



YEAR 9 2020  
COURSE BOOKLET

TAUPO-NUI-A-TIA COLLEGE

ESTABLISHED 1960

# Arts

The Visual Art Faculty at Taupo-nui-a-Tia College is a healthy and vibrant part of the school that allows students to explore a wide range of creative fields. We aim to give our students the opportunities to develop original ideas that express themselves and the world they live in while successfully gaining NCEA qualifications. This is a rewarding subject that requires students to use their imagination and creativity, while acquiring a range of practical skills.

## 9ART - Year 9 Visual Arts

During this course, students will work in a variety of areas and media. Observational drawings and developmental work leads to work in one or more of the following media:

- Paint.
- Design.
- Collage and mixed media.
- Three dimensional work (sculpture).

**Teacher in Charge:** Mr G. Lindsay

**Contributions and Equipment/Stationery:** It is recommended that students pay the subject fee of \$20.00, which covers the cost of all the take home materials used in the course.

A3 Visual diary, eraser, 6B pencil, sharpener, Coloured pencils, Scissors, Glue stick

## 9DAN – Year 9 Dance

The Year 9 option dance programme is available to all Year 9 students regardless of ability or level of dance. The course covers:

- Introduction to dance terminology.
- Dance history.
- Introduction to dance composition, working in groups to create and choreograph dance pieces.
- A range of styles and genres.

**Teacher in Charge:** Ms I. Gloy

**Contributions and Equipment/Stationery:** A4 Refillable Display book

Any associated workshop cost may be extra.

## 9DRA - Year 9 Drama

Learning and assessment activities are based around the four strands from the Arts Curriculum. Students explore the following while developing their knowledge of dramatic conventions, elements and techniques, in the context of storytelling and 19th Century society:

- Developing practical knowledge – using drama elements and conventions to create drama.
- Developing ideas – improvisation, drama creation.
- Communicating and interpreting – performance.
- Understand drama in context – theatre styles.

**Teacher in Charge:** Ms V. Gowdy

**Contributions and Equipment/Stationery:** It is recommended that students pay the subject fee of \$8.00. This covers the cost of all the take home materials used in the course and includes a professional performance or workshop.  
Scrapbook

## 9MUS - Year 9 Music

This course introduces the language of music and gives the students practical opportunities to learn about melody, rhythm and harmony. Classroom instruments (keyboard, guitar, percussion) will be used for directed activities to perform and compose music. Every student will also have the opportunity to learn a new instrument in a small group, according to their ability. Students are encouraged to be creative and expressive while learning the basics of reading and writing music.

Learning assessment activities based around the four strands in the Arts Curriculum will give feedback and guidance towards student ability and potential to continue with music studies:

- Developing practical knowledge – practical and written activities to explore music.
- Developing ideas – research and understand a composer's music.
- Communicating and interpreting – rehearse and perform tasks.
- Understand music – listening activities to understand musical genres.

**Teacher in Charge:** Mrs L. Wigram

**Contributions and Equipment/Stationery:** It is recommended students purchase a music takehome workbook at a cost of \$8, this will be issued in class and is a stationery requirement.  
Specialized music book (supplied in class \$15), 1x 2B pencil, rubber, highlighter, glue stick, scissors

# English

Understanding, using, and creating oral, written, and visual texts of increasing complexity is at the heart of English teaching and learning. By engaging with text-based activities, students become increasingly skilled and sophisticated speakers and listeners, writers and readers, presenters and viewers.

Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective oral, written, and visual communicators who are able to think critically and in depth.

By understanding how language works, students are equipped to make appropriate language choices and apply them in a range of contexts. Students learn to deconstruct and critically interrogate texts in order to understand the power of language to enrich and shape their own and others' lives.

## 9EN - Year 9 English

This is a full year course

Year 9 students follow a course which integrates the English curriculum strands of Reading, Writing, Oral language and Visual language. There is a strong focus on student progression from their current curriculum level towards level 5.

**Teacher in Charge:** Mrs M. Heaslip

**Contributions and Equipment/Stationery:** 2 Exercise Books (1B5), A4 Display Book (40pg)

# Health and Physical Education

Physical education applies a holistic approach to the concept of physical activity for young people. Students take part in a range of games, sports and adventure-based learning, which together teach inter-personal skills such as being inclusive and working in teams. Learning in physical education involves the acquisition of knowledge, concepts, skills, and attitudes central to physical education, together with recognition of its potential for integration with other curriculum areas.

The focus is on the well-being of the students themselves, of other people, and of society through learning in Health related and movement contexts. In health, students develop their understanding of the factors that influence the health of individuals, groups and society. In Physical Education, the focus is on movement and its contribution to the development of individuals and communities.

For any questions you can talk to Mrs Maclachan

## 9HPE - Year 9 Physical Education & Health

Physical education contributes to personal and social development. Students are involved in activities that require individual endeavour and interaction with others while learning and developing the skills, tactics, and strategies for various sports and activities.

The course involves participation in adventure based learning, athletics, aquatics and water safety, fitness, cross country, gymnastics, international games and a variety of modified games centered around participation, leadership, social responsibility confidence, cooperation, inclusion, and competence.

Health units in this course will be a combination of the following topics:

- Sexuality
- Drug & Alcohol Education
- Smoking
- Nutrition
- Hauora

**Teacher in Charge:** Miss E. Olsen

**Contributions and Equipment/Stationery:** Laptop/tablet OR 1 x 1B5

Students must have the correct PE uniform, as described in the uniform regulations, available for purchase only from the college office.

# Languages

The Languages Faculty encompasses four languages: Spanish, French, Te Reo Maori and Japanese. We teach how to speak the chosen language in a useful and appropriate way.

The majority of our students who learn a language or languages are complete beginners when they start in Year 9. A majority of languages can be studied through all Levels of NCEA.

Being bilingual or even multilingual bestows a distinct advantage upon our students for future studies and career opportunities. Many university faculties welcome a high level of competence in a second language as an indication of academic ability, and are recommending a second language as a means of “having a difference, to stand out” from the majority of graduates.

Students who choose to learn and speak another language open doors to careers of wide diversity. Opportunities through business and commerce, law, medicine, the arts, teaching, engineering and architecture expand exponentially when another language is spoken.

In New Zealand’s increasingly multicultural society, it makes sense for those working in all professions and trades to be able to understand cultural differences and to appreciate them. Learning another language promotes awareness of the differences, and similarities, of those from other cultures that students will eventually work beside.

## 9SPA - Year 9 Spanish

An introduction to the Spanish language and culture, where students will gain an appreciation of customs, festivals and lifestyles of the people of the Spanish-speaking world.

Topics covered in the course are:

- Basic introductions and greetings.
- How to exchange basic information about yourself (name, age, feelings, birthdays, physical characteristics and personalities).
- Family, colours, animals, weather,
- Cultural activities.

**Teacher in Charge:** Mrs C. Feuillade

**Contributions and Equipment/Stationery:** It is recommended that students pay an access fee of \$10 to enable them to log onto the Education Perfect website to assist with vocabulary homework.

## 9FRE - Year 9 French

An introduction to the French language and culture, where students will gain an appreciation of customs, festivals and lifestyles of the people of the French-speaking world including French Polynesia. Topics covered in the course are:

- Basic introductions and greetings.
- How to exchange basic information about yourself (name, age, feelings, birthdays, physical characteristics and personalities).
- Family, colours, animals, weather,
- Cultural activities.

**Teacher in Charge:** Mrs C. Feuillade

**Contributions and Equipment/Stationery:** It is recommended that students pay an access fee of \$10 to enable them to log onto the Education Perfect website to assist with vocabulary homework.

1 3B1 Notebook, 1Exercise Book (1B8), Coloured pencils, Blue & Black pens, Glue stick

## 9JAP - Year 9 Japanese

An introduction to the Japanese language and culture, where students will gain an appreciation of customs, festivals and lifestyles of the people of Japan. Students will learn to communicate in simple Japanese with our Japanese visitors and exchange emails, texts and letters with sister school students. They will also learn to read and write most of the Hiragana script.

Topics covered in this course are:

- Basic introductions and greetings and how to exchange basic information about yourself.
- Where you and others live in the world.
- Nationality and languages, important dates.
- Japanese traditional sports, likes and dislikes.
- Colours and some animals
- Monthly culture activities.

**Teacher in Charge:** Ms R. Ireland

**Contributions and Equipment/Stationery:** 2x 1H5 Exercise books

## 9MAO - Year 9 Te Reo Maori

This course aims to introduce students to basic Te Reo and Tikanga Māori.

Some of the topics covered are:

- Mihimihi (basic introductions and greetings).
- Whānau (family).
- Tikanga me ngā kawa o te marae (marae customs and marae protocol).
- Haka & waiata

**Teacher in Charge:** Ms S. Richards

**Contributions and Equipment/Stationery:** It is recommended that students pay an access fee of \$20 to enable them to log onto the Education Perfect website to assist them with vocabulary homework. Travel to manukorero speech competition \$15.  
1B5 exercise book



# Mathematics

Mathematics is all about ideas, principles and concepts. Knowledge of numbers (numeracy) is important as a foundation, but mathematics is much more than this. The reasoning required for Mathematics is used in all walks of life, from music to sport, from languages to sciences.

Our aim is to prepare our students' minds to appreciate the importance and usefulness of Mathematics. Taupo-nui-a-Tia Mathematics staff endeavour to provide a positive work environment where each student can develop their personal excellence.

Year 11, Year 12 and Year 13 students can choose from a variety of courses that will address their skills and specific needs. Their choices arise from the progress they have made during each previous year level. Real progress in Mathematics is attained by students fully participating in class, making the most of all the opportunities that are offered, and having a positive attitude toward their studies.

## 9MA - Year 9 Mathematics

The course is based on Mathematics in the New Zealand Curriculum (Level 4/5). The strands of number and algebra; geometry and measurement; and statistics and probability are covered as well the mathematical processes of problem solving; developing logic and reasoning; and communicating mathematical ideas.

Teaching and learning in the classroom, and assessment, will reflect the needs and abilities of the students. Students will be given opportunities to:

- Gain confidence and competence in the use of numbers.
- Develop the skills of measurement.
- Develop geometrical knowledge and skills associated with shape and space.
- Generalise from patterns and relationships.
- Manipulate data.
- Participate in real mathematical situations so as to see the use of mathematics in every day life.

**Teacher in Charge:** Mr S. Farrow

**Contributions and Equipment/Stationery:** It is recommended that students have a scientific calculator with a fraction key. It is also recommended students purchase a \$20 licence to enable them to log on to Education Perfect.

2 Maths Book (1J8), Blue or black and red pen, pencil, rubber & ruler.

# Science

Science requires curiosity, imagination and inspiration. In science we learn to investigate, understand and explain our world and the wider universe. We do this through the generation and testing of ideas and gathering of evidence in various ways. A good foundation in science enables problem solving and decision making in many areas of life.

Students need a basic understanding of science for many different career paths and also to cope with the challenges of technology in the world.

In the junior school we study the nature of science in the context of the living world, the material world, the physical world and planet Earth and beyond. In the senior school it is possible for students to specialise in one or more of the science disciplines.

## 9SC - Year 9 Science

Science at Year 9 aims to develop science skills and capabilities. Units of work are based on the Nature of Science in the New Zealand Curriculum. Science education covers a series of context based topics offered throughout the year in suitably equipped laboratories.

By the end of this course students should be able to:

- Communicate in Science
- Investigate in Science
- Understand how scientists work
- Participate and contribute.

**Teacher in Charge:** Mrs L. Brown

**Contributions and Equipment/Stationery:** 2x 1B8, Calculator, pencil, 30cm ruler, blue and black pens, highlighter

# Social Science

Through studying the social sciences, students develop the skills to engage as effective and responsible members of society. They acquire the skills to critically examine what they learn and draw conclusions after assessing the evidence. Theoretical components taught in the class are matched with various real-life activities that relate theory to practice. Students develop their ability to fit into society as responsible members, thereby contributing to their personal growth and development.

The Social Sciences faculty provides challenging learning programmes that meet the individual educational needs of all students in an authentic and engaging manner. We encourage students to draw on their prior knowledge in order to acquire a clear understanding of local, national and global issues.

Through the Social Sciences students are offered not only a window into New Zealand but the world in which they live and will contribute to in the future. Students develop a global perspective over the years they study in the Social Sciences faculty developing a tolerance and appreciation of others and their viewpoints and can confidently discuss and debate a range of issues.

All year 9 and 10 students will study social studies. The subject is about people and how and why in different contexts they think, feel and act. It is about how they organise their way of life, interact with others and their environment, initiate and respond to change; and how they meet their political, social, economic, legal and spiritual needs.

Students will develop their inquiry skills to access information, interpret this information and communicate their findings using a range of technologies to do so.

## 9SS - Year 9 Social Studies

The Social Studies programme is constantly evolving in order to develop the knowledge and skills that students will need in the 21st century. This will enable them to:

- Develop understanding of ideas about changing global societies as we enter a new technological age.
- Appropriately contribute in local, national and global communities.
- Evaluate the sustainability of alternative social, economic, political and environmental practices.
- Explore and analyse people's values and perspectives.
- Engage critically with societal happenings through an ongoing current events programme.

**Teacher in Charge:** Mrs M. Weston

**Contributions and Equipment/Stationery:** Coloured pencils, glue stick

# Technology

Technology is the intervention by design: the use of practical and intellectual resources to develop products and systems (technological outcomes) that expand human possibilities by addressing needs and realising opportunities.

Adaptation and innovation are the heart of the technological practice. Quality outcomes result from thinking and practices that are informed, critical and creative. Technology makes enterprising use of its own particular knowledge and skills, together with those of other disciplines. Graphics and other forms of visual representation offer important exploration for communication.

Each semester presents an opportunity to follow a specialised course of study in a technology specialism. The subjects offered will be product design technology (working with wood and metal), textiles technology (designing and making fashion related items), food technology (using food with a focus on nutrition), and computing (programming and web development). Each of these courses is designed to extend the students' technological competence and confidence and provide a useful foundation for the level 1-3 courses.

## 9DT - Year 9 Digital Technologies

Students choosing digital technologies pathways will develop the more specialised skills that industry partners say are in high demand. The new content covers two key areas, computational thinking and designing and developing digital outcomes.

Computational thinking is about understanding the computer science principles that underlie all digital technologies, and learning how to develop instructions, such as programming, to control these technologies. Designing and developing digital outcomes is about understanding that digital systems and applications are created for humans by humans, and developing knowledge and skills in using different digital technologies to create digital content across a range of digital media.

**Teacher in Charge:** Mrs C. Fraser

**Contributions and Equipment/Stationery:** USB flash drive

## 9FN - Year 9 Food Technology

Students learn about exciting developments in the world of food. A variety of skills are taught in the practical room where students get the opportunity to design, develop and cook a range of foods. Practical lessons are related to theory in the classroom where students get the opportunity to develop their knowledge, ideas and decision making.

**Teacher in Charge:** Mrs A. Lamprecht

**Contributions and Equipment/Stationery:** It is recommended that students pay the subject fees of \$30.00 which covers the cost of take home materials used in this course.

1x 1B8

## 9DVT - Year 9 Design & Textiles

The course follows the technology curriculum and involves designing and creating a project of own choice, meeting student skill level. Students learn to use a range of decorative techniques, including Shibori dyeing, printing, machine appliqué, hand and machine embroidery and much more.

**Teacher in Charge:** Mrs A. Lamprecht

**Contributions and Equipment/Stationery:** It is recommended that students pay the subject fees of \$15.00 which includes all materials needed for a project to take home.  
1x 20page A4 clearfile folder

## 9DRM - Year 9 Design & Resistant Materials

Design and visual communication at Year 9 is a short 10 week course which aims to introduce the importance and relevance of design and graphical communication in a present day context. Skills are taught through a series of design related tasks within projects that students have an interest in. Formal drawings are introduced to support research and creation of initial design ideas. A brief introduction to computer aided design (CAD) is also offered.

This course is intended for students interested in exploring different mediums of resistant materials with an emphasis on metal. Students are encouraged to problem solve within the technological process and to develop skills in design and evaluation. Correct use of tools, machines and safety skills are an integral part of the course.

**Teacher in Charge:** Mr P. Kemsley Smith

**Contributions and Equipment/Stationery:** It is recommended that students pay the subject fee of \$7.00, which covers the cost of take home materials used in this course.  
A4 Visual diary with spiral spine.