITAL TECHNOLOGY
DRAMA
DVC
FABRICS
FOOD TECHNOLOGY
MATERIALS TECHNOLOGY
MUSIC
SPANISH
TE REO MAAORI**

EXTRA CURRICULAR ACTIVITIES



INTRODUCTION

Welcome to the Middle College of Tuakau College. We aim in the middle years to prepare you for your senior years so you can achieve success and achievement in the senior area of the school.

Tuakau College has a Middle College Diploma. In Year 9 and 10 the students gain credits each term to enable students to work towards gaining the Middle College Diploma at the end of their Year 10 year.

Students will be able to accumulate credits from all their subjects with the goal of passing their diploma with Achieved, Merit or Excellence (there may be some students who do not pass their diploma). Students will also be able to gain credits for their extra- curricular activities, wearing the uniform correctly and following the rules at Tuakau College.

At the end of each term the Year 9 and 10 students will receive a credit update which will be calculated from the students' term reports. The calculations for each term are further modified to work out the grade point average and from this calculation the students/parents are able to see if they are passing their Middle College Diploma with Achieved, Merit or Excellence.

By offering a Middle College Diploma, students in Year 10 will be able to have this goal to aim for in Year 9 and 10. It is good preparation for NCEA as students will get used to having to count their credits.

In the Middle College you select option subjects. All of the option subjects in Year 9 are six months long. Students can select a number of subjects so they can experience many different areas. In Year 10 the students will be studying 3 year-long options so that they will gain a richer knowledge of the subject in preparation for Year 11. In this booklet there is a flow chart of subjects to show where each subject leads to in the senior school.

At the end of Year 10 all students receive career counselling before moving into the Senior College. You should select options based on a career pathway. If you are unsure of a career pathway then choose from a broad range of subjects.

The table on the next page lists Heads of Departments and teachers in charge of subject areas. If you require any further information please do not hesitate to contact them.

All students select their options using the correct option sheet or the KAMAR portal and this will be completed at the beginning of Term 4.

SUBJECT AREAS

Subject	Head of Learning Area or Teacher in Charge	Contact Details
Art	Mrs R Gordon	r.gordon@tuakaucollege.com
Business Studies	Mrs K Simpson	k.simpson@tuakaucollege.com
Digital Technology	Mr R Kippen	r.kippen@tuakaucollege.com
English	Mrs J Lawson	j.lawson@tuakaucollege.com
Food Technology	Mr K De Boer	k.deboer@tuakaucollege.com
DVC	Mr R Kippen	r.kippen@tuakaucollege.com
Health	Mr J Slee	j.slee@tuakaucollege.com
Materials Technology	Mr R Kippen	r.kippen@tuakaucollege.com
Mathematics	Mr R Walia	r.walia@tuakaucollege.com
Music	Mr A Mitchell	a.mitchell@tuakaucollege.com
Physical Education	Mr J Slee	j.slee@tuakaucollege.com
Science/Horticulture	Mr G Van Niekerk	g.vanniekerk@tuakaucollege.com
Social Studies	Mr D Kumar	d.kumar@tuakaucollege.com
Soft Materials	Mr R Kippen	r.kippen@tuakaucollege.com
Spanish	Mrs M McMillan	m.mcmillan@tuakaucollege.com
Te Reo Maori	Mrs J Preston	j.preston@tuakaucollege.com

WHAT EMPLOYERS WANT

Employers want young people who display our school values:

- Caring, love and respect
- Integrity
- Perseverance
- Excellence

Employers want workers who have literacy and numeracy skills, great communication skills and the ability to work in a team and have a positive 'can do' attitude.

Your ability to be successful in your chosen career can be further enhanced by meeting the NCEA requirements at Year 11 and beyond at the highest possible level.

NCEA REQUIREMENTS

Requirements for NCEA		
Year 11	Year 12	Year 13
Level 1	Level 2	Level 3
80 credits at Level 1 or above including 10 Literacy and 10 Numeracy credits	80 credits at Level 2	80 credits at Level 3
	OR	OR
	60 credits at Level 2 or above + 20 credits at any level	60 credits at Level 3 or above + 20 credits at Level 2 or above

INFORMATION FOR YEAR 9&10 STUDENTS AND PARENTS

- Tuakau College students are required to study the following subjects at both Year 9 and Year 10: English, Mathematics, Science, Social Studies and Physical Education/Health
- The other subjects are OPTIONAL in Year 9 and Year 10. You need to take at least one Technology subject. A choice of four must be made. We will endeavour to place you in your first two choices (in Year 9). In Year 10 students will be studying three year-long subjects – one of which must be a technology
- Year 10 students – please remember when you select your options that ability, interest and future usefulness are important reasons for your choices
- Choosing a course in Year 10 does not mean you have to do the same course in Year 11
- To help you decide on your options, please seek guidance from the following people: subject teachers, whanau teacher, deans and career advisor
- Students will be making their option choices starting from Wednesday 29 September, 2021. The portal will close on Monday 1 November, 2021.**
- The career pathways contain information about school courses and their necessity/usefulness to different career pathways and are taken from the Careers Services website. Please read carefully, along with course descriptors before completing the planning sheet and selecting your option subjects.

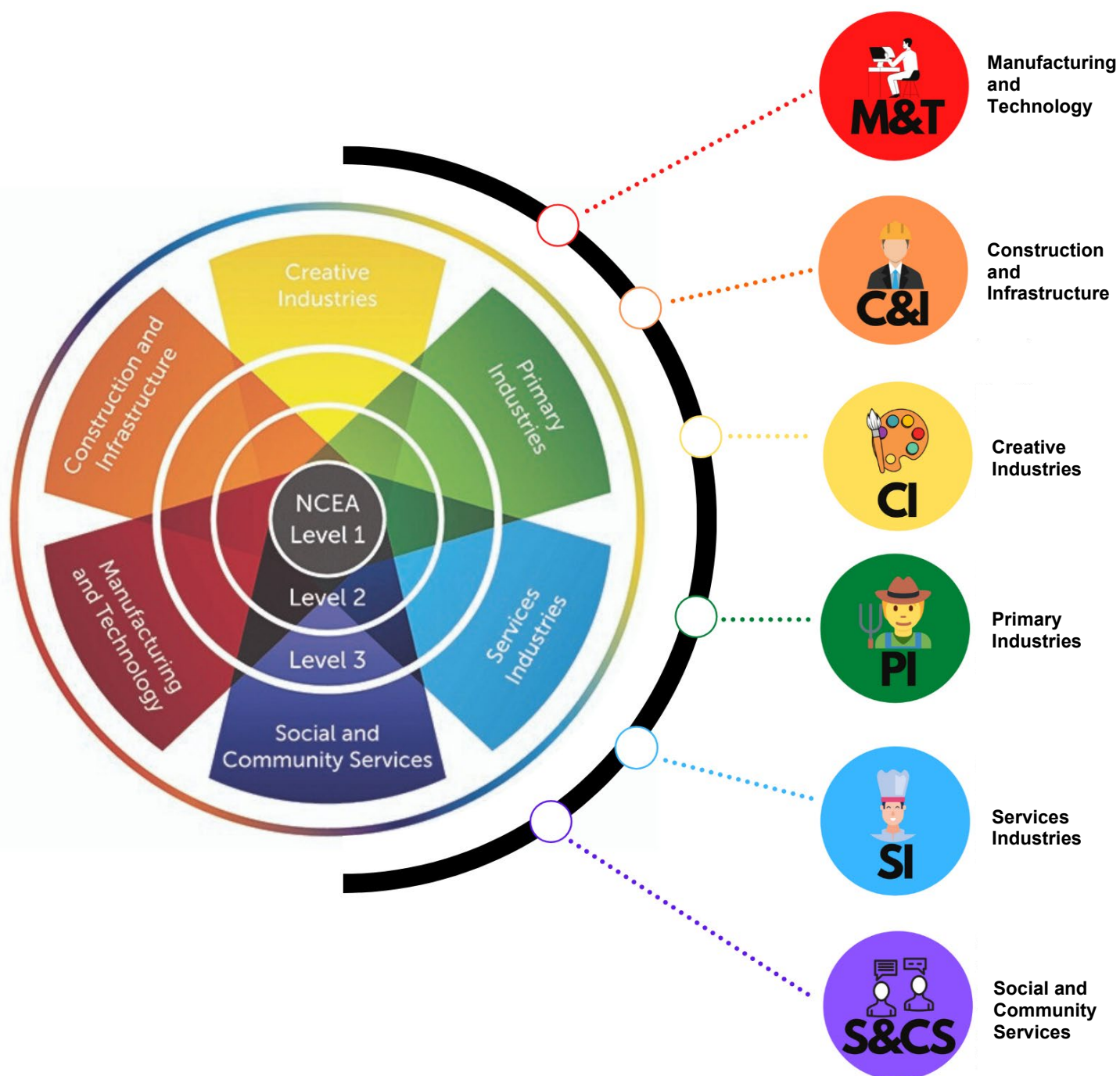
For more information on which subjects to take for the career you would like, go to www.careersgovt.nz

NCEA REQUIREMENTS

Career Pathways	Is this Career Pathway for you?	Sample Careers	Subjects in School
Creative Industries Working in this sector can often call for big picture thinking and attention to detail. Be ready to apply your talents across different fields. You will need to be flexible, adaptable, resilient and make sure there is always a market or audience for your creations or skills.	You will apply your creative skills and imagination to help people see the world differently. You'll come up with new ideas or variations on existing ones. Sometimes you will need to analyse problems and come up with solutions, or develop fresh ways to express existing concepts or ideas.	Artist Graphic Designer Screen Printer Actor Art Director Technical Manager Stage/Set Designer Creative Director	Graphics Spanish Te Reo Maori Visual Arts Photography Product Design Fabrics English Mathematics Science
Services Industries With skills in this sector you can work and travel the world. it can be truly inspirational from travel to tourism, hairdressing to hospitality, physical fitness to financial services. In these jobs you're the brand, dealing directly with people!	Good communication and presentation skills are important. Working in teams and dealing with people means you'll need to speak and listen well to others and relate to people from all walks of life. You'll also be able to pay attention to detail. Knowledge of New Zealand and local culture and heritage is also a real asset.	Accountant Army Soldier Chef Events Manager Hairdresser Journalist Purchasing Officer Sales Rep	Mathematics Languages Computer Studies Management Studies Economics Accounting Text and Information Management Tourism Physical Education English Science
Manufacturing and Technology Some roles are really creative; many are methodical, detailed and precise. Generally in this pathway there is a very clear end point to the job you're doing and you'll know exactly what part you played in it.	From hands on production and assembly to cutting edge research, from massive machines and busy production lines, to individual crafts or computer design.	Architect Baker Boat builder Electrician Engineer Jeweller Surveyor Technician	Graphics Science Mathematics Building Construction Skills Product Design Automotive Fabrics Visual Art (Graphics) English

<p>Construction and Infrastructure</p> <p>You'll have a variety of different tasks and you'll use a lot of different tools and types of machinery. The work is physical and you will learn by doing.</p>	<p>You'll be part of a well-run team that's committed to getting the job done safely and well, to meet the client's specifications. You'll work indoors and outdoors. Often it will be noisy, dusty, and the hours may vary. You'll move around from site to site, working with lots of different tradespeople, contractors and clients.</p>	<p>Builder Civil Engineer Earthworks Forklift Operator Interior Designer Project Manager Surveyor Welder</p>	<p>English Science Biology Chemistry Product Design Mathematics Physics Art Visual Art (Graphics)</p>
<p>Primary Industries</p> <p>You'll be contributing to an important and sustainable sector that's one of New Zealand's biggest employers and exporters. Whether you're from a rural background or a townie, there's something here for you!</p>	<p>There's a huge range and diversity of jobs from hands-on, to science or business roles and a lot of opportunities to learn new skills. You can work outdoors, alone or with mates. You could be in a processing plant, turning primary produce into value-added goods for export. You might work far from the farm in a big city office, organising shipping, or developing new markets.</p>	<p>Biochemist Farm Worker Fishery Officer Food technologist Hunter/Trapper Production Manager Vet Winemaker</p>	<p>Science English Mathematics Technology Hospitality Food Technology Horticulture</p>
<p>Social and Community Services</p> <p>It's a highly social sector; even when you work alone you've generally got a strong team behind. That supports and depends on you. This sector is also a really big employer. Your skills can be highly transferrable in New Zealand and overseas.</p>	<p>This sector is all about caring for people and keeping them safe. It can be exciting, personally rewarding, physically and emotionally demanding. The range of jobs is huge, from monitoring and protecting people and property (corrections, defence or fire-fighting), to caring for people in need (healthcare, community and social work, medicine or therapy). You'll be dealing with people from all ages and all walks of life.</p>	<p>Health Services Manager Ambulance Officer Firefighter Lab Technician Midwife Police Officer Security Guard</p>	<p>Science Chemistry Biology Mathematics English Physical Education Health Languages</p>

VOCATIONAL PATHWAYS



The Ministry of Education is introducing vocational pathways. Vocational pathways are a tool that creates a framework for vocational options and is meant to improve the links between education and employment. There are five pathways which are meant to help students develop their own individual education plan so they are better informed and able to make good choices to meet their goals.

NZ CURRICULUM SUBJECT AREAS

In **English**, students study, use, and enjoy language and literature communicated orally, visually, or in writing.

In **the arts**, students explore, refine, and communicate ideas as they connect thinking, imagination, senses, and feelings to create works and respond to the works of others.

In **health and physical education**, students learn about their own well-being, and that of others and society, in health-related and movement contexts.

In **learning languages**, students learn to communicate in an additional language, develop their capacity to learn further languages, and explore different world views in relation to their own.

In **mathematics and statistics**, students explore relationships in quantities, space, and data and learn to express these relationships in ways that help them to make sense of the world around them.

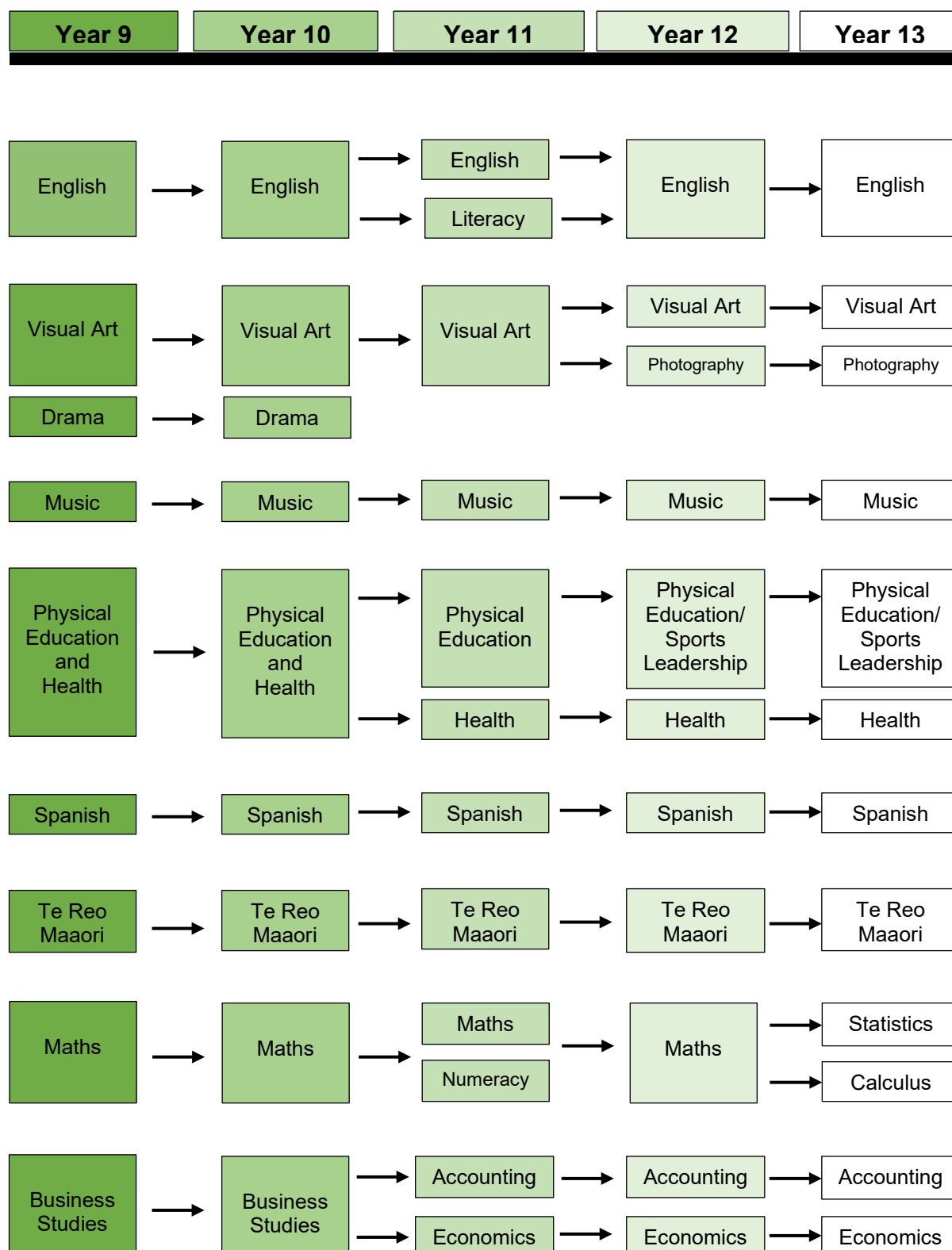
In **science**, students explore how both the natural physical world and science itself work so that they can participate as critical, informed, and responsible citizens in a society in which science plays a significant role.

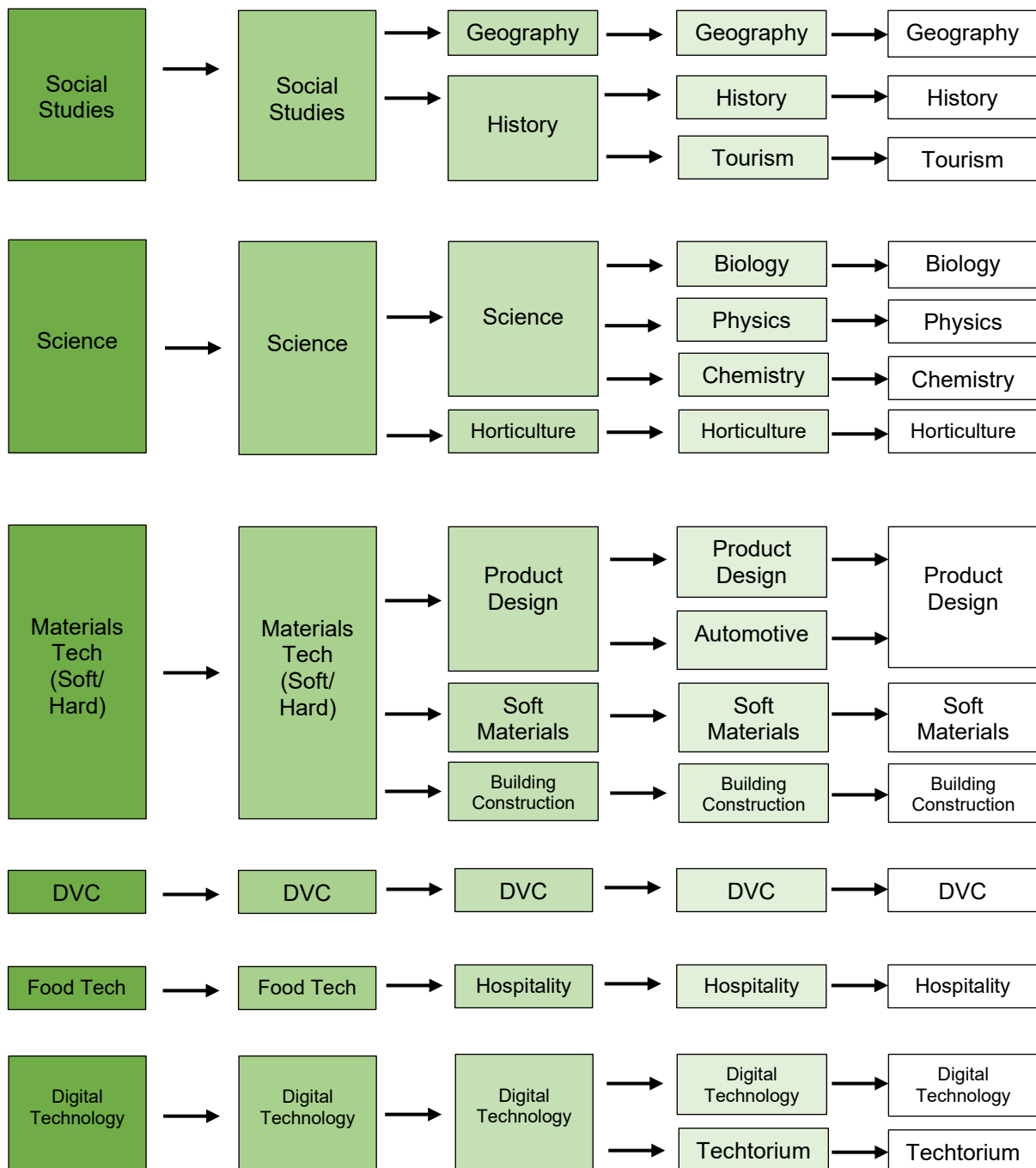
In the **social sciences**, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

In **technology**, students learn to be innovative developers of products and systems and discerning consumers who will make a difference in the world.



TUAKAU COLLEGE COURSE FLOW CHART



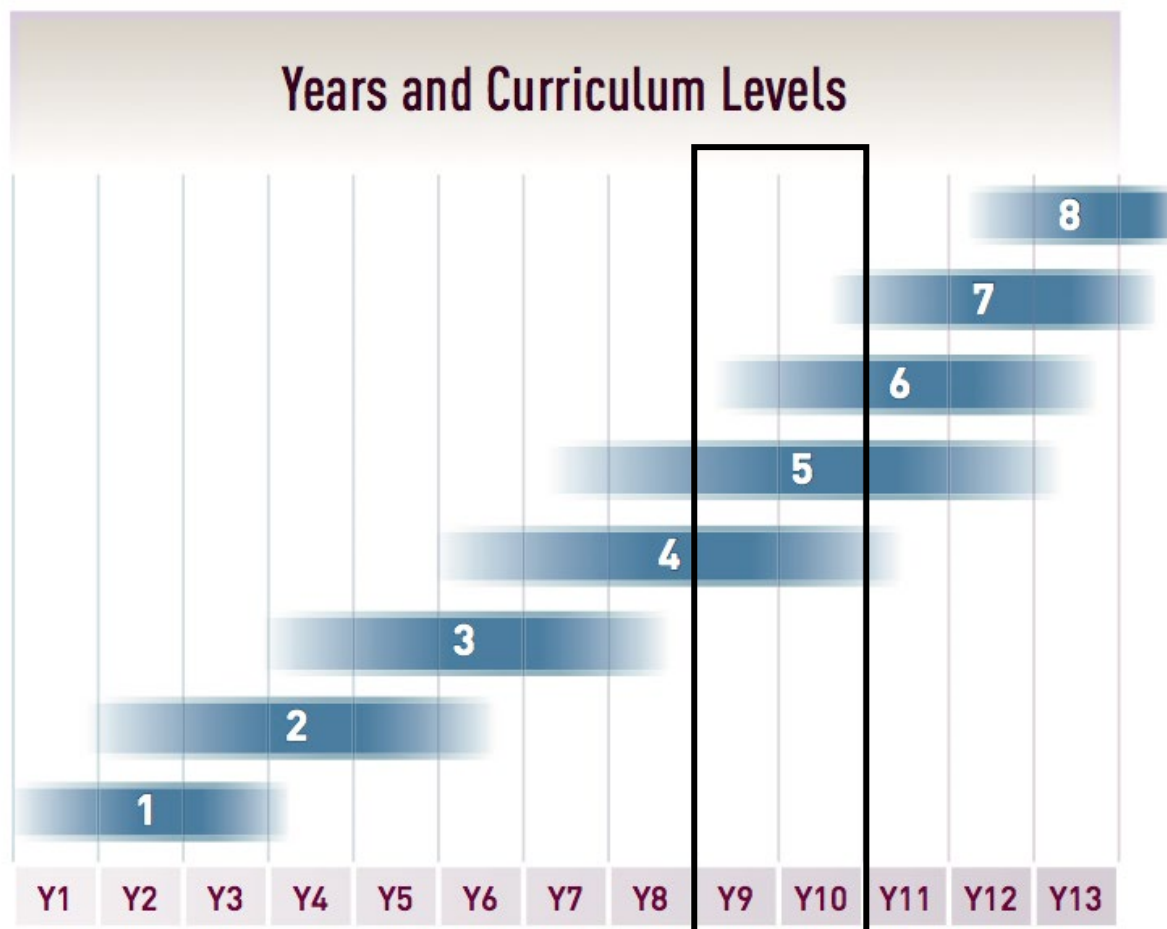


OPTION PLANNING SHEET

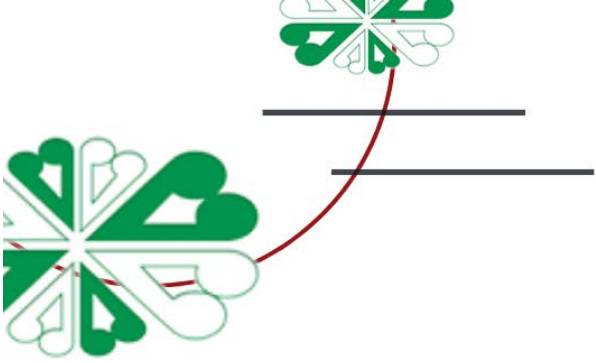
My chosen career is:

Compulsory Subjects in Year 9 and 10	How did I do this year?	What do I need to do to improve next year?
English		
Mathematics		
Science		
Social Studies		
PE and Health		
Technology – every student must complete some kind of technology. In the option section please select at least one type of technology.		
Option Choice 2021	Consider your interest, ability, career intentions, etc.	I should be successful in each of these because. . .
1		
2		
3		
4		
Backup 1		
Backup 2		
The assistance I need from my teachers to achieve my chosen career is:		
My parents/caregivers help me achieve my chosen career by:		

CURRICULUM LEVELS



All topics have our school values interwoven through them. These are: Caring, love and respect, Integrity, Perseverance and Excellence.



2022 YEAR 9 SUBJECTS



Year 9 Compulsory Subjects

English

Year 9 English begins to develop the skills that will be required within the senior school, while also offering a responsive curriculum that meets student interests. The use of digital tools to show understanding and create meaning is a key focus, so that students' digital fluency is honed, preparing them not only for subsequent schooling but later life.

Our programme offers equal exposure to the two strands of the Curriculum: Making meaning and creating meaning. Students will become more sophisticated in their understanding of applied language choices, techniques and writing styles. There will be an increased focus on awareness around writer's meaning and intention. Students will become aware of subtleties in communication and develop greater ability to express themselves through this subject.

Alongside students completing assessments in English, their reading comprehension and vocabulary will be measured using ASTTLE and PAT testing, which are standardized tests that support feedback on students' ability to work to expected levels.

Title/Topic	Assessment Type	Time
English Language Skills Creative Writing	Test 250 word story in the horror genre	Term One
Written Text Study Oral Presentation	Written Essay Two minute vlog tutorial, day in the life of or review	Term Two
Visual Text Study Visual Presentation	Digital visual essay A3 poster on one theme from studied texts	Term Three
Exam Creative Media project	Reading Comprehension and Persuasive Writing Visual or interactive presentation	Term Four

All assessments are standardised and graded in levels, according to New Zealand Curriculum levels. By the end of Year 9, students are expected to be Level 4 Proficient or higher in reading, writing and presenting.

Mathematics

The Year 9 course is based on Level 4 of the NZ Curriculum.

The strands are:

- Number and Algebra
- Geometry and Measurement
- Statistics

The intent is that all students will have mastered Level 4 - 5 of the New Zealand Mathematics curriculum at the completion of this course. We acknowledge, however, that some students will be at Level 3 and some at Level 5 and beyond.

In this course students will develop the ability to think creatively, critically, strategically and logically. They learn to structure, to organise and carry out procedures flexibly and accurately, to process and communicate information and to enjoy intellectual challenge.

All students study Mathematics for at least three years. Our Mathematics department offers an excellent range of courses at senior level, giving students the opportunity to follow a number of pathways in gaining National Qualifications. We aim to provide all students with the essential mathematical skills and qualifications for their future tertiary training and/or positions in the workforce.

Students require a protractor, compass, ruler and a scientific calculator.

A Homework resource book - \$20.00 is required for the 9N class plus those indicated by a Mathematics teacher.

Title/Topic	Assessment Type	Time
Number, Basic Algebra, Solving Equations, Integers	eAstle, PAT's, Diagnostic	Term One
Fractions, Decimals, Co-ordinates and Relations	Tests	Term Two
Statistics, Probability, Measurement, Area and Volume (Integrated unit)	Tests Practical Measurement	Term Three
Angles and Polygons, Transformations, Isometric Drawings, Spreadsheets	eAstle, Exam, Diagnostic	Term Four

Science

'We need a scientifically literate nation to meet current and emerging social, economic and environmental opportunities and challenges. The more we know about science, the more likely we are to be able to respond to the critical issues facing us locally and globally' (Scienceonline, 2020).

In order to achieve this, you will be introduced to scientific knowledge, learn skills and practices that scientists use everyday while they investigate the natural and physical world. Therefore, your science class becomes a place for you to be scientists.

Your topics

Each topic focuses on a specific scientific technique or way of thinking and you will learn to use these techniques in a number of different contexts. Year 9 is a stepping stone towards NCEA and this class will provide you with information and skills to be prepared for Year 10 and beyond.

Title/Topic	Assessment Type	Time
Scientists observe safely and accurately (safety and skills needed in the lab) Scientists Classify (Classifying types of science, living things and substances)	Summative written assessment for all units Common practical assessments	Term One
Scientists discover relationships (Investigate forces and the periodic table) Scientists investigate changes (Investigate energy, energy transformations and how energy flows through a system)		Term Two
Scientists care for Taonga (Matariki, how food and digestion affect health and using scientific knowledge to care for whanau) Scientists create (Use understanding of particles, heat and energy to create useful technology)		Term Three
Scientists solve problems (Use concepts of forensic science to solve a mystery)		Term Four

Social Studies

You will study people and their activities both in different times and different places. You will collect, process and present information.

You will engage critically with social issues. You will gain knowledge, skills and experience that will help you to understand, participate in and contribute to the communities in which you live and work in. Students will be required to purchase two learning workbooks for homework tasks.

Title/Topic	Assessment Type	Time
Earth Under Pressure	Homework tasks, student workbooks and Formative and Summative assessments	Term One
Religions of the World	Homework tasks, student workbooks and Formative and Summative assessments	Term One and Two
Human Rights	Homework tasks, student workbooks and Formative and Summative assessments	Term Two and Three
Ancient Civilisation and Astronomical Navigations	Homework tasks, student workbooks and Formative and Summative assessments	Term Three and Four
Cultural Interaction Careers and Jobs (2 weeks)	Homework tasks and student workbooks	Term Four
Kiwi Identity and Leadership	Homework tasks, student workbooks and Formative and Summative assessments	Term Four

Physical Education

This course is designed to encourage you to enjoy movement, to learn about the movement culture, and to develop positive attitudes towards regular participation in physical activities.

You will be expected to **Actively Participate** in lessons. You will be involved in learning and performing skills related to the following areas: 'Athletics and Swimming'- Participate in and demonstrate safe practices for swimming and athletic activities. 'Invasion Games' - Demonstrate a range of attacking and defensive tactics in Ki-O-Rah, i Netball and My rules. 'Fit ness'- you will learn about different types of fitness and how to test fitness. ' Sport Education'-

Title/Topic	Assessment Type	Time
<i>Caring, Aroha and Respect</i> Athletics and Swimming	Practical ABL, Aquatics and Athletics	Term One
<i>Integrity</i> Fitness and Team Games	Practical – Attacking and Defensive strategies, fitness testing	Term Two
<i>Perseverance</i> Invasion Games	Practical – Attacking and defensive strategies	Term Three
<i>Excellence</i> Sport Education	Practical – Softball Interclass competition	Term Four

Health

The focus of this course is on your well-being and ways to enhance it. You will learn many ways to look after yourself by identifying different influences in your life that have a positive effect on you. This course will help you to make good decisions that will have a positive outcome for you, others near you and the community/society.

Title/Topic	Assessment Type	Time
Health Concepts	No Assessment	Term One
Drugs – Cannabis	Assignment	Term One
Mental Health	Assignment	Term Two
Sexuality Education	Assignment	Term Three
Health Project	Assignment	Term Four

Year 9 Optional Subjects

All Optional Subjects are 6 months. Ensure that you have selected at least ONE technology topic to complete.

Students will select their options on the option selection form which will be completed at the beginning of Term 4. Students must rank **SIX** choices (from 1 to 6). Tuakau College will endeavour to provide the first **FOUR** choices if using the paper selection form. If using KAMAR please select four subjects as per the instructions.

Subjects to select from are: Visual Art, Business Studies, Digital Technology, DVC, Fabric Technology, Food Technology, Materials Technology, Music, Spanish and Te Reo Maori.

Visual Art

The course is a unit based on weaving, Celtic Art, Maori pattern and cloaks. Students will participate in and explore the meaning behind their own work and relevant artist models. Students will develop practical knowledge and technical skills. If time allows students will be extended with a unit based on Pop Art.

Cost: \$30 plus visual diary and art equipment.

Title/Topic	Assessment Type	Time
Weaving Unit	Research, Practical, Analysis of Artist Models	Completed by the end of Term One and Two

Business Studies

This six month course examines the world of finance. Incorporating IT - it is intended to introduce basic financial, economic, accounting, entrepreneurial terminology and concepts - both personal and business. Students will be encouraged to explore concepts of debt management, understanding implications of borrowing, repayment and documentation involved, within New Zealand's economy.

Title/Topic	Assessment Type	Time
Financial Theory and Enterprise	Summative and formative. Research, investigative publishing, formal test.	Completed by the end of the course

Digital Technology

The Year 9 Digital Technology course comprises of the following units of work:

- Introduction to computing (accessing the network, internet, cloud computing)
- Touch Typing
- Basic Word Processing using Microsoft Word
- Basic data manipulation using Microsoft Excel
- Scratch coding to create a game
- Design principles using Adobe Fireworks
- Web Design using Adobe Dreamweaver

This course provides an excellent foundation for students who wish to take Digital Design or Computer Science as an option at Years 10, 11, 12 or 13. It provides students with a good range of Digital and Design skills which will be useful in the future.

Students must ensure that they have printing credits to print off their documents for their portfolio of evidence.

Title/Topic	Assessment Type	Time
Digital Technology and Digital Literacy Skills	Practical Various	Completed by the end of the course

Drama

Year 9 Drama teaches students foundational skills in performance practices. Drama is about gaining confidence in voice, movement and character and can compliment students with strengths in Kapa Haka, music or public speaking.

Title/Topic	Assessment Type	Time
Status Characters Improvise!	Students devise performances that clearly demonstrate the status of their character in the context of their story. Students learn how to improvise comedic scenes within the context of Theatresports games and activities.	Term One
Playing it Up	Use a scripted text to develop a performance that will be presented for an audience. You will be expected to use all of your learning so far to develop the scene	Term Two

DVC

Students will learn various techniques and processes that will prepare them for Year 10 DVC. You will learn terminology and solve simple design problems and evaluate solutions. Computer Aided Design (CAD) will be used for some project work. You will use free hand drawing to develop design ideas and communicate information in appropriate visual art form.

Title/Topic	Assessment Type	Time
Graphic and Design skills, CAD	Assessment Folio	Completed by the end of the course
Presentation Drawings		

Fabrics

The course is designed to give you the knowledge and skills to work safely with the equipment and develop independent practice. The context of sportswear will enable you to construct an item of your choice by using good quality jersey to complete this. The project will focus on research and design to develop your ideas and promote creativity. You will be able to personalise your product with the digital embroidery machine.

Subject requirements: Covered shoes at all times

Cost: \$20 to cover the cost of jersey and notions used in class

Products will be taken home

Title/Topic	Assessment Type	Time
Sportswear: research, design and construction	Practical Workbook completion Evaluation of final product	Completed by the end of the course

Food Technology

You will learn about designing food products to meet the needs of identified consumer groups. You will analyse existing products and develop your own criteria for a given product type. You will follow the design process to develop a solution to a given design brief. On successful completion of your Design Workbook, you will create a food product in the kitchen. The focus is placed on how good products are developed by food technologists. You will develop enterprise and innovation. A high level of self-discipline is important, as safety is a priority at all times

Cost: \$30. Subject requirements: Shoes (no sandals)

Title/Topic	Assessment Type	Time
Healthy Eating	Booklet Completion	Completed by the end of the course
Kitchen Safety	Booklet Completion	
Healthy Living	Booklet Completion	
Practical	Practical Assessment	

Materials Technology

You will design a product for a chosen client after identifying their needs and analysing existing products. Some of the course will focus on design and written workshop theory. On successful completion of your "Design Workbook" you will make your product in the workshop.

Cost: \$25.00 for the take home component. **Subject requirements:** Shoes (no sandals)

Title/Topic	Assessment Type	Time
Storage Box	Portfolio Final Product	Completed by the end of the course

Music

This course introduces the following elements of Music:

Appreciation: Being able to listen to and develop some understanding of a variety of musical sounds from several eras, cultures and styles.

Knowledge: Being able to understand and use words that are used to describe music, musical instruments and musical performance.

Composition Being able to work in groups to create new and original musical sounds and songs.

Performance Skills: Each student is encouraged to learn skills on one or more of the following: voice, guitar, bass, ukulele, keyboards, and percussion. They may play these in group or solo situations.

New Zealand Music: Each student completes a study of a New Zealand artist or group. This course is not available for those who can neither sing nor play an instrument.

Title/Topic	Assessment Type	Time
Instrument Families	Practical	Completed by the end of the course

Spanish

This course is suitable for beginners and will provide an experience of the Spanish language. You will gain new ways of thinking about, questioning and interpreting the world and your place in it. You will acquire knowledge, skills and attitudes that will equip you for living in a world of diverse people, languages and cultures. You will gain access to a broader field of knowledge and extend your creativity and critical thinking.

Cost: \$15 for Spanish Workbook

Title/Topic	Assessment Type	Time
Everyday life situations		Completed by the end of the course
School	In class assessment	
My Family	Group presentation	
At Home	In class/Research Power Point	

Te Reo Maaori

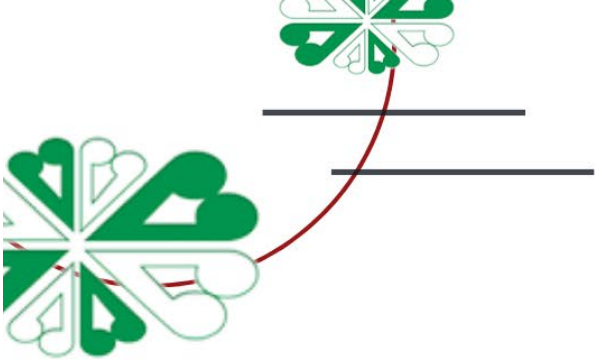
He taaonga te reo, he taaonga ngaa tikanga, he taaonga anoo ngaa tamariki. Our language and our culture are treasures as are our children.

Te Reo Maaori is one of 3 official languages of Aotearoa. It emphasises the inseparable links between language, culture and identity. As students learn Te Reo Maaori, they also deepen their knowledge and understanding of Tikanga Maaori (Cultural Practices).

To learn Te Reo Maaori, students must have an open mind and a positive attitude towards tikanga Maaori. They will need to learn to use all the ara reo (language modes): Whakarongo (Listening), Paanui (Reading), Koorero (Speaking), Tuhituhi (Writing).

By learning Te Reo and becoming increasingly familiar with tikanga, Maaori students strengthen their identities, while non- Maori journey towards shared cultural understandings. All who learn Te Reo Maaori help to secure its future as a living, dynamic and rich language. As they learn, they come to appreciate that diversity is a key to unity. It will also broaden their entrepreneurial and employment options to include work in an ever-increasing range of social, legal, educational, business and professional settings.

Title/Topic	Assessment Type	Time
Te mita o te reo, Pronunciation of the language	Whakarongo – Listening skills	Completed by the end of the course
Te Arapu Maaori Maori Alphabet	Korero – Oral presentation	
Ko wai ahau? Who am I? Identity, Pepeha, Whakapapa Matariki	Panui - Reading Tuhituhi - Writing skills	



2022 YEAR 10 SUBJECTS



Year 10 Compulsory Subjects

English

Year 10 English is focused on consolidating the foundational work honed in Year 9, to prepare them for NCEA Level One the following year. As a taste tester, we offer four NCEA Level One English credits at the end of Year 10 to not only ready them for their Senior years, but build their confidence ahead of beginning Year 11.

We expect students to be able to name multiple writing techniques, identify them in their own and others' work, and discuss grammar confidently. At this stage, it is expected that students can discuss multiple reasons behind writers' and directors' choices. Students are expected to be sophisticated in their communication with others and in presentations.

Alongside honing English skills, we also nurture the use of digital tools. Students are expected to become fluent with the use of Google apps while showing their understanding of texts and creating meaning for reader engagement.

Alongside students completing assessments in English, their reading comprehension and vocabulary will be measured using ASTTLE and PAT testing, which are standardized tests that support feedback on students' ability to work to expected levels.

Title/Topic	Assessment Type	Time
Written Text Creative Writing	Written Essay 250 word poem	Term One
Formal Writing Oral Presentation	Written discursive essay on a modern NZ issue 2 ½ minute speech on a personal hero	Term Two
Visual Text study Visual Presentation	Digital visual essay A3 poster on identity	Term Three
Exam 1.8 Connections study offering 4 NCEA Level 1 credits	Reading comprehension and Persuasive Writing Speech, Q&A or essay	Term Four

All assessments are standardised and graded in levels, according to New Zealand Curriculum levels. By the end of Year 10, students are expected to be Level 5 Proficient or higher in reading, writing and presenting.

Mathematics

The Year 10 course is based on Level 5 of the Curriculum.

The strands are:

- Number and Algebra
- Geometry and Measurement
- Statistics

The intent is that all students will have mastered Level 5. We acknowledge, however, that some students will be at Level 3 and 4 and some at Level 6 and beyond.

In this course students will develop the ability to think creatively, critically, strategically and logically. They learn to structure, to organise and carry out procedures flexibly and accurately, to process and communicate information and to enjoy intellectual challenge. All Year 10 students will have the opportunity to gain some NCEA credits. The results from these will be registered the following year.

Students require a protractor, compass, ruler and a scientific calculator.

A Homework resource book - \$20.00 for 10N class plus those indicated by a Mathematics teacher.

Title/Topic	Assessment Type	Time
Indices, Algebra, Standard Form, Pythagoras	eAsttle, PAT's, Diagnostic	Term One
Constructions, Trigonometry, Line Graphs, Probability	Tests NCEA A/S	Term Two
Circle Geometry, Enlargement, Percentage, Rates	Tests NCEA A/S	Term Three
Statistics, Measurement	eAsttle, Exam, Diagnostic	Term Four

Science

'We need a scientifically literate nation to meet current and emerging social, economic and environmental opportunities and challenges. The more we know about science, the more likely we are to be able to respond to the critical issues facing us locally and globally' (Scienceonline, 2020).

In order to achieve this, your journey as a scientist in class continues to build on the knowledge and skills acquired in Year 9. Your topics for the year builds on, and introduces a new specific scientific technique and way of thinking. These skills and practices used by scientists everyday while they investigate the natural and physical world. You will learn to apply these techniques in a number of different contexts, and prepare you for NCEA Level 1 and beyond.

Title/Topic	Assessment Type	Time
Scientists observe safely and accurately (Carrying out scientific investigations) Scientists investigate the chemistry of life (Body systems, chemical skills)	Summative written assessment for all units Common practical assessments	Term One
Scientists discover relationships (Use forces, energy and motion to explain how things work) Scientists investigate changes (Investigate how substances react, the speed of chemical reactions and how to control them)		Term Two
Scientists care for taonga (Matariki, environmental science, using scientific knowledge to care for our world) Scientists observe progress (Investigate the process of evolution within populations, discover how genes are passed to next generation)		Term Three
Scientists investigate technology (Use understanding of particles, heat and energy to investigate useful technology)		Term Four

Social Studies

This course is the study of people and their activities both in different times and different places. You will collect, process and present information.

You will engage critically with social issues. You will gain knowledge, skills and experience that will help you to understand, participate in and contribute to the communities in which you live and work in. Students will be required to purchase three learning workbooks during the course of the year for homework tasks.

Title/Topic	Assessment Type	Time
Treaties	Homework tasks, student workbooks and Formative and Summative assessments	Term One
New Zealand Land Wars	Homework tasks, student workbooks and Formative and Summative assessments	Term One and Two
Resources and Sustainability	Homework tasks, student workbooks and Formative and Summative assessments	Term Two and Three
Migration and Movement of People	Homework tasks, student workbooks and Formative and Summative assessments	Term Three
Holocaust	Homework tasks and student workbooks and Formative and Summative assessments	Term Four
Forms of Governments	Homework tasks and Inquiry assessment	Term Four

Physical Education

You will participate in a wide variety of health enhancing sporting and recreational activities. A focus will be on developing interpersonal skills, fair- play, teamwork and leadership. You will be expected to **Actively Participate** in classes. You will be involved in learning and performing skills related to the following areas: Athletics, Badminton, Uni-hoc, Adventure Based Learning, Modified Games, Skill Learning, Traditional Game, Aquatics and have an opportunity to enhance your leadership skills when you teach your class.

Title/Topic	Assessment Type	Time
<i>Caring, Aroha and Respect</i> Social Justice	Practical ABL, Aquatics and Athletics	Term One
<i>Integrity</i> Teaching games for understanding	Practical – Attacking and Defensive strategies in games	Term Two
<i>Perseverance</i> Getting others active	Practical – Create a lesson and teach your class	Term Three
<i>Excellence</i> Sport Education	Practical – Touch Interclass competition	Term Four

All year 10 students will also have the opportunity of achieving 2 Level One NCEA Physical Education credits. Achievement Standard 90969 ' *Take purposeful action to assist others to participate in physical activity*'. This is done in Term Three and Four by planning and running a lesson for your class.

Health

Health at Year 10 will cover some aspects from Year 9 but in more detail. Focus on current and relative issues that teenagers go through or experience will be addressed with solutions to create healthy and positive well-beings and environments will be identified. It is important that you are actively involved in all activities and demonstrate maturity in order to develop your views and consider others.

Title/Topic	Assessment Type	Time
Health Concepts	No Assessment	Term One
Drugs and Alcohol	Assignment	Term One
Sexuality Education	Written Assessment	Term Three
Health Issue	Resource Aid	Term Four
Mental Health	Assignment	Term Two

Year 10 Optional Subjects

All Optional Subjects are 6 months long. Year 10 Te Reo Maori is 6 months but students can select to do it for 12 months if they wish to. They must select it as a first half of the year course.

Please ensure that you have selected at least ONE technology topic.

Students will select their options on the option selection form which will be completed at the beginning of Term 4. Students must rank SIX choices (from 1 to 6). Tuakau College will endeavour to provide the first FOUR choice, if they are selecting using a paper selection form. Otherwise four using the KAMAR portal.

Subjects to select from are: Visual Art, Business Studies, Digital Technology, DVC, Fabric Technology, Food Technology, Horticulture, Materials Technology, Music, Spanish and Te Reo Maori.

Visual Art

This course investigates Tapa and Tattoo designs in Term One and Two; exploring the meaning behind the work and develops an understanding of contemporary artists. In Term 3 students will investigate envelopes, postcards and collage using a range of mixed media. In Term 4 students will develop their own theme and extend their painting skills.

Cost: \$30.00 plus visual diary and art equipment.

Title/Topic	Assessment Type	Time
Excellence Tapa Unit	Research Practical Analysis	Completed by the end of Term One and Two
Envelopes, Postcards and Collage Unit	Research Practical	Completed by the end of Term Three
Own Theme	Research Practical	Completed by the end of Term Four

Business Studies

This course is an introduction for those students thinking of a future career pathway in the world of finance/business or for further NCEA study in Law, financial management, accounting and economics. Students are given a useful grounding in the use of accounting and economic terminology, systems and ideas. This course will introduce and scaffold students into the skills essential for achieving at higher NCEA levels.

Title/Topic	Assessment Type	Time
World of Finance - where, why and how production of commodities occurs. Preparation and Design of Financial Documentation: for both personal and business purposes. Managing and Reporting Debt - Budgeting, implications and consequences of debt.		Tasks will be formatively assessed throughout the year. It is intended to offer students the opportunity to gain credits at NCEA Level 1.

Digital Technology

The Year 10 Digital Technology year long course comprises of the following units of work:

- Introduction to computing (accessing the network, internet, cloud computing)
- Basic word processing using Microsoft Word, PowerPoint
- Document design using Word, Publisher, and Adobe Fireworks
- Introduction to computational thinking (Python coding)
- Creating databases using Microsoft Access
- Website page design using Adobe Dreamweaver/W3 Schools (HTML)

This course provides an excellent foundation for students who wish to take Digital Design or Computer Science as an option at Years 11, 12 or 13. It also provides students with a good range of computing skills which should be very useful in whatever path they follow.

Students must ensure that they have printing credits to print off their documents for their portfolio of evidence.

Title/Topic	Assessment Type	Time
Digital Technology and Digital Literacy	Practical – Various Portfolio of evidence	Completed by the end of the course
Create a Web Page using a template	Level 1 US 18734 (2 credits)	Term 4
Produce a Spreadsheet	Level 1 US 18743 (2 credits)	Term 3

Drama

Year 10 Drama teaches students advanced skills in performance practices with emphasis on choreography, ensemble awareness and genre performance studies. You will be learning not only how to control tone, convey character, and movement, but also how to devise your own scripts, developing unique voices for Aotearoa.

Title/Topic	Assessment Type	Time
Devising – open scripts Improvise!	Use techniques, elements and conventions of drama to develop a performance based on an open script . Students build upon their Theatresports knowledge and advance their skills by playing more complex games.	Term One
NZ Theatre Study	Students explore the rich history of NZ Theatre and study scenes from within a New Zealand play to perform with a group.	Term Two
Monologues	The first solo performance in Drama, Monologues ask students to work on their own by interpreting a script and learning to manage the stage as an individual performer.	Term Three
The Bard	Students explore the world of Shakespeare and its relevance to the modern world of Theatre. Students will learn that Shakespeare is meant to be performed, not read.	Term Four

DVC

DVC is a four year course of study, starting in Year 9 and following through to Year 13. This pathway allows students to continue their course of study at tertiary level concentrating on graphic design and/or spatial design.

Students will develop skills and knowledge in the following areas:

- Freehand and instrumental drawing; simple plane and solid geometry and associated constructional techniques; communicate simple design ideas using a limited variety of drawing skills.
- Illustrative techniques: proportioning, line thickness, light and shade, colour, lettering styles, selection of suitable presentation and illustration methods.
- Understand the principles of orthographic projection conversion of pictorial to orthographic. Use scale. Develop an appreciation of the main principles and elements of design; gain an understanding of the design process; use design principles and a design process to solve simple graphics problems.

Title/Topic	Assessment Type	Time
Graphic and Design skills	Assessment Folio	Completed by the end of the course
Production	Final Product	

Fabrics

The course is designed to build on your knowledge and skills through working safely with the equipment and continuing to work independently on your project. The screen printing is a fun, simple project to get creative with.

Students will bring in a plain t-shirt or hoodie (new or old) and develop a design to print on their garment. The Blanket topic has been chosen through student voice and will enable you to construct an item by using techniques of your choice. The project will focus on research and design to develop your ideas and promote creativity.

Subject requirements: - Shoes (no sandals)

Cost: \$20 to cover the cost of materials and notions used in class.

Products will be taken home.

Title/Topic	Assessment Type	Time
Screen Printing	Practical Workbook completion Evaluation of final product	5 weeks
Blanket Designs	Practical Workbook completion Teacher Observation Evaluation of final product	15 weeks

Food Technology

Students will learn to design products following the design process as a food technologist. They will successfully complete a design portfolio and theory work before making your product in the kitchen.

Students will also develop solutions to given design briefs, carry out independent research and complete all homework tasks. A strong interest in creating food products is essential. The course focuses on the development of food products through research, analysis of existing products and design work. A high level of self-discipline will be required as safety is a priority at all times in the kitchen.

Subject requirements: Shoes (no sandals)

Cost: \$40.00 for some ingredients. Extra ingredients may be required depending on your recipe.

Products will be taken home.

Title/Topic	Assessment Type	Time
Four Food Groups	Final Product Course Work Pre/post testing	Completed by the end of the course
Cultural Kai		

Materials Technology

Students will design a product for a chosen client after identifying their needs and analysing existing products. Through a series of practical and written exercises students will develop their product in the workshop.

Subject requirements: Shoes (no sandals) Cost: \$25.00 for the take home component.

Title/Topic	Assessment Type	Time
Personalised Project	Portfolio Practical	Completed by the end of the course

Music

This course is designed to prepare students for level 1 NCEA Music and is only suitable for students who already have skills in performance or who wish to improve their knowledge and skills.

Students with appropriate levels of skill and knowledge may be able to obtain Level 1 credits as part of their course. The course will include performance, composition, aural and listening, music theory and musical knowledge.

NZ Music Industry: Each student completes a study of an aspect of New Zealand Music.

Title/Topic	Assessment Type	Time
Solo and Group	Practical	Completed by the end of the course
New Zealand Artist	Written	

Spanish

This course is suitable for students wanting to advance their language studies for travel and career purposes.

You will gain new ways of thinking about, questioning and interpreting the world and your place in it. You will extend your knowledge, skills and attitudes that will equip you for living in a world of diverse people, languages and cultures. You will gain access to a broader field of knowledge and so extend your creativity and critical thinking.

Cost: \$30 Language Perfect online.

Title/Topic	Assessment Type	Time
Spanish Cultural Power-point presentation	Written Assessments Interaction (Group work)	Completed by the end of the course

Te Reo Maaori

He taaaonga te reo, he taonga ngaa tikanga, he taaonga anoo ngaa tamariki.

Our language and our culture are treasures as are our children.

Te Reo Maaori is one of three official languages of Aotearoa. It emphasises the inseparable links between language, culture, and identity. As students learn Te Reo Maaori, they also deepen their knowledge and understanding of Tikanga Maaori (Cultural Practices).

To learn Te Reo Maaori, students must have an open mind and a positive attitude towards the Maori People and their culture. They will need to learn to use all the ara reo (language modes): Whakarongo (Listening), Paanui (Reading), Koorero (Speaking) and Tuhituhi (Writing).

By learning Te Reo and becoming increasingly familiar with tikanga, Maaori students strengthen their identities, while non-Maaori journey towards shared cultural understandings. All who learn Te Reo Maaori help to secure its future as a living, dynamic and rich language. As they learn, they come to appreciate that diversity is a key to unity. It will also broaden their entrepreneurial and employment options to include work in an ever-increasing range of social, legal, educational, business, and professional settings.

Title/Topic	Assessment Type	Time
Taku whaanau Whakapapa/Pepeha Identity Tainuitanga	Whakarongo – Listening Koorero - Oral Presentation	Term One
Manu Koorero Matariki	Tuhituhi - Writing Paanui - Reading	Term Two
Kingitanga	Whakarongo – Listening Koorero - Oral Presentation	Term Three
Te Marae/Ngaa Atua/Ngaa Pakiwaitara	Paanui - Reading Tuhituhi - Writing	Term Four

Extra-curricular Activities

Tuakau College offers you a wide range of activities to encourage you to develop your skills and interests. The following is a list of activities that have been available in recent years:

Athletics
Basketball
Camps
Career Events
Cricket
Cross country
Hockey
International Cultural Tours
Kaphaka
Ki-o-rahi
Librarians
Marae visits
National Quiz Teams
Netball School, AIMS, and UNISS
Outdoor Education
Rugby
Science Fair
Skiing
Soccer
Speech Competitions
Spirit of New Zealand
Sports and cultural Exchanges
Student Council
Swimming
Tennis
Touch
Rugby
Triathlon
Tug of War
Visiting Speakers
Volleyball
Wearable Arts
Writing Competitions