



STRATFORD HIGH SCHOOL

DEVELOPING WELL-ROUNDED YOUNG PEOPLE,
READY TO EXCEL IN THE WORLD



**YEAR 10
OPTIONS
BOOKLET**
for **2024**

CONTENTS

Introduction	2
Our process for course selection	3
21st Century Learner and Stratford High School Learner Profile	4
Vocational Pathways	5
Timetable and Modules	6
All about me	7
Decisions, decisions, decisions	8
Stratford High School Course Overview	10
Learning areas and modules on offer:	
• The Arts	12
• English	14
• Health & Physical Education	17
• Learning Languages	20
• Mathematics	22
• Science	24
• Social Sciences	27
• Technology	30





INTRODUCTION

Dear Students, Parents and Caregivers,

Stratford High School offers a dynamic and engaging modular curriculum in Years 9 and 10, which has been designed with our learners at the heart of our programmes and is based on the New Zealand Curriculum. The purpose of our future-focused junior curriculum is to develop our students' love of learning by exposing them to new opportunities and finding their interests and passions before they begin to specialise in Year 11 for NCEA. Each module is underpinned by key skills and knowledge which are essential to prepare students so that they are ready to excel in the world, as well as laying the foundations for NCEA. We want our students to become lifelong learners who are ready to find their place in the community, society and the world in the 21st century.

Students experience a broad and balanced curriculum and select modules from each Learning Area across Year 9 and 10:

- Arts
- English
- Health
- Languages
- Mathematics
- PE & Home
- Economics
- Science & Agriculture
- Social Sciences
- Technology

Students are advised to choose modules from several learning areas, as this is one way that we have identified to ensure students are fully prepared for NCEA. We also offer Learning Support courses for students who require extra scaffolding in their learning to succeed.

The year is divided up into two semesters of approximately 18 weeks each. Students study six courses each semester giving a total of twelve per year.

It is important that students think carefully about the options available to them. This Course Booklet provides information to assist you to make the appropriate options selection and outlines the wide range of modules on offer. Students are encouraged to choose modules from across all learning areas that interest them, allow them to optimise their potential as individuals and achieve the highest possible levels of success. Even at this early stage, it is also important to plan educational pathways with care and to begin thinking about where choices will lead and I hope that you find this booklet useful in guiding your decision making. Further advice and guidance is available from the Deputy Principals, Heads of Department, Deans, and the Careers Advisor at school.

Key dates are set out on the page in this booklet which outlines the course selection process. Please consider your options carefully as modules will only run if there is sufficient demand and changes may not be possible at a later stage once the timetable has been finalised.

Cam Stone
Principal



NEW YEAR 10 STUDENTS: OUR PROCESS FOR COURSE SELECTION 2023

Below is a timeline of what you need to do during the Course Selection Process:

Date	What is happening when?
Start of Term 3	<ul style="list-style-type: none"> ● Letter home to parents ● Options Booklet available online School website and Facebook Page ● Talk with your parents, whānau and subject teachers about courses you are interested in doing next year. ● Spend time doing this! ● Do not choose the same as your friend is. Remember, this is about YOUR pathway and future.
Wed 26th July	<ul style="list-style-type: none"> ● Presentations from staff in the school day on option choices and process.
Towards the end of Term 3	<ul style="list-style-type: none"> ● Students and parents will receive an email asking them to make module choices online via the KAMAR portal. ● The deadline for course selection will be in the email and Deans will follow up with students who have not chosen.

Who can I contact for advice?

Careers

Mrs Milner
Mrs Lobb

VL@stratfordhigh.school.nz
KL@stratfordhigh.school.nz

Deans

Year 9
Year 10
Year 11
Year 12
Year 13

Mr Walker
Ms Sullivan
Mrs Apperley
Mr Franklyn
Mr McGeoch

WJ@stratfordhigh.school.nz
SJ@stratfordhigh.school.nz
AP@stratfordhigh.school.nz
FC@stratfordhigh.school.nz
MW@stratfordhigh.school.nz

Heads of Department

The Arts
English
Health
Home Economics
Physical Education
Te Reo Māori
Mathematics
Science
Social Sciences
Finance
Technology
Assistant Principal

Mr Orr
Mrs Visser
Mrs Walker
Mrs Walker
Miss Kay
Mrs Gerrard
Mr Daughtery
Mr Armond
Mr Kerr
Mrs Lightoller
Mr Anglesey
Mrs George

ON@stratfordhigh.school.nz
VM@stratfordhigh.school.nz
WR@stratfordhigh.school.nz
WR@stratfordhigh.school.nz
KD@stratfordhigh.school.nz
GM@stratfordhigh.school.nz
DD@stratfordhigh.school.nz
AR@stratfordhigh.school.nz
DK@stratfordhigh.school.nz
LR@stratfordhigh.school.nz
AI@stratfordhigh.school.nz
GA@stratfordhigh.school.nz

Deputy Principals

Dr Taylor (Curriculum)
Mrs Kelly Jennings (Pastoral)

MT@stratfordhigh.school.nz
JK@stratfordhigh.school.nz

Principal

Mr Stone

SC@stratfordhigh.school.nz



21ST CENTURY LEARNER & STRATFORD HIGH SCHOOL LEARNER PROFILE

Society and the world of work has changed dramatically over the last decades. Technology continues to evolve and jobs that were once available to school leavers, no longer exist. Just as the workforce has changed, so must our school curriculum to best prepare our students. We cannot predict what opportunities will be available in the 21st century and therefore it is important to equip students with a range of skills to be able to lead successful lives.

Following consultation with key stakeholders (including students, parents, staff, contributing primary schools, iwi), we have developed a Stratford High School Learner Profile that contains the key skills and values we believe will ensure success today and for students' futures. These transferable skills are the foundation of the junior curriculum.



HEART Values

Our values are who we are and how we live

<p>HONESTY</p> <p>Pono Upstanding Trustworthy Accountable</p> 	<p>EXCELLENCE</p> <p>Rawe Aspirational Courageous Hardworking</p> 	<p>AROHA</p> <p>Aroha Caring Kind Connected</p> 	<p>RESPECT</p> <p>Manaakitanga Considerate Responsible Appreciative</p> 	<p>TOLERANCE</p> <p>Manawanui Inclusive Patient Understanding</p> 
---	---	---	---	---

For further information on the following, please visit these websites:

8 Principles of the New Zealand Curriculum:

<https://nzcurriculum.tki.org.nz/Principles/Exploring-the-curriculum-principles/Principles>

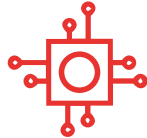
Key Competencies:

<https://nzcurriculum.tki.org.nz/Key-competencies>

VOCATIONAL PATHWAYS

The vocational pathways are a new tool that provide a clear framework for vocational options, support better programme design and careers advice, and improve the links between education and employment. For more information on each of the six vocational pathways, please visit:

<http://youthguarantee.education.govt.nz/initiatives/vocational-pathways/>



Social & Community	Construction & Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Creative Industries
Ratonga Pāpori, Ratonga Hapori	Te Mahi Hanga me te Pūtoi Hanganga	Te Whakanao me te Hangarau	Ahumahi Matua	Ahumahi Ratonga	Ahumahi Auaha

The following help is available on the internet:

A useful video <http://youthguarantee.education.govt.nz/initiatives/vocational-pathways/>

Vocational pathways profile builder

<http://youthguarantee.education.govt.nz/tools/profile-builder/>

Occupational Outlook App: <https://occupationoutlook.mbie.govt.nz/>

Occupational Outlook is designed to help students make well-informed career choices. It provides vital information on 50 key occupations in New Zealand. Each occupation has three dials that indicate its relative income, course cost, and job prospects. Every occupation also has a summary of the “Prospects” for a young person entering the role in five years, as well as tabs with in-depth information on “How to Enter”, “Income + Jobs” and “More Info”.



Download the App from Apple iTunes



Download the App from Google Play

Helpful tools available on the careers website <http://www.careers.govt.nz/>

Subject matcher - <http://www.careers.govt.nz/tools/subject-matcher/>

CareerQuest - <http://www.careers.govt.nz/tools/careerquest/>

Skill Matcher - <http://www.careers.govt.nz/tools/skill-matcher/>

Youth Guarantee website

Findmypath website: <http://youthguarantee.education.govt.nz> this helps you search for jobs and qualifications across each of the SIX pathways.

Make an appointment to speak to the Careers Advisor: careersadvisor@stratfordhigh.school.nz

TIMETABLE AND MODULES



The year is split into two 18 week semesters and students can choose six modules per semester. This means students can choose 12 courses in one year.

	Monday	Tuesday	Wednesday	Thursday	Friday
8.45am	Form time	Form time	No Form	Form time	Form time
9.00am	Period 1	Period 1	Utility	Period 1	Period 1
10.00am	Period 2	Period 2	Period 2	Period 2	Period 2
11.00am	Interval	Interval	Interval	Interval	Interval
11.30am	Period 3	Period 3	Period 3	Period 3	Period 3
12.30pm	Period 4	Period 4	Period 4	Period 4	Period 4
1.30pm	Lunch	Lunch	Lunch	Lunch	Lunch
2.05-3.05pm	Period 5	Period 5	Period 5	Period 5	Period 5

GUIDANCE AROUND MODULES FOR YEAR 10:

Learning Area	Minimum number of modules you choose:
Arts: Drama/Music/Art/Photography	Optional
English	2 modules
Home Economics & Physical Education	Optional
Languages: Māori / German	Optional
Mathematics	2 modules
Science incl Agriculture	1 module
Social Sciences: Finance/History/Geography/Enviroschools	Optional
Technology: DVC/Wood/Metal/Fabric/Digital	Optional

- All students also take a module in Health.
- Modules will only run if there is sufficient demand.

ALL ABOUT ME

Please use the following pages to begin to think about your interests and aspirations so that you can select modules that will interest you.

My skills and interests outside school:	My achievements so far in school:	Things I need to work on are:
What aspirations do I have for myself?		What aspirations does my family/whānau have for me?
Things I want to know more about are:	Things that might interest me are:	What values are important for me and my family/whānau?

DECISION, DECISIONS, DECISIONS...

There are lots of courses to pick from but current students have used the system below to keep track of what they are interested in. They recommend reading through the options booklet and giving each module a tick or a question mark like so:

✓ = If you see a course which you know is something you absolutely would love to do, then this gets a tick.

? = Other courses which may be possibilities are given a question mark.

Then focus on the ticked courses and rank these, remembering you need to select twelve, keeping in mind the requirements to select modules from different learning areas listed below. For example, English requires you to take two modules in a year, whereas you pick at least one module in Science.

The planning sheet below may be useful to list your preferences.

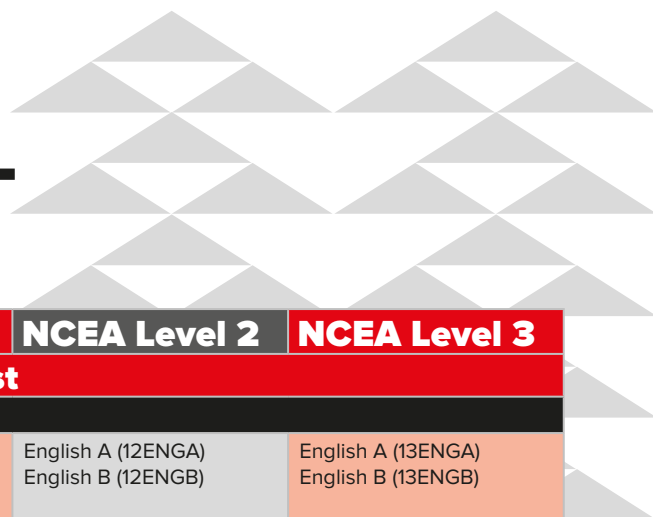
Learning Area	✓	?
Arts (Optional)		
English (2)		
Home Economics & Physical Education (Optional)		

Languages (Optional)		
Mathematics (2)		
Science (At least 1)		
Social Science (Optional)		
Technology (Optional)		

In addition, all students take a module in Health in Year 10.

STRATFORD HIGH SCHOOL

COURSE OVERVIEW



Year 9	Year 10	NCEA Level 1	NCEA Level 2	NCEA Level 3
Foundation Studies		Senior Specialist		
English				
Taonga, Whakapapa – Know Our Identities (9EWHO) Outwit, Outplay, Outlast (9EOUT) Weathering the Storm (9EWTS) Literacy 1&2 (9LIT1&2)	Apocalypse Now (10EAN) Calling the Shots (10ECTS) Lights, Camera, Action (10ELCA) Have I got a Deal For You! (10EHDFY) It's a Bad World (10EIBW) That's Revolting (10ETR) Literacy 1&2 (10LIT1&2)	(Compulsory) English A (11ENGA) English B (11ENGB) English C (11ENG C)	English A (12ENGA) English B (12ENGB)	English A (13ENGA) English B (13ENGB)
The Arts				
Essential Art / Fast Flim Makers (9AEAFF) Essential Art / Prepare to Meet Your Doom (9AEAMD) Drop the Beat / Prepare to Meet Your Doom (9ADBMD) Fast Flim Makers / So You Wanna Be a Muso? (9AFFMS) Essential Photography and Sculpture / So You Wanna Be a Muso? (9APSMS) Essential Art / So You Wanna Be a Muso? (9AEAMS)	Street Art 101 (10ASA) Myths and Legends (10AML) My Best Shot (10AMBS) Maestro in the Making (10AMM) In a World (10AWOR)	Art (11ART) Music (11MUS) Drama (11DRA)	Art (12ART) Music (12MUS) Drama (12DRA)	Art (13ART) Music (13MUS) Drama (13DRA)
Learning Languages				
Ngā pūrākau Taranaki (9MNPT) Pūrākau Whānau (9MPW)	Te Reo Māori Kaitiaki o te whenua (10MKTW) Te Reo Maori Huihuinga – Kai Māori (10MKAI) Meet the Germans 1 (10Ger1) Meet the Germans 2 (10Ger2)	Te Reo Māori Mātauranga (11MMA) Māori (11MAO) German (11GER)	Te Reo Māori Mātauranga (12MMA) Te Reo Māori (12MAO) German (12GER)	Te Reo Māori Mātauranga (13MMA) Te Reo Māori (13MAO) German (13GER)
Mathematics and Statistics				
Maths in Construction (9MMC) Maths in History (9MMH) Maths in Sport (9MMS) Numeracy (9NUM1&2)	Maths in Taranaki (10MTAR) Probably Averaging Algebra (10MALG) Maths in History 2 (10MMH2) Maths in Sport 2 (10MS2)	(Compulsory) Mathematics External (11MATE) Mathematics Internal (11MATI) Functional Numeracy (11NUM)	Mathematics (12MATE) Applied Mathematics (12MATI)	Mathematics with Calculus (13CALC) Statistics and Modelling (13STAT)
Science				
(9SCOF) The Chemistry of Life (9SFFT) Food for Thought (9SMCR) Microscopic (9STMS) That Makes Sense	Shaky Bones (10S1SB) Shocking Reactions (10S6SR) A Matter of Inheritance (10S1MOI) May the Force Be With You (10S6MFBY) Agriculture (10SAGR)	Science External (11SCIE) Science Internal (11ISCI) Agriculture (11AGR)	Agriculture (12AGR) Biology (12BIO) Chemistry (12CHEM) Physics (12PHY)	Agriculture (13AGR) Biology (13BIO) Chemistry (13CHEM) Physics (13PHY)

Year 9	Year 10	NCEA Level 1	NCEA Level 2	NCEA Level 3
Foundation Studies		Senior Specialist		
Social Sciences & Finance				
Dude, Where's My Car? (9SSCAR) Planning My Escape (9SSESC) Who am I? (9SSWHO) Take Me To the River (9SSRIV) Do You Have the Power? (9SSPOW) Where Are You Going? (9SSGO)	Who Wants To Be a Millionaire? (10SSWWM) Money Doesn't Grow On Trees (10SSMDGT) Will It Be Us? (10SSWIB) Future Problem Solving (10SSFP) Taranaki te mouna me te ngahere! (10SSTR) What Will We Become? (10SSWB) Where In the World is Carmen Sandiego? (10SSCS) Land of Confusion (10SSLC)	Geography (11GEO) History (11HIS) Te Whanake (WHANAKE) Commerce (11COMM) Social Studies Evolution of Cancel Culture (11SOSI) Social Studies Overthrowing the Man (11SOSE)	Geography (12GEO) History (12HIS) Te Whanake (WHANAKE) Accounting (12COMM)	Geography (13GEO) History (13HIS) Accounting (13COMM) Te Whanake (WHANAKE)
Technology				
Working With Material (9TWWM) Making the Virtual Real (9TVIR) Exploring the Tech (9TETT) Build a Dream Home (9TBDH) Be the Boss (9TBTB)	Design and Build With Wood (10TDBW) Kitchen Whizz (10TKW) Awesome Architects (10TARC) Introduction to Metal Work (10TMTL) Create a Phone App (10TCPA) Kaitiakitanga Game Creation (10T KGC) Working with Fabric (10TWWF) On the Surface Applied Design (10TSUR)	Digital Technology (11DIG) Textiles (11FABR) Wood (11WOOD) Metal (11METL)	Digital Technology (12DIG) Textiles (12FABR) Wood (12WOOD) Metal (12METL)	Textiles (13FABR) Wood (13WOOD) Digital Technology (13DIG)
Health & Physical Education				
Worth In Your Wellness (Compulsory) (9HWELL) Eat Well For Less (9FEAT) Takeaways On Fastfood (9FFAST) The World of Games (9PTWG) Hit it Right (9PHIR)	Navigating Adolescence (10HNA) Global Food Adventure (10FGFA) Food for Sport and Performance (10FFSP) Going Pro (10PGP) Divide and Conquer (10PDC) Sir Edmund Hilary Can Do It (10PSEH)	Health Education (11HLTH) Food and Nutrition (11FN) Home Economics (11HEC) Physical Education (11PE)	Physical Education (12PE) Home Economics (12HEC) Outdoor Education (12OED)	Physical Education (13PE) Home Economics (13HEC) Outdoor Education (13OED)
Vocational Education & Gateway				
		Build a House (11BUILD) Employment Skills (11ESK) Y11 Vocational Taster Days	Employment Skills (12ESK) Gateway (GTWY) Trades Academy (WITT) Tourism (12TOUR) Hospitality (12HOSP) Build a House (12BUILD) Health Science (12STARHT)	Gateway (GTWY) Trades Academy (WITT) Tourism (13TOUR) Hospitality (13HOSP) Build a House (13BUILD) Health Science (13STARHT)

Basic stationery list for junior students

Pencil case	Blue/black pens
Ruler	Eraser
HB pencil	Pencil sharpener
Glue stick	Scissors
Red pen	Device and ear phones
Scientific calculator	Colouring pencils

Modules descriptions provide information on specialist stationery required for each subject area.

MODULES AVAILABLE TO STUDY IN 2024

The Arts

Head of Department: Mr Orr

Learning Area Whakatauki	Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa. <i>Artistic excellence makes the world sit up in wonder.</i>
-------------------------------------	---

COURSE TITLE:	My Best Shot (10AMBS)	LEARNING AREA(S):	The Arts: Art
EQUIPMENT NEEDED	HB pencil eraser, pencil sharpener A3 wallet, A4 spiral bound visual diary.	COSTS	\$10
PATHWAY:	Senior visual arts (painting, sculpture, photography, printmaking, design) creative industries, tertiary study in the visual arts and design fields.	Teacher in charge:	D. Gilgenberg
COURSE DESCRIPTION	This photography and sculpture course will include a range of photo making ideas and skills including: photo montage with mixed media, making a sculpture with a range of materials that incorporates photos and mixed media. Learning and using a range of camera settings to create a variety of creative effects, using photoshop to develop your ideas. Drawing skills will be a component to help students generate, develop and refine their photographic and sculpture ideas. A visual diary will be used to collect images and make a body of work that reflects student's interests, culture, identity and creative journey.		

COURSE TITLE:	Street Art 101 (10ASA)	LEARNING AREA(S):	The Arts: Art
EQUIPMENT NEEDED	HB pencil eraser, pencil sharpener A3 wallet	COSTS	\$10
PATHWAY:	Senior visual arts (painting, sculpture, photography, printmaking, design) creative industries, tertiary study in the visual arts and design fields.	Teacher in charge:	D. Gilgenberg
COURSE DESCRIPTION	Starting with street art, we will investigate the visual language of graffiti, street art and its influence on other art forms as a means of self-expression. Students will use a range of materials, techniques and ideas to create art works over a range of linked projects. Students will work in the fields of drawing as a means of idea generation and development, painting with acrylic, watercolour, spray paint and stencils, woodcut printing and sculpture.		

COURSE TITLE:	'Maestro in the Making' (10AMM)	LEARNING AREA(S):	The Arts: Music
EQUIPMENT NEEDED	Pens etc. Workbooks & materials provided. BYOD is not a requirement but would be an advantage.	COSTS	nil
PATHWAY:	This course leads directly to Music as an NCEA subject, and career pathways within the Creative Industries.	Teacher in charge:	N. Orr
COURSE DESCRIPTION	<p>Students will encounter the full range of skills and disciplines that will take them to the top of the music game - performance, composition, listening, musical literacy, and technology - as well as critical transferrable skills such as collaboration, creativity and confidence. They will be informed, inspired, and upskilled to be the best they can be. This course is a must for those intending to continue Music as an NCEA subject.</p> <p>Students are expected to have at least rudimentary skills on a minimum of one instrument*, as well as a willingness to practice and improve. Continued participation in either itinerant music lessons at school, or private tuition, are strongly encouraged at Year 10, and required at Year 11. For further information about itinerant music lessons, see the Teacher in Charge of Music.</p> <p>* NB – For the purposes of this course, both singing and computer-based music production are considered an instrument.</p>		

COURSE TITLE:	Myths and Legends (10AML)	LEARNING AREA(S):	The Arts: Drama
EQUIPMENT NEEDED	Pens, highlighters, clear file folder and refill.	COSTS	nil
PATHWAY:	This course leads directly to Drama as an NCEA subject, and career pathways within the Creative Industries.	Teacher in charge:	H. Seales
COURSE DESCRIPTION	<p>Do you love mythology? In this course, students will learn about myths and legends in different cultures and compare this to Greek Theatre and its influence on drama today. Explore Greek gods and goddesses, the meaning behind some of the stories, create your own mask, and perform a classic Greek Tragedy! Learn about Maori myths and create your own shadow play! This course is a great introduction into conventions, drama elements and theatre forms and leads into Drama NCEA Level 1. This course is recommended for any students wanting to grow their confidence or overcome performance anxiety.</p>		

COURSE TITLE:	"In a World....." (10AWOR)	LEARNING AREA(S):	The Arts: Drama
EQUIPMENT NEEDED	Pens, highlighters, clear file folder and refill, BYOD is required for this course (cell-phone is okay).	COSTS	nil
PATHWAY:	This course leads directly to Drama as an NCEA subject, and career pathways within the Creative Industries.	Teacher in charge:	H. Seales
COURSE DESCRIPTION	<p>Are you interested in voice acting? Love watching anime or playing video games and want to learn about what happens behind the scenes? In this course, students will explore storytelling through shadows, animation, and vocal techniques. Learn about what makes an entertaining story and create your own original performance using what you have learned at the end of this course!</p> <p>This course is recommended for any students wanting to grow their confidence or overcome performance anxiety.</p>		

English

Head of Department: Mrs Visser

Learning Area Whakataukī	<i>Ko te reo te tuariki. Ko te reo tohu ahurei Ko te reo te roa.</i>	<i>Language is my identity. Language is my uniqueness Language is my life.</i>
-------------------------------------	--	--

Semester 1: Students select one module from the following:

COURSE TITLE:	Apocalypse Now (10EAN)	LEARNING AREA(S):	English
EQUIPMENT NEEDED	Pens and highlighters. 2 x 1B8. Laptop.	COSTS	\$20 for Action English.
PATHWAY:	This course leads directly to English as an NCEA subject.	Teacher in charge:	M. Visser
COURSE DESCRIPTION	This course focuses on the language of dystopian fiction. It is for students who enjoy apocalyptic or other texts which involve the need for survival. You will learn how the creators of these texts develop their characterisation and situations in such way we feel involved in the characters' predicament. Classes will involve exploring a range of literature based on situations where characters fight for survival. This could include events such as environmental or man-made disasters, a pandemic, or a zombie plague. There will be opportunities to study and analyse a range of texts that will develop your thinking and writing skills.		

COURSE TITLE:	Calling the Shots (10ECTS)	LEARNING AREA(S):	English
EQUIPMENT NEEDED	Pens and highlighters. 2 x 1B8. Laptop.	COSTS	\$20 for Action English.
PATHWAY:	This course leads directly to English as an NCEA subject.	Teacher in charge:	M. Visser
COURSE DESCRIPTION	Sport and Leisure In this course, we will focus on exploring sport and leisure with an English lens. You will explore how language is used in sport and outdoor settings. This course will interest those who want to develop their critical thinking skills, decision making, and moral reasoning. You will learn about the concepts of competition, cooperation, and leadership and how this works on both a team and individual playing field.		

COURSE TITLE:	Lights, Camera, ACTION! (10ELCA)	LEARNING AREA(S):	English
EQUIPMENT NEEDED	Pens and highlighters. 2 x 1B8. Laptop.	COSTS	\$20 for Action English.
PATHWAY:	This course leads directly to English as an NCEA subject.	Teacher in charge:	M. Visser
COURSE DESCRIPTION	<p>Film, TV and Literature</p> <p>In this course, we will focus on exploring the language of film and television. This course is for students who enjoy stories on both big and small screens and have an interest in how they are made. Classes will involve learning how to identify and analyse the use of different film techniques and writing about them. We will also look at how stories are structured to engage an audience and the writing, planning, storyboarding, and editing of film.</p>		

Semester 2: Students select one module from the following

COURSE TITLE:	Have I Got a Deal For You! (10EHDFY)	LEARNING AREA(S):	English
EQUIPMENT NEEDED	Pens and highlighters. 2 x 1B8. Laptop. Action English.	COSTS	nil
PATHWAY:	This course leads directly to English as an NCEA subject.	Teacher in charge:	M. Visser
COURSE DESCRIPTION	<p>Advertising and Media</p> <p>In this course, we will focus on exploring the language of media and advertising. You will explore how language is used in media and advertising to engage audiences and manipulate our views on the world around us. This course will interest those who like to view society through a critical lens and learn how media is used to support and exploit individuals and communities. Lessons will involve learning how to identify and analyse messages within advertising. We will also look at how social and news media are structured to engage an audience with an agenda. The course will also look at how advertisements are structured to engage an audience and the writing, planning, storyboarding, and editing of visual messages.</p>		

COURSE TITLE:	It's a Bad World (10EIBW)	LEARNING AREA(S):	English
EQUIPMENT NEEDED	Pens and highlighters. 2 x 1B8. Laptop. Action English.	COSTS	nil
PATHWAY:	This course leads directly to English as an NCEA subject.	Teacher in charge:	M. Visser
COURSE DESCRIPTION	<p>Heroes and Villains</p> <p>This course focuses on the language of villainy. It is for students who enjoy a range of genres which focus on the exploits of heroes and villains. You will learn about characterisation and why texts have 'bad guys' and in them. You will also explore the concept of villainy and how the audiences make value judgements around what is good and what is bad. Lessons will involve looking at characters and people we are familiar with and exploring the stereotypes of both good and bad guys. We will also look at how language and literature can be manipulated to develop your own heroes and villains.</p>		

COURSE TITLE:	That's Revolting! (10ETR)	LEARNING AREA(S):	English
EQUIPMENT NEEDED	Pens and highlighters. 2 x 1B8. Laptop. Action English.	COSTS	nil
PATHWAY:	This course leads directly to English as an NCEA subject.	Teacher in charge:	M. Visser
COURSE DESCRIPTION	Order and chaos: is there always a balance, or can one exist without the other? In this course, we will focus on exploring the language of power and the people who stand up to it. We will examine power as an influence on those who seek it and the lessons that it teaches us. This course will provide you with skills necessary for asking questions about decision making and recognising the lessons that continue to be repeated throughout history. We will look at a range of literature and genres to explore the role of power and protest in society. Classes will investigate how language is used to manipulate and create power dynamics.		

Selected students can follow the foundational literacy module for the whole year:

COURSE TITLE:	Foundational Literacy 1 & 2 (10LIT1&2)	LEARNING AREA(S):	English
EQUIPMENT NEEDED	1B5, device – optional, glue stick, pens, headphones	COSTS	\$10
PATHWAY:	Prepare for the student's year 11 learning programme.	Teacher in charge:	Melanie Visser (HOD - English) or Lucille Roodbeen/ Lisa Dent (Learning Support)
COURSE DESCRIPTION	This module continues on from the year 9 Foundational Literacy module. It focuses on language comprehension to improve reading and writing skills. It will provide opportunities for students to improve specific individual skills as well as foundational literacy skills that will support their learning in other curriculum subjects.		

Health & Physical Education

Head of PE Department: Miss Kay

Head of Health & Home Economics: Mrs Walker

Learning Area Whakataukī	He oranga ngākau, he pikinga waiora - Positive feelings in your heart will raise your sense of self-worth.
-------------------------------------	--

All students will study the following module:

COURSE TITLE:	Navigating Adolescence (10HNA)	LEARNING AREA(S):	Health
EQUIPMENT NEEDED	Pens and highlighters. 1B8.	COSTS	nil
PATHWAY:	This course leads directly to Health as an NCEA subject.	Teacher in charge:	W. Walker
COURSE DESCRIPTION	<p>Re-introducing students to the four under-lying concepts of the Health and Physical Education curriculum (Hauora, Attitudes and Values, the Socio-ecological Perspective and Health Promotion). There will be a focus on consolidating student understanding around Hauora and Te Whare Tapa Whā model and then using this concept as a pathway for students to:</p> <ul style="list-style-type: none"> • Recognise the changes that are taking place physically, socially, mentally and emotionally, and spiritually. • Examine the effects that these changes may have on self, others, and our community. • Develop a robust toolkit of strategies that supports our journey with change (resiliency skills). • Exploring Relationships and Sexuality education including healthy relationships, consent, sexual diversity and inclusion. <p>Students develop a sense of self-worth through learning to think critically about health-related contexts. Students learn that well-being is a combination of the physical, mental and emotional, social, and spiritual aspects of people’s lives. Students will understand that learning in Health encourages people to live full, active, and satisfying lives. Student’s explore scenarios to increase their knowledge and skills, explore their own and others attitudes and values, and develop understandings about themselves, others, and society. Navigating adolescence can be a challenging time for our tamariki. Having an awareness around topics such as drugs and alcohol, social media and online activity will enhance student understanding of keeping themselves safe.</p>		

Students are able to choose from the following modules:

COURSE TITLE:	Food for Sport and Performance (10FFSP)	LEARNING AREA(S):	Food
EQUIPMENT NEEDED	Stationary -1B8-clearfile	COSTS	\$45
PATHWAY:	This course leads directly to Home Economics as an NCEA subject.	Teacher in charge:	W. Walker
COURSE DESCRIPTION	Don't get left behind because of your eating habits! Enhance your performance by learning how to feed your body and brain with the vital foods it needs. Students will prepare a range of meals and snacks that will include the energy and nutrients needed for peak performance. Making sense of the food labels will enhance food choices and avoid marketing myths. Be the best you can!		

COURSE TITLE:	Global Food Adventure (10FGFA)	LEARNING AREA(S):	Health: Food
EQUIPMENT NEEDED	Stationary-1B8-clearfile	COSTS	\$45
PATHWAY:	This course leads directly to Home Economics as an NCEA subject.	Teacher in charge:	W. Walker
COURSE DESCRIPTION	This module will take you on a journey of discovery as we look at the links between culture, food patterns and food preparation around the world. You will be inspired by the different practical food experiences each week. We want you to develop the skills to be a confident, competent, lifelong cook who is adventurous in the flavours and the foods our world has to offer. In small groups you will be researching a culture of your choice which will support you in coming together as a class to prepare a cultural banquet.		

COURSE TITLE:	Divide and Conquer (10DPC)	LEARNING AREA(S):	Health: PE
EQUIPMENT NEEDED	SHS PE top and black shorts	COSTS	Nil
PATHWAY:	This course leads directly to Physical Education & Outdoor Education as an NCEA subject.	Teacher in charge:	D. Kay
COURSE DESCRIPTION	Students will participate in a variety of traditional sports such as basketball. The module will begin with students having a voice in what sports we study. They will have the opportunity to develop specific strategies and skills in the chosen sports. Through a sports education model they will learn about interpersonal skills (HEART Values) and teamwork. In a practical team environment, students will explore how a team is formed, what challenges they face and how best to be successful. They will also explore what factors influence our participation in sport and how best to overcome limiting factors.		

COURSE TITLE:	Going Pro (10PGP)	LEARNING AREA(S):	Health: PE
EQUIPMENT NEEDED	SHS PE top and black shorts	COSTS	Nil
PATHWAY:	This course leads directly to Physical Education & Outdoor Education as an NCEA subject.	Teacher in charge:	D. Kay
COURSE DESCRIPTION	<p>Students will have opportunities to practise their own sport. The aim of the module is to extend students' knowledge and experience with their chosen sport. To help them understand the strategies to be successful. Students will develop training methods that are specific for enhancing their personal game. They will attempt to understand how to improve and how to achieve the best performance. You will explore what makes an elite athlete and how to achieve this status.</p> <p>Students MUST be playing a regular sport to take this course.</p>		

COURSE TITLE:	Sir Edmund Hillary Can Do It (10PSEH)	LEARNING AREA(S):	Health: PE
EQUIPMENT NEEDED	SHS PE top and black shorts	COSTS	\$40 but this can be fundraised
PATHWAY:	This course leads directly to Physical Education & Outdoor Education as an NCEA subject.	Teacher in charge:	D. Kay & C. Franklyn
COURSE DESCRIPTION	<p>Students will have the opportunity to engage in a wide range of Adventure based learning, with the focus on working as a team and incorporating effective communication in a team environment. Students will participate in outdoor education based activities with the intention of experiencing new situations which maybe challenging, whilst working towards achieving a physical goal.</p> <p>Students will also cover safety management, setting up and running an activity, creating and developing risk analysis strategies. First aid in an outdoor setting, assessing a medical situation and extracting a patient. Leadership and interpersonal skills that contribute towards leading an effective team.</p>		

Learning Languages

Teacher in charge of Te Reo Māori: Mrs Gerrard

Teacher in charge of German: Dr Taylor

Learning Area Whakataukī	Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako. Your voice and my voice are expressions of identity. May our descendants live on and our hopes be fulfilled.
-------------------------------------	--

COURSE TITLE:	Kaitiaki o te Whenua (10MKTW)	LEARNING AREA(S):	Languages: Te Reo Māori
EQUIPMENT NEEDED	None	COSTS	\$20
PATHWAY:	This course leads directly to Te Reo Māori as an NCEA subject.	Teacher in charge:	M. Gerrard
COURSE DESCRIPTION	Want to learn Te Reo Māori in a fun learning space, come and take part in Kēmu (games), Waiata, Karakia, whakataukī while learning about the importance of taking care of our whenua (land), learn about how when we look after our whenua the whenua looks after us. During the semester you will invite, speak with tangata whenua who take care of our Taiao (land), you will take part in an excursion giving you real life experience.		

COURSE TITLE:	Huihuinga – Kai Māori (10MKAI)	LEARNING AREA(S):	Languages: Te Reo Māori
EQUIPMENT NEEDED	None	COSTS	\$20
PATHWAY:	This course leads directly to Te Reo Māori as an NCEA subject.	Teacher in charge:	M. Gerrard
COURSE DESCRIPTION	Want to learn Te Reo Māori in a fun learning space, come and take part in Kēmu (games), Waiata, Karakia, whakataukī while learning about how to prepare for a gathering/event. Do you like kai (food) Well this is the module for you. You will learn about kai Māori and how to prepare an event or gathering, you will then bring this gathering or event to life all while sharing the Te Reo Māori you have learnt throughout the semester.		

COURSE TITLE:	Meet the Germans 1 (10GER1)	LEARNING AREA(S):	Languages: German
EQUIPMENT NEEDED	None	COSTS	\$15
PATHWAY:	This course leads directly to German as an NCEA subject. German is useful for students who intend to travel as well as work in the science or engineering field.	Teacher in charge:	M. Taylor
COURSE DESCRIPTION	<p>Do you want to travel and explore the world? German is the most widely spoken language in Europe so this module will be useful for you if you're considering a big OE after High School....</p> <p>In this module students with no knowledge of German will have the opportunity to learn the basics including pronunciation, giving and asking for personal details about themselves and others, food and drink. Students will apply their knowledge in a real life situation towards the end of the module where they will run a German café for staff and act as waiters.</p> <p>Please note: This module is taught in a multi-level class combined of Year 10, 11 and 12 students. Given the nature of the class, it is recommended that students have good literacy skills, as some online independent work will be required.</p>		

COURSE TITLE:	Meet the Germans 2 (10GER2)	LEARNING AREA(S):	Languages: German
EQUIPMENT NEEDED	None	COSTS	\$15
PATHWAY:	This course leads directly to German as an NCEA subject. German is useful for students who intend to travel as well as work in the science or engineering field.	Teacher in charge:	M. Taylor
COURSE DESCRIPTION	<p>This modules continues on from Meet the German 1, where students continue to find out what life is like in Germany and experience using German to communicate with others. Students further develop basic skills in preparation for NCEA Level 1 and explore a range of cultural aspects such as school, travel, sport, arts and more.</p> <p>Given the nature of the class, it is recommended that students have good literacy skills, as some online independent work will be required.</p>		

Mathematics

Head of Mathematics: Mr Daughtery

Learning Area Whakataukī	Kei hopu tōu ringa ki te aka tāepa, engari kia mau ki te aka matua Cling to the main vine, not the loose one
-------------------------------------	--

All students study this Module in Semester 1:

COURSE TITLE:	Maths in Taranaki (10MTAR)	LEARNING AREA(S):	Mathematics
EQUIPMENT NEEDED	Calculator: Casio fx 82AU Exercise Book 1E8	COSTS	3 WalkerMaths Workbooks \$21
PATHWAY:	This course prepares students for Numeracy and Level 1 AS 91945 Explore mathematical problems that relate to life in Aotearoa New Zealand or the Pacific.	Teacher in charge:	D. Daughtery
COURSE DESCRIPTION	Students have to take this module. It will provide the part of the skills required for passing the Numeracy standard that all students must achieve at some time whilst they are at school. The focus will be on applying number, measurement and geometry skills that relate to life in our province.		

In Semester 2 Students can choose from:

COURSE TITLE:	Probably Averaging Algebra (10MALG)	LEARNING AREA(S):	Mathematics
EQUIPMENT NEEDED	Calculator: Casio fx 82AU	COSTS	3 WalkerMaths Workbooks \$21
PATHWAY:	This course must be considered as essential for mathematics study beyond Year 11. It lays the foundation of algebra (simplifying expressions & solving equations) needed to succeed in Level 1 91947 Demonstrate mathematical reasoning. It will also cover the statistics and probability required for passing the Numeracy digital exam.	Teacher in charge:	D. Daughtery
COURSE DESCRIPTION	This course is designed for students who want to continue with mathematics in the senior school. It will lay the groundwork for the algebra skills needed at Level 1 for success in the externally assessed AS 91947 Demonstrate mathematical reasoning. Statistics and probability will also be covered so that students can pass the numeracy digital exam in term 4.		

OR

COURSE TITLE:	Maths in History 2 (10MMH2)	LEARNING AREA(S):	Mathematics
EQUIPMENT NEEDED	Calculator: Casio fx 82AU	COSTS	2 WalkerMaths Workbooks \$15
PATHWAY:	This course completes the preparation for Numeracy and works toward Level 1 AS 91944 Explore data using a statistical enquiry process.	Teacher in charge:	D. Daughtery
COURSE DESCRIPTION	The history of mathematics is how mathematics has developed over time. Early maths by Babylonians, Indians and Egyptians was built upon by Greeks such as Euclid, Archimedes and Pythagoras. Later, Europeans added to the knowledge through.		

OR

COURSE TITLE:	Maths in Sport 2 (10MMS2)	LEARNING AREA(S):	Mathematics
EQUIPMENT NEEDED	Calculator: Casio fx 82AU	COSTS	2 WalkerMaths Workbooks \$15
PATHWAY:	This course completes the preparation for Numeracy and works toward Level 1 AS 91944 Explore data using a statistical enquiry process.	Teacher in charge:	D. Daughtery
COURSE DESCRIPTION	This course looks at how mathematics and data analysis plays a major role in modern sport. From predicting outcomes, improved training techniques, to finding the right corner in the goal, to bowling the perfect delivery, most successful sportsmen and women are secret mathematicians at heart even if they do not realise it.		

Science

Head of Science: Mr Armond

Learning Area Whakataukī	Ma te whakaaro nui e hanga te whare; ma te matauranga e whakau. Big ideas create the house; knowledge maintains it.
-------------------------------------	--

Students must do at least one module from either Option 1 or 2. However, students considering doing Level 1 Science in Year 11 are strongly advised to choose 2 Science modules.

In addition, students may also choose to study an Agriculture module.

Option 1: Shaky Bones & A Matter of Inheritance

COURSE TITLE:	Shaky Bones (10S1SB)	LEARNING AREA(S):	Science
EQUIPMENT NEEDED	1B8 exercise book and Y10 SciPad workbook	COSTS	\$23
PATHWAY:	Y11 science or agriculture	Teacher in charge:	R. Armond
COURSE DESCRIPTION	<p>In this module you will learn about our dynamic planet, the Earth. We will look at the internal structure and how these link to the external features we see around us. Earthquakes and volcanoes are constantly changing the landscape of Aotearoa and we will investigate what causes these earth movements and their effects on the environment. A field trip to our local volcano, Mt Taranaki will be part of a project that you will undertake. Forces and motion will also be covered during this module. Weight force due to gravity and the effects of balanced and unbalanced forces on the motion of an object will be explored through practical work. The internal structure of the human body and the systems needed for you to function and survive will be investigated through individual research. How does our skeleton withstand the forces that our body has to overcome? Topics will also include our respiratory system, circulatory system and immunity. There will be a focus on how our body systems enable us to live successfully on our planet and how we can prepare for future changes.</p>		

COURSE TITLE:	A Matter of Inheritance (10S1MOI)	LEARNING AREA(S):	Science
EQUIPMENT NEEDED	1B8 exercise book and Y10 SciPad workbook	COSTS	\$23
PATHWAY:	Y11 science or agriculture	Teacher in charge:	R. Armond
COURSE DESCRIPTION	Do you fancy learning about the chemistry of the world? Starting with atoms and elements of the periodic table, you will learn about how substances are formed through practical work and research investigations. Do you know what an ion is or how to write chemical formulae? These are some examples of gaps in your knowledge that we will fill by providing essential skills that you will learn along the way. While we're on the topic of chemistry, we will also learn about acids and bases and how to identify them, properties of metals, and other different chemical reactions. In this module you will also learn about genetics – where do we get our characteristics from and how? Why do you look like both of your parents? Some of the big ideas we will be covering are the parts of the human reproductive system, how it works, and how genes work together to make each individual unique. This module will also include learning about electricity and, in particular, currents and voltage, resistors, and energy changes in circuits. You will carry out practical work and investigations to discover how electricity provides us with the power to survive.		

Option 2: Shocking Reactions & May the Force Be With You

COURSE TITLE:	Shocking Reactions (10S6SR)	LEARNING AREA(S):	Science
EQUIPMENT NEEDED	1B8 exercise book and Y10 SciPad workbook	COSTS	\$23
PATHWAY:	Y11 science or agriculture	Teacher in charge:	R. Armond
COURSE DESCRIPTION	This module will dive into all you need to know about acids and bases at this level. You will be experimenting with common acids and bases, chemical reactions, and acid base indicators to answer some interesting questions. What will happen when we put magnesium in acid? How will an indicator solution change colour if we mix an acid with a base? What are the special properties of metals and non-metals? Paired with this, you will learn about atoms and elements, chemical formulae, and of course, the Periodic table song! In this module you will also learn about all things electricity, be prepared for a shock! How does electricity really work? We experience it around us every day, and often take it for granted, so this module will provide brilliant opportunities to wrap our brains around how electricity works to provide us with the power to survive. This will include current and voltage, conductors and insulators, and energy changes in circuits. Topics will also include genetics, reproduction, fertilization, and growth, to answer the big question of what we're made of.		

COURSE TITLE:	May the Force Be With You (10S6MFBY)	LEARNING AREA(S):	Science
EQUIPMENT NEEDED	1B8 exercise book and Y10 SciPad workbook	COSTS	\$23
PATHWAY:	Y11 science or agriculture	Teacher in charge:	R. Armond
COURSE DESCRIPTION	<p>This module is for students who want to learn more about the human body systems that keep us alive and healthy. We will learn how the respiratory and circulatory systems work together to transport oxygen around your body. This will include measuring your lung capacity and heart rate after physical activity. We will explore the skeletal system and how bones ligaments and tendons allow your body to move and what happens when injuries occur. Forces will also be investigated in terms of pushes and pulls and how your skeleton reacts to these forces. Practical work will include measuring forces and the motion that results from an unbalanced force. You will learn what energy is and how it is transferred from one form to another in physical systems. A huge amount of energy is released during earthquakes and volcanic eruptions. We will explore the interior structure of the Earth and where this energy comes from. You will carry out a project based around effects of tectonic movement of the Earth's crust on the environment.</p>		

COURSE TITLE:	Agriculture (10SAGR)	LEARNING AREA(S):	Science
EQUIPMENT NEEDED	1B8 exercise book and Y10 SciPad workbook	COSTS	Costs: \$10.00
PATHWAY:	<p>The intention of the Year 10 Agriculture programme is to introduce students to the world of farming, from some on-farm practices to the larger picture of New Zealand's place on the agricultural world stage. Students may discover they enjoy the practical nature of farming and/or aspects of agribusiness or agriscience. In addition, this Year 10 Agricultural programme gives students a good foundation for further studies (Agriculture, Agriscience and Agribusiness) at senior school level.</p>	Teacher in charge:	F. Putt
COURSE DESCRIPTION	<p>Students will look at a variety of agricultural enterprises – beef, dairy, sheep, pigs, deer, chickens – and visit the commercial dairy research farm (the DairyTrust Stratford Demonstration Farm) across the fence from the school to learn about the latest science and technology innovations happening, and to access a variety of other practical learning opportunities. They can explore other topics such as biosecurity, sustainability, farm safety, global food security according to interest. Students could attend up to two EnviroSchools fieldtrips and/or attend the Central Districts Field Days. There will be some project work, book work, homework – and lots of fun.</p>		

Social Sciences

Head of Social Sciences: Mr Kerr

Head of Finance: Mrs Lightoller

Learning Area Whakataukī	<p>Unuhia te rito o te harakeke kei whea te kōmako e kō? Whakatairangitia – rere ki uta, rere ki tai; Ui mai koe ki ahau he aha te mea nui o te ao. Māku e kī atu he tangata, he tangata, he tangata!</p> <p>Remove the heart of the flax bush and where will the kōmako sing? Proclaim it to the land, proclaim it to the sea; Ask me, "What is the greatest thing in the world?" I will reply, "It is people, people, people!"</p>
-------------------------------------	--

COURSE TITLE:	Taranaki te Mounga me te Ngahere! (10SSCS)	LEARNING AREA(S):	Social Sciences: Enviroschools
EQUIPMENT NEEDED	B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, Blue pen, Ruler, glue stick-scissors.	COSTS	Nil
PATHWAY:	Builds skills for Senior Social Sciences, Agricultural Science/ Science, Māori Studies.	Teacher in charge:	D. Kerr / J. Sullivan
COURSE DESCRIPTION	Keen to explore?! Let's explore and Connect with he taiao/ our natural environment, by exploring how people interact with Papatuanuku in the ngahere (bush) and with Taranaki te Mounga.		

COURSE TITLE:	Money Doesn't Grow On Trees (10SSMDGT)	LEARNING AREA(S):	Social Sciences: Finance
EQUIPMENT NEEDED	1 x B8 Exercise book, scientific calculator.	COSTS	\$10
PATHWAY:	Senior Finance Courses	Teacher in charge:	R. Lightoller
COURSE DESCRIPTION	<p>This module will make students aware of what is required to make sound financial decisions and how these decisions can affect their future well-being both short term and long term. Students will also investigate the ways they can make their money grow for them and work towards financial security. While money is not the "be all and end all" students will be made aware that being financially secure goes a long way to giving them more options/choices and the impact this can have on their financial health/well-being. This module will be run in conjunction with BANQER HIGH which is a real world financial education experience for students. The platform builds financial confidence in young people by introducing them to, and letting them explore financial concepts through online simulation that aligns to the New Zealand curriculum.</p>		

COURSE TITLE:	Who Wants To Be A Millionaire? (10SSWWBM)	LEARNING AREA(S):	Social Sciences: Finance
EQUIPMENT NEEDED	1 x B8 Exercise book, scientific calculator.	COSTS	\$10
PATHWAY:	Senior Finance Courses	Teacher in charge:	R. Lightoller
COURSE DESCRIPTION	This module explores what it means to be successful. Success can come in many different forms eg intrinsic success often based on values; that which can be measured eg success in the sporting, cultural, academic, financial arenas etc. Students will investigate how they can enhance the health, wealth and happiness of their community. Looking at successful entrepreneurs, business opportunities and coverage of basic business terms and types of business ownership will also be part of this module. This module will be run in conjunction with BANQUER HIGH which is a real world financial education experience for students. The platform builds financial confidence in young people by introducing them to, and letting them explore financial concepts through online simulation that aligns to the New Zealand curriculum.		

COURSE TITLE:	Future Problem Solving (10SSFP)	LEARNING AREA(S):	Social Sciences
EQUIPMENT NEEDED	B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, Blue pen, Ruler, glue stick-scissors.	COSTS	Nil
PATHWAY:	Builds skills for Senior Social Sciences and English – Develop interests in law, research, history, Critical thinking.	Teacher in charge:	D. Kerr
COURSE DESCRIPTION	How clever are you? Could you do a better job? Explore problem solving, logical thinking and real world issues. Can you solve the world's problems? What would you do?		

COURSE TITLE:	Land of Confusion (10SSLIC)	LEARNING AREA(S):	Social Sciences
EQUIPMENT NEEDED	B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, Blue pen, Ruler, glue stick-scissors.	COSTS	Nil
PATHWAY:	Builds skills for Senior Social Sciences and English – Develop interests in law, research, history, Critical thinking.	Teacher in charge:	D. Kerr
COURSE DESCRIPTION	Tangata whenua what does this mean to you? Explore land use and land acquisition. How have we used land in the past? What does land mean? What is it for? Why are we aiming for more sustainable land use? What is the future of land use in Taranaki and New Zealand?		

COURSE TITLE:	What Will We Become? (10SSWB)	LEARNING AREA(S):	Social Sciences
EQUIPMENT NEEDED	B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, Blue pen, Ruler, glue stick-scissors.	COSTS	Nil
PATHWAY:	Builds skills for Senior Social Sciences and English – Develop interests in civil defence, geography, law, research, history, Critical thinking.	Teacher in charge:	D. Kerr
COURSE DESCRIPTION	Biculturalism, Multiculturalism, Treaty of Waitangi, Parihaka. Look at developing your knowledge and understanding of New Zealand and how we have developed as a country. Understanding our past, our people and our relationships is fundamental to understanding our future.		

COURSE TITLE:	Will It Be Us? (10SSWIB)	LEARNING AREA(S):	Social Sciences
EQUIPMENT NEEDED	B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, Blue pen, Ruler, glue stick-scissors.	COSTS	Nil
PATHWAY:	Builds skills for Senior Social Sciences and English – Develop interests in civil defence, geography, law, research, history, Critical thinking.	Teacher in charge:	D. Kerr
COURSE DESCRIPTION	Will we survive the next epidemic, the next disaster, the next global crisis? Will New Zealand sink into the ocean? We will explore when things go wild, we will look at nature fighting back, at humanities attempts to control the uncontrollable. What would you do? How would you react? Investigate, local, national and global crisis and our responses. What can we do to make a difference?		

COURSE TITLE:	Where in the World is Carmen Sandiego? (10SSCS)	LEARNING AREA(S):	Social Sciences
EQUIPMENT NEEDED	B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, Blue pen, Ruler, glue stick-scissors.	COSTS	Nil
PATHWAY:	How will the learning be framed as Project Based Learning? What inquiry will students undertake? Or, what 'big question' or 'wicked problem' will they explore? Possible Project Creation – Digital portrayal of a culture that you have investigated. Research a culture of choice that we have explored in class.	Teacher in charge:	D. Kerr
COURSE DESCRIPTION	How much do you know about the world? This digital course is designed to travel as much of the world as possible in 18 weeks. Seven Continents, Hundreds of countries, Thousands of cities. Let's explore the culture and histories of the world.		

Technology

Head of Technology: Mr Angelsey

Learning Area Whakataukī	Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta. Do not lift the paddle out of unison or our canoe will never reach the shore.
-------------------------------------	---

COURSE TITLE:	Create a Phone App (10TCPA)	LEARNING AREA(S):	Technology: Digital
EQUIPMENT NEEDED	Cellphone	COSTS	Nil
PATHWAY:	NCEA Digital Technology courses	Teacher in charge:	P. Jones
COURSE DESCRIPTION	This course will enable you to create an app for use on a cell phone. It can be created for use on an Apple or Android device. We will look at the design and layout of the interface (as get this wrong and you will have no clients) and consider what makes a 'good' app? Coding is involved, but it involves using primarily a 'Scratch' style interface, so no prior knowledge is needed. Why not give it a go - a well-designed app could be your first \$Million!		

COURSE TITLE:	Kaitiakitanga Game Creation (10TKGC)	LEARNING AREA(S):	Technology: Digital
EQUIPMENT NEEDED	None	COSTS	\$10
PATHWAY:	NCEA Digital Technology courses	Teacher in charge:	P. Jones
COURSE DESCRIPTION	A lot of games are about killing and ruining things. Well, this course is different. It will enable you to create a game that has a Kaitiakitanga/earth friendly core. You will take an idea that can help the planet and gamify it – make it bigger, weirder, more exciting than life and use the game to promote a simple, but Kaitiakitanga friendly concept. We only have one planet and it needs your help! Who will win the game creation challenge this year?		

COURSE TITLE:	Kitchen Whizz (10TKW)	LEARNING AREA(S):	Technology: Design & Visual Communication
EQUIPMENT NEEDED	None	COSTS	\$15
PATHWAY:	NCEA DVC courses. Career pathways include Architects, illustrators, product designer, builders, digital marketer etc.	Teacher in charge:	L. Naughton
COURSE DESCRIPTION	Everybody loves gadgets and gizmos, but do we ever look around at some of the gadgets that we use on a day to day basis. Have you ever looked at a product and thought "I wish this could do this too?" This is where product design comes into play. From the phone you have in your pocket to the paper clip on your desk. Someone has created this from a single thought. Many items have helped us daily, so why not try and help someone else? In this module we will be looking at current handy gadgets and tools used around the home and kitchen. Once deciding on our client we will be creating new improved gadgets to help an array of people from old to young. Through the design cycle we will go from concept sketches all the way to physical and digital prototypes.		

COURSE TITLE:	Awesome Architects (10TARC)	LEARNING AREA(S):	Technology: Design & Visual Communication
EQUIPMENT NEEDED	None	COSTS	\$15
PATHWAY:	NCEA DVC courses. Career pathways include Architects, illustrators, product designer, builders, digital marketer etc.	Teacher in charge:	L. Naughton
COURSE DESCRIPTION	<p>How many buildings have you seen? Do you know about famous landmarks like the Sydney opera house? Or what style your home is. There is an entire timeline of architecture styles to explore. Spatial design turns these ideas into reality.</p> <p>In this module we will be exploring the life of an architect from looking at local architecture to design styles from history. Identifying key characteristics to influence our own designs. From homes, schools or hotels... What will you create? Through the design cycle we will go from concept sketches all the way to physical and digital prototypes learning graphic drawing techniques along the way.</p>		

COURSE TITLE:	On the Surface- Applied Design (10TSUR)	LEARNING AREA(S):	Technology: Fabric
EQUIPMENT NEEDED	All equipment will be supplied however students will need to purchase fabric for the products they make for themselves.	COSTS	\$20
PATHWAY:	NCEA Fabric courses.	Teacher in charge:	K. Rawcliffe
COURSE DESCRIPTION	<p>Students will investigate, design, evaluate and construct a variety of products using textiles. These products will incorporate at least one applied design technique. Students will construct passion projects including tie-dye, appliqué and embroidery. Environmental considerations such as recycling, sourcing locally and use of renewable resources will be incorporated in all tasks</p>		

COURSE TITLE:	Working With Fabric- Sewing Skills (10TWWF)	LEARNING AREA(S):	Technology: Fabric
EQUIPMENT NEEDED	All equipment will be supplied however students will need to purchase fabric for the products they make for themselves.	COSTS	\$40
PATHWAY:	NCEA Fabric courses.	Teacher in charge:	K. Rawcliffe
COURSE DESCRIPTION	<p>This course is for students who want to learn and develop their sewing skills. You will learn how to develop design ideas and use a sewing machine to bring these ideas to life. Projects include knitted hoodie, cup caddy, coin wallet and the freedom to create a passion project. Environmental considerations such as recycling, sourcing locally and use of renewable resources will be incorporated in all tasks.</p>		

COURSE TITLE:	Design and Build with Wood (10TDBW)	LEARNING AREA(S):	Technology: Wood
EQUIPMENT NEEDED	None	COSTS	\$60
PATHWAY:	NCEA Wood Technology courses.	Teacher in charge:	I Anglesey
COURSE DESCRIPTION	In this course, students will design, build and evaluate two projects. The first will involve the use of dovetail joints to produce a product such as a tray or shelving. The second will use machinery joints to construct a small table or similar product. Students will be taught to research ideas and develop designs through sketching. They will learn to work with hand tools, machinery and finishing products to produce quality items. It is important that any student wishing to take this subject in Year 11 should complete this course.		

COURSE TITLE:	Metal Work, An Introduction to Engineering (10TMTL)	LEARNING AREA(S):	Technology: Metal
EQUIPMENT NEEDED	None	COSTS	\$60
PATHWAY:	NCEA Metal Technology courses.	Teacher in charge:	C. Franklyn / I Anglesey
COURSE DESCRIPTION	In this course, students will develop engineering skills that will enable them to construct two projects: a hammer and a riveted toolbox. Students will learn to safely use a range of hand tools and machinery. It is recommended that students who intend to take this subject in Year 11 should complete this course.		



For Further
Information,
Please contact:

The Principal
Stratford High School
Swansea Road
mail@stratfordhigh.school.nz
06 765 6039

Stratford 4332
Taranaki, New Zealand