



Gore High School

No Reward Without Effort

2023 COURSE BOOKLET

YEAR 9





YEAR 9 CORE SUBJECTS

ENGLISH – 9ENG

Course Outline: Through the study of English in Year 9, students will have the opportunity to develop their skills in making and creating meaning through the different modes of: listening, reading, and viewing, speaking, writing, and presenting.

Writing: Students will have the opportunity to write regularly, both in response to texts and to express their own ideas. Teachers will help students to write accurately, with correct punctuation and grammar, and also to develop their ideas by increasing their vocabulary and broadening their use of sentences for effect. Students will learn how to structure their ideas, so they are clear and developed.

Reading: Students will have the opportunity to read texts for enjoyment and to develop their understanding of how the writer creates effects through the written word. Teachers will help students decode a variety of texts and discuss the effects of language and meaning on the reader.

Viewing: Students will have the opportunity to engage with and respond to a range of visual texts, including static and moving images. Teachers will help students to identify important features of visual texts and discuss the effect of visual texts on the reader.

Presenting: Students will be able to express their ideas visually, employing conventions of visual language such as symbols, colours, and layout.

Listening: Students will have the opportunity to develop their skills as listeners in a range of situations.

Speaking: Students will have the opportunity to develop their skills as speakers in a range of situations. Teachers will help students develop their skills as confident speakers through whole-class discussions, presentations, group work and individual responses.

The above skills are taught through a variety of contexts. Students will read a variety of texts such as short stories, novels, poetry, songs, non-fiction, long and short film, and documentary on a range of themes such as survival, accepting differences, environment and overcoming challenges. The teacher differentiates the texts to meet the needs of individuals and groups.

Assessment: Year 9 students will be assessed in several ways throughout the year:

- Beginning and end of year testing of reading comprehension, punctuation, and grammar
- Internal assessment of writing in various text types, close viewing of a film, visual presentation, and oral presentation
- End-of-year examination

Where does it lead? Year 10 English

HEALTH AND PHYSICAL EDUCATION – 9HPE

Course Outline: This course covers material based on Levels 3 – 5 of the Health and Physical Education curriculum. Topics covered are taken from the four strands: Personal Health and Physical Development, Movement Concepts and Motor Skills, Relationships with Other People, and Health Communities and Environments.

Health

In Health students will develop their understanding of the factors that influence the health of individuals, groups, and society. Students explore a variety of topics including: Resiliency, Hauora, Media Influences, Food and Nutrition, Alcohol/Drugs and Sexuality.

Physical Education

In Physical Education the focus is on movement and its contribution to the development of individuals and communities. The students will take part in a number of activities; these activities include: Athletics, Fitness, Sports Education, Circus Skills and International Games.

Assessment: Students are assessed using National Achievement Objectives throughout the year. These are designed to show the students' ability across several areas. In Year 9, students move from Level 4 to 5 objectives over the year.

Where does it lead? Year 10 Health and Physical Education

MATHEMATICS – 9MAT

Course Outline: This course covers material based on Levels 3, 4 and 5 of the Mathematics Curriculum. Topics covered are taken from the three strands: Number and Algebra, Geometry and Measurement and Statistics. There is also room for extension activities.

Calculators: Students are encouraged to obtain and use a scientific calculator, but not a graphical one. A Casio FX82 or FX85 is recommended.

Assessment: Throughout the year: a range of formative and summative assessments that include assignments and common tests are used.

Mid-year report: is based on combined performance in common assessments as well as indicators of performance in the separate curriculum strands.

End of year report: is based on performance in an exam 70% and common assessments 30%.

BYOD: The use of devices to assist in the learning of mathematics is being developed within the course. All students are required to bring earphones to every lesson.

Where does it lead? Year 10 Maths

SCIENCE – 9SCI

Course Outline: This course is based on Level 4 of the New Zealand Curriculum Statement.

The Junior Science course is based around the Nature of Science and Science Capabilities. By focusing on real-world issues, it covers aspects of the living, material, and physical science content.

The focus for both Year 9 and 10 is:

1. Gather and interpret data
2. Using evidence
3. Critique evidence
4. Interpret representations
5. Engage with Science

Students will carry out practical science activities and link them to their real-world applications. The focus for Year 9 is the forensic science, energy and heat, our native species, scales of science, and understanding particles and matter. By focusing on the 5 capabilities, students will learn how to think, work, and investigate like scientists while learning about the world around them.

Assessment: Student progress is tracked through a variety of tasks that include practical work, group projects and individual assessment tasks completed throughout the year. They are based on the science capabilities and the NZ Science Curriculum.

Where does it lead? Year 10 Science with a focus on science literacy, so that students are able to read about, understand and explain the world around them.

SOCIAL STUDIES – 9SOS

Course Outline: The aim of Social Studies education is to enable students to participate in a changing society as informed, confident, and responsible citizens. The Year 9 programme of work is primarily based around Level 4 of the Social Studies in the New Zealand Curriculum document. Through a variety of topics students will cover the five Social Studies strands (Social Organisation; Culture and Heritage; Place and Environment; Time, Continuity and Change; Resources and Economic activities), and the Social Studies processes (Inquiry and Values exploration).

The main topics covered at Year 9 include: New Zealand Past and Present, Our Neighbours, Leadership and Government. Students will develop a range of skills, ideas and knowledge that build a foundation for Year 10 and the senior Social Science subjects.

Assessment: Assessment will be by a variety of methods and will be based around the Key Competencies of the New Zealand Curriculum. Assessments will include individual and group research, assignments, presentations, group activities, tests, achievement-based assessment, and end of year examination.

Where does it lead? Year 10 Social Studies and the senior Social Science subjects of Economics, Geography, History and Tourism.

YEAR 9 OPTIONAL (Electives) MODULES

Please note: The choices available in this Course Booklet are subject to change due to possible timetable constraints.

AGRICULTURE – 9AGR

Course Outline: Agriculture is about farms, the soil, and the plants and animals on the land. Students learn why farming is important to New Zealand. They also learn about different types of farms and the different plants and animals associated with them.

Assessment: Written tests, homework tasks and project work.

Where does it lead? To further study in Agriculture and also to a better understanding of farms and farm animals.

DIGITAL TECHNOLOGIES – 9TED

Course Outline: Students will learn a range of digital skills. These include Digital Media skills using Photoshop, learning how to design and code Website pages, understanding how computers work, learning how to set up file structures and understanding the different types of computer file types. Along with this, students will have the opportunity to learn, or expand on, "drag and drop" programming skills using "Scratch". No prior knowledge is required as students will find their own level to work at.

Assessment: Focuses on computational thinking for digital technologies, designing and developing digital outcomes, together with the student's ability to plan and produce quality, fit-for-purpose digital solutions.

Where does it lead? It can continue into NCEA Levels 1-3 Digital Technology but more importantly, to quote Chris Hipkins (2018) "The digital curriculum is about teaching children how to design their own digital solutions and become creators of, not just users of, digital technologies, to prepare them for the modern workforce."

D.V.C. (nee GRAPHICS-3D) – 9DVC

Course Outline: Design and Visual Communication is a stimulating and creative subject that includes a wide range of drawing /communication skills which supports the development of solutions to solve design issues. This course also has strong links to Visual Art and Technology based courses as it includes outcome development and evaluation methods. We utilise 365 SharePoint to provide all the learning resources online and the use of digital devices is encouraged.

Course Content: Freehand sketching and rendering, instrumental drawing, design process, collaboration and CAD applications.

Assessment: Work is internally assessed.

Where does it lead? Year 10 DVC and then senior courses. Polytechnic and University courses are available – Architecture, Surveying, Product Design, Media Design, Engineering, Building, Engineering, and allied trades etc.

MUSIC APPRECIATION – 9MUA

Course Outline: Music Appreciation is an introductory course to the world of Music for those with no prior experience in this field. Students will have opportunities to learn various instruments, discover how to appreciate and identify elements of music from their favourite artists, and learn about the progression of rock music through the ages. The course covers the basics of musical theory with a hands-on practical focus around composition and performance.

Basic concepts, knowledge and skills will be taught in:

- Solo and group performances
- Keyboard, guitar, drums, and bongo
- Rhythmic compositions

- History of Rock n Roll
- Music theory and vocabulary

Assessment: Students will be assessed through testing and practical observations.

Where does it lead? Year 10 Music, NCEA Levels 1, 2 and 3 Music. This subject can lead to careers and further training in the associated industry – teacher, performer, arranger, sound engineer, performing arts and industry music.

MUSIC – 9MUS

Course Outline: This course is more suited for those students who have some experience singing or playing an instrument. Students cover similar content to the Music Appreciation class, but as this starts early in the year, students could get support if they chose to perform in the various performance opportunities that arise in Terms 1 and 2. It is recommended that lessons continue with an itinerant teacher (internally provided music teacher) or an outside provider.

Basic concepts, knowledge and skills will be taught in:

- Solo and group performances
- Keyboard, guitar, drums, and bongo
- Rhythmic compositions
- History of Rock n Roll
- Music theory and vocabulary

Assessment: Students will be assessed through testing and practical observations.

Where does it lead? Year 10 Music, NCEA Levels 1, 2 and 3 Music. This subject can lead to careers and further training in the associated industry – teacher, performer, arranger, sound engineer, performing arts and industry music.

PERFORMING ARTS – 9PFA

Course Outline: Performing Arts in Year 9 focuses on learning performance skills through fun activities. This course focuses on both Drama and Dance Achievement Objectives from the New Zealand Curriculum. Students will be challenged to develop good team skills and basic performance techniques. Students will gain confidence in performance and peer work.

Course Content: The course offers students an opportunity to experience a range of performance skills in a fun and thought-provoking atmosphere. Students will work in groups throughout the course to develop their team building and leadership skills whilst creating and performing. Year 9 Performing Arts is a building block for Year 10 Drama and NCEA Drama.

Assessment: Students will be assessed at the end of each unit in two ways; through physical performance, and on their ability to develop and refine ideas through peer work.

Where does it lead? Year 10 Drama. Also, the School Performances, Operatic Auditions, Theatre Sports, Broadcasting and Acting for Film.

TECHNOLOGY FABRIC – 9TEF

Course Outline: This is a module that builds on the basic design, and practical knowledge and skills students have gained at Years 7 and 8. Students will engage in the learning and understanding of the safe use of tools and equipment and safe workshop practices while being encouraged to be creative and challenging themselves by using a range of materials and applied design methods to create individual practical outcomes.

The programme is designed so that all students will achieve at their own level of competence while being encouraged to extend their knowledge and skills when and where required.

The skills and knowledge gained at this level will enhance future learning in this subject.

Assessment: Students will be internally assessed using achievement-based assessment over Levels 3, 4 and 5.

Where does it lead? Year 10 Technology Fabric leading to NCEA Levels 1, 2 and 3 Technology Soft Materials courses. Tertiary study related to Design, Fashion, and the Soft Materials Industry.

TECHNOLOGY FOOD – 9FTE

Course Outline: The emphasis of this course is on basic fundamentals of Food and Nutrition, concentrating on student's everyday life experiences. Along with the knowledge and application of practical skills, there is also a focus on the importance of food and personal hygiene, food safety in the workplace, and kitchen equipment choice and management. There is a balance of written and practical activities that enables students to enjoy and become confident in the preparation and completion of a wide range of experiences. All students will be expected to make and taste all practical food outcomes, taking into account any individual specific dietary requirements. The knowledge and skills gained at this level will enhance future learning in all levels of this subject area.

Assessment: Students will be internally assessed using achievement-based assessment over Levels 3, 4 and 5

Where does it lead: Year 10 Food Technology which leads to NCEA Levels 1 and 2 Food and Nutrition, and Hospitality and Service Industry (HSI) at Year 12 and 13. Career opportunities in various professions e.g., Chef, Lab Technician, Dietician, Hotel and Hospitality Industry, Catering, Nanny.

TECHNOLOGY METAL – 9TEM

Course Outline: Students will design and make solutions using metal as the main material. There will be a focus on developing students' basic practical skills using metals, which will be further developed at following year levels. They will be given at least two design problems, which will result in two finished projects that solve the problems. The students will learn about Health and Safety and the theory behind the materials they are using and different design techniques. The majority of time will be spent in the metal workshop environment. Mr Connorton and Mr Forbes are constantly redeveloping technology at Gore High School to advance it into the 21st century. The year 9 courses for both Technology Wood and Technology Metal have very similar focuses, developing traditional fabrication skills and modern-day CAD/CAM knowledge. We use equipment like the laser cutter, laser engravers and 3D printers to design and make medium scale products such as hacksaws as well as intricate items such as jewellery.

Assessment: Students will be internally assessed using achievement-based assessment.

Where does it lead? Year 10 Technology and senior courses, further study or vocations, i.e., Construction industry, Trades, Polytechnic, University Technology and Design courses.

TECHNOLOGY WOOD – 9TEW

Course Outline: Students will design and make solutions using timber as the main material. There will be a focus on developing students basic practical skills using wood, which will be further developed at following year levels. They will be given at least two design problems, which will result in two finished projects that solve the problems. The students will learn about Health and Safety, the theory behind the materials they are using, and different design techniques. Mr Connorton and Mr Forbes are constantly redeveloping technology at Gore High School to advance it into the 21st century. The year 9 courses for both Technology Wood and Technology Metal have very similar focuses, developing traditional fabrication skills and modern-day CAD/CAM knowledge. We use equipment like the laser cutter, laser engravers and 3D printers to design and make medium scale products such as lamps as well as intricate items such as jewellery.

Assessment: Students will be internally assessed using achievement-based assessment.

Where does it lead? Year 10 Technology and senior courses, further study or vocations, i.e., Construction industry, Trades, Polytechnic, University Technology and Design courses.

TE REO MAORI – 9MAO

Course Outline: An introduction to Te Reo Māori language and Māori Tikanga (protocol and culture) targeting achievement objectives at Levels 1 and 2. Students take ownership of their own learning, as they engage in both small and large group activities with a student-centred approach, exploring the language and culture. As students internalise simple sentence structures such as introducing themselves and others, identifying colours in some everyday things,

asking for the time, and interpreting time they continually expand their range of kupu hou (new words) by listing a new set on a weekly basis. With the Gore High School core values and key competencies as foundations for the students in their learning, they develop a respect and understanding for the significance and importance of not only their own language, but the languages of others.

Assessment: Whakarongo – *Listening*, Pānui – *Reading*, Kōrero – *Speaking*, Tuhituhi – *Writing*. Students are assessed in all four areas of learning, end of unit tests (written and oral), individual tasks, small and large group activities, and oral presentations.

Where does it lead? Year 10 Te Reo Māori. Career opportunities in media, interpreting, journalism, teaching, tourism in New Zealand, and politics.

VISUAL ARTS – 9ART

Course Outline: An experimental course that explores various aspects of Visual Art; mixed media, painting, and printmaking. Projects that look at colour theory, cubism and portraiture encourage the students to develop a better understanding and knowledge of the artworld and scaffold a range of skills for the continuation of Visual Art in Year 10. Topics are relevant, fun, and designed to inspire all learners; as a resource for the portraiture project, students are encouraged to consider their whakapapa and incorporate this into their artwork. Students will grasp an understanding of the main visual elements through practical work and a study of others' Art, they learn to make objects and images as well as source and develop ideas to communicate meaning.

Assessment: Students will be internally assessed using standards-based assessment.

Where does it lead? Year 10 Art

SCHOOL COSTS GUIDELINES

To give you a guideline as to what you can expect to pay for your child's fees each year, the following is the current costs we apply to student accounts each year:

- PTA Family Donation \$10.00 – charged on the account of the oldest child in family
- School Donation \$120.00 per student

The above charge is not compulsory, as it is a donation. However, these donations provide some essential extras for students.

The following is charged to every student yearly:

- End of Year Magazine - \$25.00

Fees are then charged on an individual basis, and according to subjects/and or options taken by each individual student. Such costs are outlined in the Course Booklet for each year level and are all donations to offset the costs of each particular subject.

Any other costs involving your child, e.g., itinerant music, Duke of Edinburgh, sports subs, bus costs for sports trips or any other such extra-curricular activities will be charged as they arise during the year and are required to be paid in order for the student to partake.

We encourage regular part-payments for anyone who is unable to or does not wish to meet the full cost of student fees in one payment. Please contact our Accounts Administrator for information on setting up automatic payments.

21ST CENTURY LEARNING AND BYOD

Using technology to enhance and enable learning

At Gore High School we believe in allowing students to become connected learners for life. ICT allows greater collaboration, personalized delivery of curriculum, and many other opportunities to enhance teaching and learning for our students.

Students at all year levels will use devices in class for their learning. In the same way that students come to school and attend lessons in a classroom, with a teacher in front of them, we also use an online platform called Microsoft TEAMS for day-to-day activities. This is our online forum for communication, administration, making pastoral connections and learning.

Purchasing a device

We want all students to have the access to their own device. If you cannot afford a device at this time, please contact the school to talk about how we can help provide your child with their own device.

Device specifications

- Windows 10 (preferred operating system)
- At least an i5/2.2GHZ Processor or equivalent.
- 4GB of RAM minimum
- 124GB SSD storage recommended
- Wireless capability and keyboard
- A minimum of 6-hour battery life
- Laptop case or cover if carried in school bags
- Headphones are also needed

YEAR 9 - SCHEDULE OF COSTS

SUBJECT	COURSE LENGTH	ENTRY REQUIREMENTS	COST	ITEM
CORE SUBJECTS (COMPULSORY)				
English	One year – Four hours per week		Nil	
Health and Physical Education	One year – Three hours per week		Nil	
Mathematics	One year – Four hours per week		Nil	
Science	One year – Four hours per week		\$15.00	Donation towards cost of field trips/activities
Social Studies	One year – Three hours per week		Nil	
OPTION SUBJECTS				
Agriculture	Two terms of three periods per week	A liking for plants/animals. An interest in farming and the rural environment.	Nil	Donation towards cost of Field trips
D.V.C. (Graphics)	Two terms of three periods per week	None	Nil	
Music	Two terms of three periods per week	Learned an instrument or had singing lessons for at least one year prior to choosing this course.	Nil	
Music Appreciation	Two terms of three periods per week	None, this course is recommended for students who have no prior musical experience.	Nil	
Performing Arts	Two terms of three periods per week		Nil	
Technology Fabric	Two terms of three periods per week	None	\$15.00	Donation towards cost of materials
Technology Food	Two terms of three periods per week	None	\$30.00	Donation towards cost of practical food requirements
Technology Metal	Two terms of three periods per week	None	\$45.00	Donation towards cost of materials
Technology Wood	Two terms of three periods per week	None	\$30.00	Donation towards cost of materials
Te Reo Māori	Full year	None	\$10.00	Donation towards cost of materials
Visual Arts	Two terms of three periods per week	None	\$20.00	Donation towards cost of materials

21st Century Learning @ Gore High School leads to:

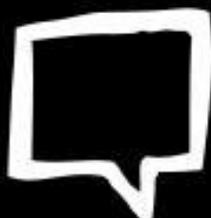
THE TOP SEVEN



COMMUNICATION

Learning in class leads to:
Skilled Communication

- Using a variety of ways to communicate an idea
- Being able to use evidence to back up your ideas
- Being aware of your audience in how you communicate



RESILIENCE

Learning in class leads to:

- Adapting
- Completing activities
- Developing creative ways of thinking

POSITIVE ATTITUDE

Learning in class leads to:

- Persistence
- Enthusiasm
- Motivation
- Full participation
- Giving it your all

THINKING SKILLS

Learning in class leads to:
Solving Real World Problems and Innovation

- Solving problems
- Finding solutions to real issues
- Using Initiative and being innovative
- Being creative

75% OF JOB/CAREER SUCCESS IS BASED ON THESE SKILLS

WILLINGNESS TO LEARN

Learning in class leads to:
Knowledge Construction

- Learning new things: skills or knowledge
- Searching for and using information
- Applying knowledge in a new context

EMPLOYABILITY SKILLS

HAVE YOU GOT WHAT IT TAKES?

TEAMWORK

Learning in class leads to:
Collaboration

- Able to work with others
- Share responsibility
- Make decisions together
- Contribute equally
- Achieve a common goal
- Depend on each other

SELF-MANAGEMENT

Learning in class leads to:
Self-Regulation

- Working on long term projects
- Being organised: Planning your time and resources
- Working towards a specific goal
- Improving your work based on feedback