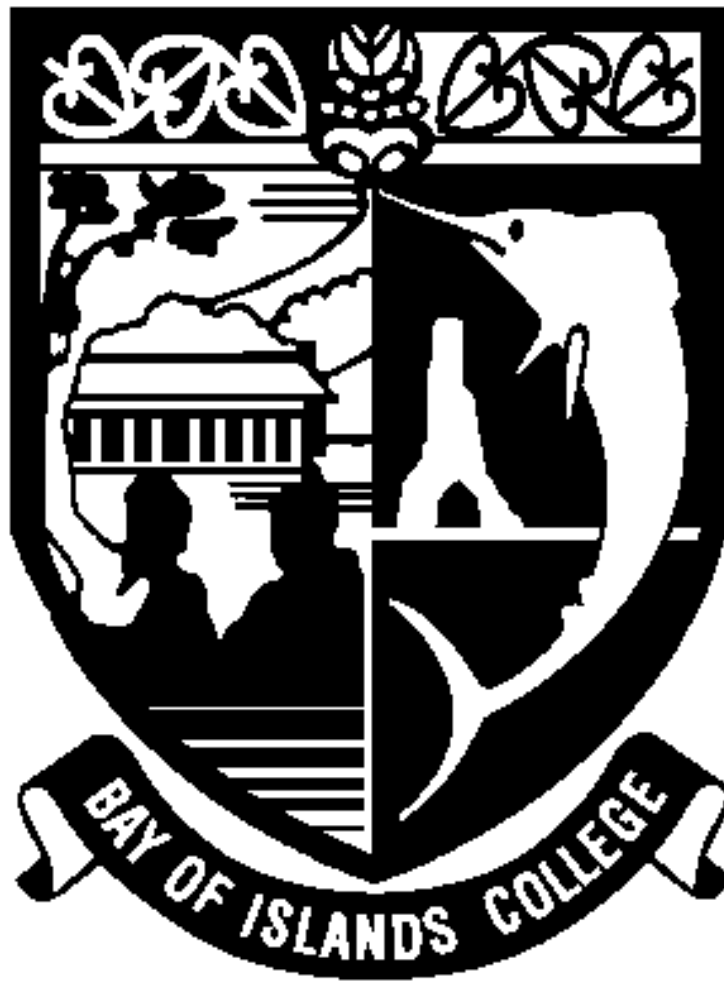


# BAY OF ISLANDS COLLEGE



Vision - "Kokiri Ngatahi" – "Moving Forward Together"-  
Achieving Successful Education Aspirations

Kaupapa Whakanui (Project Respect): Attendance + Effort = Achievement

Please note that the information in this pack is subject to change and we will endeavour to inform you of these changes if/when they occur

## CURRICULUM GUIDE

YEAR 9

2017

**Over the year and across all subjects we will focus on the 5 Key Competencies, helping students to learn:**

<b>Thinking</b>	To be competent thinkers and problems-solvers who actively seek, use and create knowledge
<b>Using language, symbols and texts</b>	To be competent users of language, symbols, and texts who can interpret and use words, images, metaphor, and technologies in a range of contexts.
<b>Managing Self</b>	To manage themselves to be enterprising, resourceful, reliable, and resilient. To establish personal goals, make plans, manage projects, and set high standards
<b>Relating to others</b>	To relate well to others, to be open to new learning and to be able to take different roles in different situations
<b>Participating and contributing</b>	To participate and contribute in the communities. To have a sense of belonging and the confidence to participate within new contexts

## **National Curriculum**

Students must take courses in

- English, Mathematics, Science, Social Studies, PE/Health, Technology and the Arts
- Students may choose to learn their core curriculum through the medium of either English or Te Reo Maori

## **Digital Devices**

Students are encouraged to bring their digital devices to undertake school work in class

It is highly recommended students hire a locker to keep their device safe. The Dean will advise you of the details regarding security, if you have opted to bring a digital device.

## **Homework**

Homework is an integral part of preparing students for the future. Without regular homework, students will find it harder to achieve success at a national level. Bay of Islands College aims to develop sound work ethics and increased student productivity through regular homework.

The purpose of homework is to:

1. Reinforce what is taught in the classroom
2. Complete unfinished work
3. Prepare or research information for upcoming units
4. Review what is taught in the classroom
5. Encourage independent learning

Year 9 students can be expected to spend a minimum of 1 hour per night on homework

**BAY OF ISLANDS COLLEGE SUBJECT PATHS 2017 (to be confirmed)**

Year 9		Year 10		Year 11		Year 12		Year 13
Form Class		Form Class		Form Class		Form Class		Form Class
English	Maori Medium	English	Maori Medium	English	Maori Medium	English	Maori Medium	English
Mathematics	Maori Medium	Mathematics	Maori Medium	Mathematics – Full Course	Maori Medium	Mathematics	Maori Medium	Mathematics
Science	Maori Medium	Science	Maori Medium	Science – Full Course		Biology Chemistry Physics		Biology Chemistry Physics
Social Science	Maori Medium	Social Science	Maori Medium	Geography History		Geography History		Geography History
Physical Education/ Health	Maori Medium	Physical Education/ Health	Maori Medium	Physical Education		Physical Education		Physical Education
Maori Performing Arts Te Reo Maori		Maori Performing Arts Te Reo Maori		Maori Performing Arts Te Reo Maori		Maori Performing Arts Te Reo Maori		Maori Performing Arts Te Reo Maori
Visual Art & Design Dance and Drama Music		Visual Art & Design Dance and Drama Music		Visual Art & Design Dance and Drama Music		Visual Art & Design Dance and Drama Music		Visual Art–more specific disciplines Dance and Drama Music
Technology Wood Food Textiles Digital (Computers)		Wood Technology Fabric /Textiles Technology Food Technology Digital Technology Design & Visual Communications Wood Technology Metal Technology		Digital Technology Metal Technology - Engineering Wood Technology - Materials Fabric / Textiles Technology Food Technology Design & Visual Communications Industry Studies Gateway		Digital Technology Food Technology Metal Technology - Engineering Wood Technology - Materials Textiles Technology (Project Day) Forestry Industry Studies Gateway		Digital Technology Textiles Technology Industry Studies Gateway
Every student rotates through all of these subjects for 10 lessons		These are option subjects. Students choose 2 in each ½ of the school year (4 in total)						

**CORE**

**SUBJECTS**

Students will take each of the following core subjects leading to Year 10 and beyond.

<b>Year 9</b> (curriculum level 4/5)		<b>Course: English (4 Terms)</b>		<b>Head of Faculty : Shelley Morgan</b>	
<p>The Year 9 English course is the beginning of each student's journey towards successfully completing NCEA Level 1 English. To be successful in this course students need to have an attendance rate of no less than 90%. Upon completion of this course students are required to have reached the requirements of Curriculum Level 5. Throughout this course students will be building on the knowledge and skills acquired in previous years, as well as developing new skills. The course is designed to promote both reading and writing, fundamental skills required across all curriculum areas. Students will study a range of texts throughout the year, both written and visual. All assessments in this course will be marked at Level 4 of the New Zealand Curriculum.</p>					
<b>Year 10 Assessment this Unit Builds Towards</b>	<b>Unit of Work</b>	<b>Curriculum Level</b>	<b>Method of Assessment</b>	<b>Approximate Date</b>	
<b>Standards Assessed In-Class Throughout the Year</b>					
N/A	Introductory Unit -	4	Portfolio – a collection of tasks completed both during class and as homework.	Term 1	
Year 10 – Form Personal Responses to Independently Read Texts	Form Personal Responses to Independently Read Texts	4	Yearlong portfolio	Marked in Term 3	
Year 10 Research Report, Essay Response to a Visual Text Essay Response to a Written Text	Formal Writing	4	Portfolio	Term 1	
Year 10 Literature Study – Written Text Year 10 Create a Visual and Verbal Text	Literature Study – Written Text	4	In-class Short Answer Test  Static Image	Term 1	
Year 10 Visual Text	Visual Text Study	4	Written Response	Term 2	
Year 10 Creative Writing	Creative Writing	4	Creative Writing/Portfolio	Term2	
Year 10 Information Literacy Skills	Information Literacy Skills- Research	4	Research Report	Term 3	
Year 10 Oral Presentation	Oral Presentation	4	Formal Speech Presented In-Class	Term 3	
Year 10 Speech Year 10 Drama Programme	Script Writing/Performance	4	In-class Group Assessment	Term4	
<b>National Standardised Test</b>					
E-Asttle Reading	E-asTTle Reading	2-5	Formal Test	Term 1 and 4	

**Year 9** (curriculum level 4/5)**Course: Mathematics (4 terms)****Teacher in Charge: Mr D Markin**

Students will follow the NZ Curriculum delivered via a teaching programme based on the Secondary Numeracy Project (SNP). The course emphasises the development of STRATEGIES and the securing of KNOWLEDGE, for each topic. Teachers use diagnostic questions to assess students' present ability and use this information as a starting point for teaching. Our teaching approach is to develop mathematical understanding that progresses through physical representations, imaging and on to abstract mathematical concepts. SNP has the goal of developing students' capacity to work efficiently with numbers by developing their computational strategies. This structural thinking can then be extended to develop their understanding of algebra. The first year of a two year programme focuses on Number and Algebra, although other topics will be studied [see below]. Students will work in 1E5 Quad exercise books. Teachers will issue a range of equipment and printed materials as required. Homework provides an opportunity to practice work done in class and revise work previously covered. Assessments held periodically will indicate progress towards a target of excellence at a minimum of level 4 of the NZ Curriculum. Classes will each have students with a variety of starting levels; the programme is designed to cater for the individuals in each class. There will be some streaming or banding by initial performance, thus students of similar ability will be grouped in classes for maths.

<b>Assmt. No</b>	<b>Credits</b>	<b>Title</b>	<b>Method of assessment</b>	<b>Assessment Opportunities offered</b>
<b>1</b>		Place Value (including decimals)	Continual formative and summative	Multiple
<b>2</b>		Geometry - Shape	Continual formative and summative	Multiple
<b>3</b>		Number Knowledge	Continual formative and summative	Multiple
<b>4</b>		Addition + Subtraction Strategies	Continual formative and summative	Multiple
<b>5</b>		Positive and Negative Numbers	Continual formative and summative	Multiple
<b>6</b>		Measurement	Continual formative and summative	Multiple
<b>7</b>		Fractions	Continual formative and summative	Multiple
<b>8</b>		Statistics	Continual formative and summative	Multiple
<b>9</b>		Probability	Continual formative and summative	Multiple
<b>10</b>		Year 9 asTTle Mathematics Feb 2016	Continual formative and summative	Multiple

**Year 9 Course: Health and PE Head of Faculty: Mrs R Hills**

The emphasis in this course is on establishing routines, high expectations, the habit of pupils evaluating their own performance, reflecting on individual and group achievements, providing opportunities for pupils to set goals, accept challenges and work hard to maximise their potential. Teaching has to be very individual based, constantly reinforcing positive behaviour, hard work and discouraging negative behaviour with immediate consequences. We aim to establish the PE Dept. as a place where standards are high, hard work is expected and acknowledged and everyone can achieve. Students must provide their own suitable PE attire.

Social and personal development (Key Competencies) must be developed within the unit incidentally and appropriately but not accidentally as pupils will be assessed on these.

The Health Units of Learning will cover the following topics: Growing Leaders, Fitness, Fuel Booster, Challenge and Change and Life to the Max. The Methods of Assessment will vary for each unit.

The PE Units of Learning are as follows:

<b>Assmt. No</b>	<b>Credits</b>	<b>Title</b>	<b>Method of assessment</b>	<b>Assessment Opportunities offered</b>	<b>Approximate Date</b>
1	N/A	Athletics	Self / Formative / Athletics Day	1	Term 1
2	N/A	Soccer	Summative	1	Term 1
3	N/A	Ki-o-Rahi	Skills Test / Formative	1	Term 1
4	N/A	Basketball	Formative	1	Term 1
5	N/A	Fitness	Diagnostic / X-Country Day	1	Term 2
6	N/A	Badminton	Formative	1	Term 2
7	N/A	Kayaking	Skills Checklist	1	Term 2
8	N/A	Aquatics	Aquatics Checklist	1	Term 3
9	N/A	Volleyball	Summative	1	Term 3
10	N/A	Softball	Formative	1	Term 4
11	N/A	Touch	Formative	1	Term 4
12	N/A	AFL	Nil	1	Term 4

**There is a \$5 charge to cover costs of providing learning booklets**

<b>Year 9</b>	<b>Course: Science (4 terms)</b>	<b>Head of Faculty: Mr K Prakash</b>
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The year 9 science course aims to develop student skills in safe and effective working practices in a school laboratory and investigative processes. The Key Competencies are utilised and developed through the medium of the National Curriculum, Science. This level 5 course is studied across two years.

Assessment No	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1		Matter, Physical and Chemical Change	Test	1	Varies
2		Energy and Light	Test	1	Varies
3		Science Fair	Project	1	Varies
4		Plant Life and Photosynthesis	Test	1	Varies
5		Food and Digestion	Test	1	Varies
6		Classification and Communities	Test	1	Varies
7		Year 9 Knowledge Test	Test	1	Term 1
8		Science Skills	Practical and Theory	1	Term 1

**Course Fee \$35.00. This includes a workbooks, CD, photocopied notes and Science Fair**



<b>Year 9</b>	<b>Course: Social Science</b>	<b>Head of Faculty: Mr A Leitch</b>
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Students will take Social Studies weekly for 4 terms. The Social Science learning area is about how societies work and how people can participate as critical, active, informed, and responsible citizens. The units taught in Year 9, as can be seen below, are:

**Kiwi Culture:** In this unit, we explore how Kiwi Culture has developed, and what Kiwi Culture means today;

**Migration:** When people move, it affects us (on a local and national level);

**Our Place:** In this unit, we will understand that in NZ we have a Treaty, and that this has been responded to differently by different people over time;

**Being Globally Minded:** This unit will explore how Globalisation shapes young peoples' choices about what they use and consume, and that consumers choices affect the other members of the global community and environment.

Assmt. No	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	Kiwi Culture test	Test	1	Term 1
2	Migration test	Test	1	Term 2
3	Our Place test	Test	1	Term 3
4	Being Globally Minded test	Test	1	Term 4
5	Note-taking assessment	Assignment	1	Term 1
6	Paragraph writing assessment	Assignment	1	Term 1
7	Latitude/Longitude assessment	Assignment	1	Term 2
8	Map reading assessment	Assignment	1	Term 2
9	Timeline assessment	Assignment	1	Term 3
10	Research assessment	Assignment	1	Term 4
11	Graphing assessment	Assignment	1	Term 4

# ARTS

**Year 9**                      **Course: Visual Art & Design**                      **Head of Faculty: Mrs D Wallam-Duke**

Visual Art, in line with the New Zealand Curriculum requirements, is a compulsory subject for all Year 9 students. Every student will study the subject for approximately 6 weeks. Young people today live in a multi-dimensional world and in order to communicate effectively they need the ability to use all forms of communication including Visual Communication.

**At the end of the course it is intended that every student understands that “drawing” is a visual language the expression of which is realised in four key areas.**

- Understanding Visual Arts in context
- Developing practical knowledge in Visual Arts
- Developing ideas in Visual Arts
- Communicating and Interpreting in Visual Arts

**Key skill areas will be:**

- Control and management of various materials and processes
- Drawing and Painting
- Spatial perception moving between 2 and 3 dimensions
- Investigate art from a range of cultural origins

<b>Assmt.No</b>	<b>Title</b>	<b>Method of assessment</b>	<b>Assessment Opportunities offered</b>	<b>Approximate Date</b>
<b>1</b>	Sculpture	Practical	1	
<b>2</b>	Kowhaiwhai	Practical	1	
<b>3</b>	Painting	Practical	1	
<b>4</b>	Printing	Practical	1	

<b>Year 9</b>	<b>Course: Music</b>	<b>Teacher in Charge: Mrs R Loveridge</b>
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Year 9 Music is an introductory course that will allow students to gain skills and knowledge associated with music. Students will have the opportunity to create, explore and learn all about music.

Assmt. No	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1		Music Notation	Written/Practical	1	
2		Solo Performance	Performance	1	
3		Group Performance	Performance	1	
4		Music through the Ages	Written	1	

<b>Year 9</b>	<b>Course: Dance &amp; Drama</b>	<b>Teacher in Charge: Mrs M Wilson</b>
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Year 9 Drama is an introductory course to the skills and knowledge associated with improvising, creating and performing drama. This course is practically based where students learn about dramatic techniques and conventions through devising. Students are given many opportunities to extend their personal skills such as communication, self-confidence, listening and co-operation. Taught over two terms, students will establish drama room etiquette, the purpose of theatre games and complete four drama units.

Assmt. No	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date	Grade/Result
1		Use Drama Techniques in improvisation	Performance/Written	2		D/A/M/E
2		Use Drama Elements and Conventions in devised drama	Performance/Written	2		D/A/M/E

# TECHNOLOGY PRE OPTION PATHWAYS

Students will take each of the following Technology subjects for approximately 10 lessons (Digital Technology, Wood Technology, Food Technology and Textiles Technology). Each of the Technology pre-option pathways will lead to more specialised, comprehensive Year 10 options and beyond.

The emphasis is on developing the practical skills (Technological Practice) involved in each area so that students have the basic skills necessary to successfully take any of these subjects through to NCEA, if they chose to continue in a design technology area. Over the year students are also introduced to the other two strands of the technological curriculum – Technological Knowledge and Nature of Technology.

**Technology is compulsory at Year 9. A small term fee will be charged to cover materials used.**

<b>Year 9:</b>	<b>Course: Food Technology</b>	<b>Teacher in Charge: Mrs O George</b>
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Technology is compulsory at Year 9. The emphasis is on developing the practical skills (Technological Practice) involved in each area so that students have the basic skills necessary to successfully take any of these subjects through to NCEA, if they chose to continue in a design technology area. Over the year students are also introduced to the other two strands of the technological curriculum – Technological Knowledge and Nature of Technology.

Students must comply with the requirements of the Health and Safety Act 1992 and demonstrate competence during the course.

Assmt. No	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	NA	Safety	Theory	1	
2	NA	Practical Cookery Skills	Theory	1	
3	NA	Practical Project 1	Theory/Practical	1	
4	NA	Practical Project 2	Theory/Practical	1	

<b>Year 9:</b>	<b>Course: Textiles</b>	<b>Teacher in Charge: Mrs O George</b>
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Technology is compulsory at Year 9. The emphasis is on developing the practical skills (Technological Practice) involved in each area so that students have the basic skills necessary to successfully take any of these subjects through to NCEA, if they chose to continue in a design technology area. Over the year students are also introduced to the other two strands of the technological curriculum – Technological Knowledge and Nature of Technology.

Students must comply with the requirements of the Health and Safety Act 1992 and demonstrate competence during the course.

Assmt. No	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	NA	Workshop and Machine Safety	Theory	1	
2	NA	Practical Textile Skills	Practical	1	
3	NA	Practical Project 1	Theory/Practical	1	
4	NA	Practical Project 2	Theory/Practical	1	

**Year 9: Course: Digital Technology Teacher in Charge: Mrs Boyde-Preece**

Digital Technology is compulsory at Year 9. The emphasis is on developing the practical skills (Technological Practice) involved in each area so that students have the basic skills necessary to successfully take any of these subjects through to NCEA, if they chose to continue in a design technology area. Over the year students are also introduced to the other two strands of the technological curriculum – Technological Knowledge and Nature of Technology.

Students must comply with the requirements of the Health and Safety Act 1992 and demonstrate competence during the course.

Assmt. No	Points	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1		Basic computer file management	Theory	1	
2		Digital Design Project 1	Theory/Practical	1	
3		Digital Design Project 2	Theory/Practical	1	

**Year 9: Course: Wood Technology Head of Faculty: Mr C Serfontein**

Technology is compulsory at Year 9. The emphasis is on developing the practical skills (Technological Practice) involved in each area so that students have the basic skills necessary to successfully take any of these subjects through to NCEA, if they chose to continue in a design technology area. Over the year students are also introduced to the other two strands of the technological curriculum – Technological Knowledge and Nature of Technology.

Students must comply with the requirements of the Health and Safety Act 1992 and demonstrate competence during the course.

Assmt. No	Credits	Title	Method of assessment	Assessment Opportunities offered	Approximate Date
1	NA	Safety	Theory	1	
2	NA	Hand Tools	Theory	1	
3	NA	Practical Project 1	Theory/Practical	1	
4	NA	Practical Project 2	Theory/Practical	1	

**Maori Studies is a Te Reo Māori /Māori Performing Arts combination as part of the Year 9 rotation cycle.**

## **Maori Medium – Reo Rua**

**Head of Faculty: Edith Painting-Davis**

As indicated earlier, students may choose to learn their core curriculum through the medium of either English or Te Reo. For further details, please contact the Head of Faculty for Maori, Whaea Edith Painting-Davis 09 404 1055 or email [epd@boic.school.nz](mailto:epd@boic.school.nz)

## **Te Reo Maori**

This will be an opportunity to teach all Y9 students the protocols of powhiri (formal) and Whakatau (informal), learn at least 3 well known Māori action songs, haka and poi. It is also an opportunity to learn basic Te Reo Māori including a mihi with about who they are and their connection to the local area and their place as a student of Bay of Islands College. It will help to provide a foundation for our Year 10 -13 Te Reo Māori and MPA options.

## **Maori Performing Arts**

A mixture of Maori Culture, Kapahaka, dance, drama and Maori games. Through Maori Performing Arts students will build confidence and skill in movement, waiata and the use of Maori weaponry such as maurakau and poi. Students will also have the opportunity to build stronger relationships with each other and our school. Whakawhanaungatanga is the core value of Maori Performing Arts