



COURSE BOOK

YEAR 10

2020

*“Inspiring academic excellence,
leadership and love of learning”*

- You must show this to your parents/caregiver and work through your course selection with them
- It is important that you choose your course carefully
- If you have any questions about courses, you should talk to the following staff:
 - Mr Beardsley
 - Mrs Street
 - Miss Sim
 - Mr Nixon (Careers)

Contents

How To Use This Book	3
Vision	4
Values	6
Learning Areas	7
Thinking About Your Course	8
Learning And Vocational Pathways	9
Where Does Your Learning Lead?	10
Years and Curriculum Levels	12
Choosing Your Study – Year 10	13
Choosing Your Subjects	14
Sport in Education Class	15
Reflection	16
Art – Toi Ataata	18
Dance – Toi Kanikani	19
Drama – Toi Whaakari	20
English – Te Reo Ingarihi	21
Enterprise Studies	22
E.S.O.L. / English Language	23
Food & Nutrition	24
Gagana Samoa	25
Health & Physical Education	26
Japanese	27
Mathematics - Pāngarau	28
Music – Toi Puoro	29
Science – Pūtaiao	30
Social Studies - Tikanga-a-iwi	31
Spanish	32
Sports Studies	33
Technology - Digital	34
Technology – Engineering	35
Technology – Wood	36
Technology – Textiles	37
Technology - Design & Visual Communication	38
Te Reo Māori	39
Course Selection Sheet	40

How to Use This Book

Step One Read pages 4 to 12 to get an overview of the curriculum at Hillmorton High School.



Step Two Read "Choosing Your Study" on page 13. Consult pages 10-11 as to where your subject might lead, and at what levels it can be studied.



Step Three Read the detailed subject descriptions on pages 17-38



Step Four Tick all the subjects that interest you as you read them.



Step Five Discuss with your parents/caregivers/Year 9 Teachers/Tutors/Dean/Deputy Principal. If you are still unsure, you should talk with the relevant teacher listed.



Step Six

- Complete your 2020 Course Selection
- Write your subject choices on the Course Selection sheet (this can be hard copy or online)
- Hand to Mr Beardsley
- Complete course selection online

Our Vision

With our communities, we nurture well-rounded and accomplished young people,
prepared and ready for life

Our Mission

Inspiring academic excellence, leadership and a love of learning

Our Values

Turangawaewae

Belonging
A place to stand

Whanaungatanga

Interconnectedness
Positive relationships

Ako

Learning
With and from each other

Mana

Respect
Strength of character

Our Goals

Accelerating progress in learning
Involving our communities
Developing our environment

Vision

Our vision for students at Hillmorton High School is as found in the New Zealand Curriculum Document.

Our vision is for young people:

- who will be creative, energetic, and enterprising;
- who will seize the opportunities offered by new knowledge and technologies to secure a sustainable social, cultural, economic, and environmental future for our country;
- who will work to create an Aotearoa New Zealand in which Māori and NZ European recognize each other as full Treaty partners, and in which all cultures are valued for the contributions they bring;
- who, in their school years, will continue to develop the values, knowledge, and competencies that will enable them to live full and satisfying lives;
- who will be confident, connected, actively involved, and lifelong learners

This vision is what we want for Hillmorton young people and underpins the curriculum offered.

Principles

The New Zealand Curriculum outlines a set of principles that embody beliefs about what is important and desirable in a school curriculum. The following principles underpin our decision making at Hillmorton about the curriculum we provide.

Students are at the centre of our curriculum and the curriculum offered here at Hillmorton is one that engages and challenges them, is forward focused, inclusive and affirms New Zealand's unique identity.

Principles of New Zealand Curriculum

- | | |
|----------------------|------------------------|
| • High Expectations | • Learning to Learn |
| • Cultural Diversity | • Community Engagement |
| • Treaty of Waitangi | • Coherence |
| • Inclusion | • Future Focus |

Values

At Hillmorton High School we have four values. They are:

- Ako – Learning – With and from each other
- Whanaungatanga – Interconnectedness – Positive relationships
- Mana – Respect – Strength of Character
- Turangawaewae – Belonging – A place to stand

These values and those of the New Zealand Curriculum, influence the curriculum and learning experience we provide here at Hillmorton.

Key Competencies

Capabilities for Living and Lifelong Learning

The New Zealand Curriculum identifies five key competencies:

- thinking
- using language, symbols, and texts
- managing self
- relating to others
- participating and contributing.

People use these competencies to live, learn, work, and contribute as active members of their communities. More complex than skills, the competencies draw also on knowledge, attitudes, and values in ways that lead to action. They are not separate or stand-alone. They are the key to learning in every learning area.

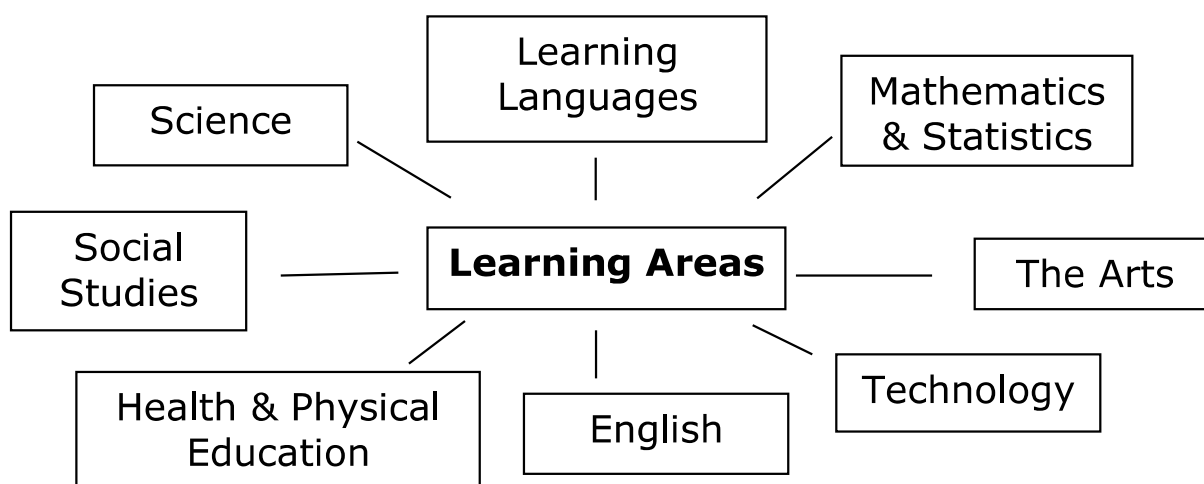
The development of the competencies is both an end in itself (a goal) and the means by which other ends are achieved. Successful learners make use of the competencies in combination with all the other resources available to them. These include personal goals, other people, community knowledge and values, cultural tools (language, symbols, and texts), and the knowledge and skills found in different learning areas. As they develop the competencies, successful learners are also motivated to use them, recognizing when and how to do so and why.

Opportunities to develop the competencies occur in social contexts. People adopt and adapt practices that they see used and valued by those closest to them, and they make these practices part of their own identity and expertise.

The competencies continue to develop over time, shaped by interactions with people, places, ideas and things. Students need to be challenged and supported to develop them in contexts that are increasingly wide-ranging and complex.

Learning Areas

The New Zealand Curriculum Framework specifies EIGHT LEARNING AREAS. The learning associated with each area is part of a broad, general education and lays a foundation for later specialisation. At Hillmorton, we believe in providing for this broad general education.

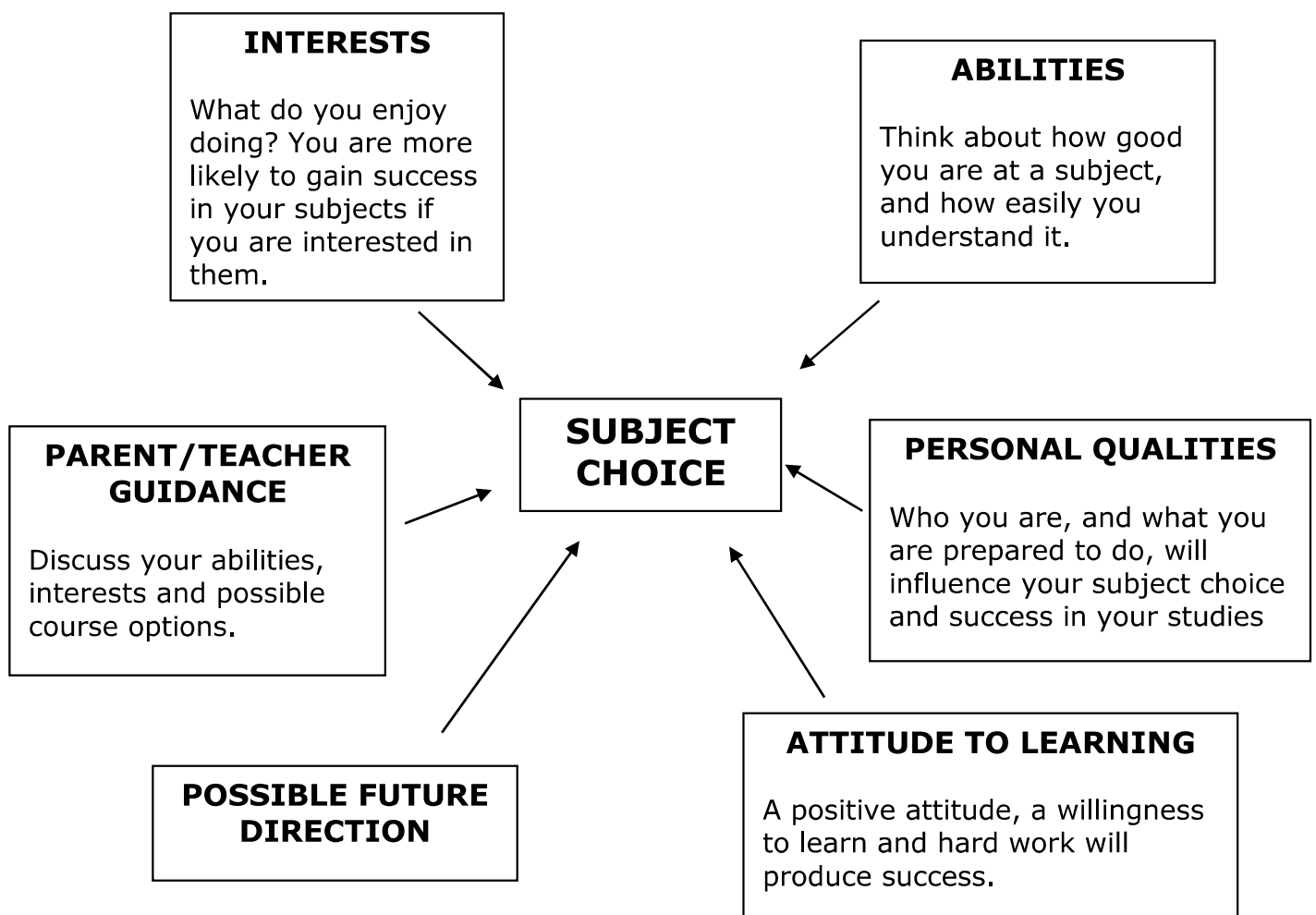


Please note:

- All information in this Course Book is correct at the time of publication
- Costs are listed as course contributions
- Courses will run subject to student numbers and teacher availability

Thinking About Your Course

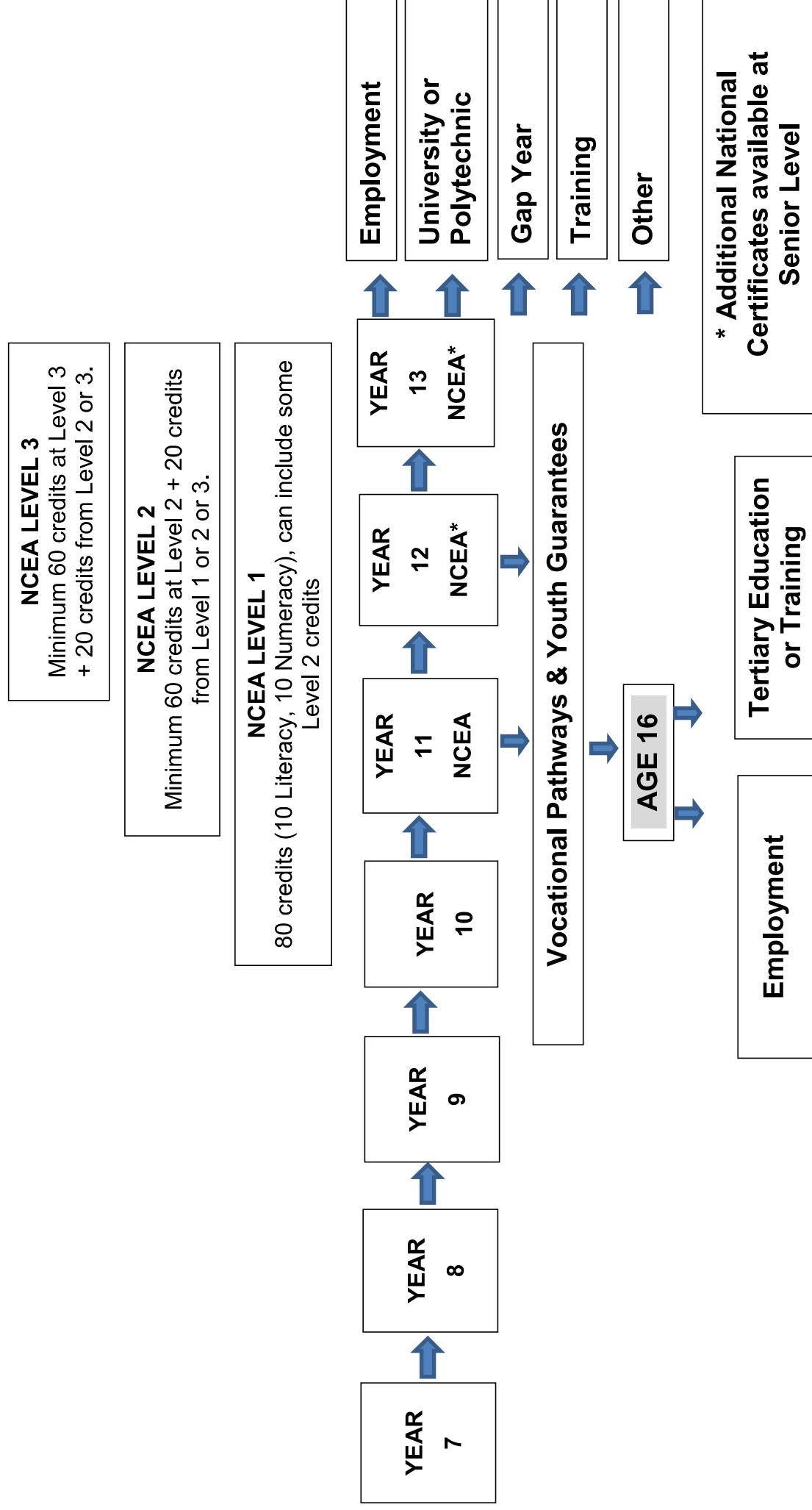
When you are making your subject choice, consider the following diagram/table.



Useful Websites:

- www.nzqa.govt.nz
- www.careers.govt.nz
- www.youthguarantee.net.nz (Vocational Pathways)

Learning and Vocational Pathways



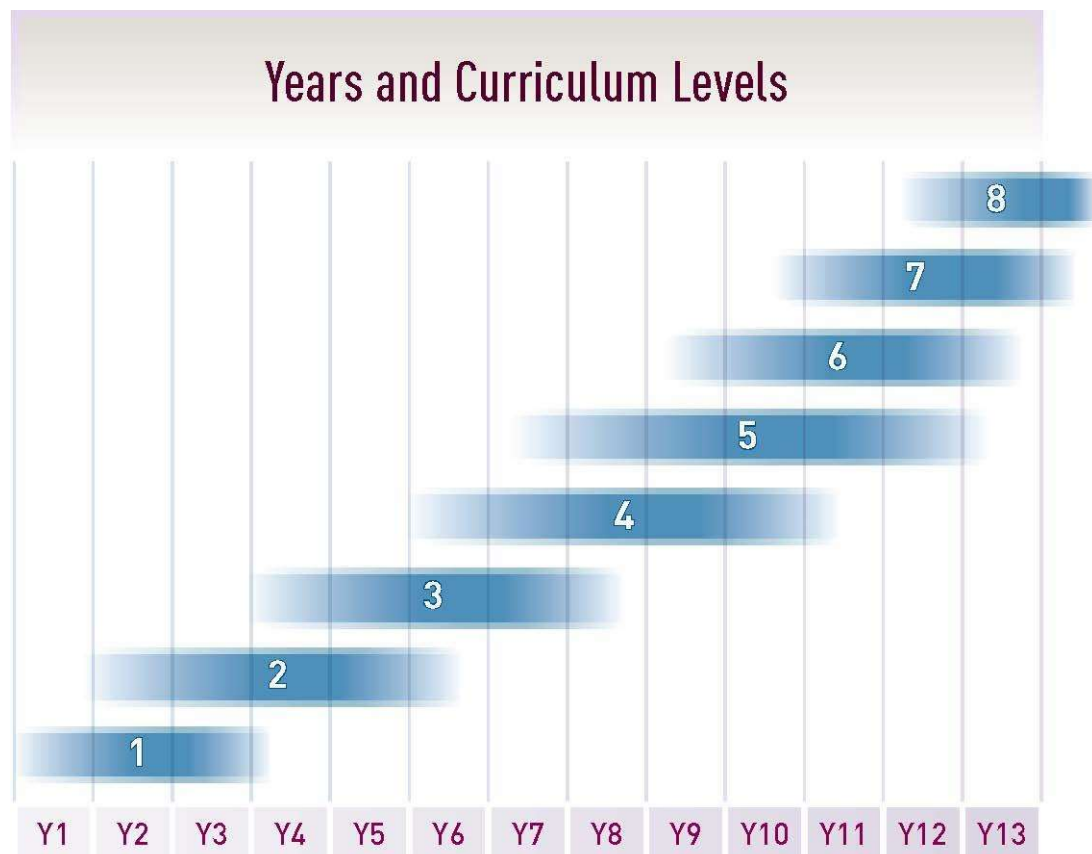
Where Does Your Learning Lead?		
Learning Area	Year 9 Courses	Year 10 Courses
English (Te Reo Ingarihi)	English ESOL	English ESOL
Learning Languages	Japanese Spanish Te Reo Māori Gagana Samoa	Japanese Spanish Te Reo Māori Gagana Samoa
Mathematics & Statistics (Pāngarau)	Mathematics & Statistics	Mathematics & Statistics
Science (Pūtaiao)	Science	Science
Social Sciences (Tikanga-ā-iwi)	Social Studies	Social Studies Enterprise Studies
Health and Physical Education (Hauora, Kori Tinana)	Physical Education & Health Food & Nutrition	Physical Education & Health Food & Nutrition Sports Studies
Technology (Te Hangarau Matū)	Design & Visual Communication Digital Technology Technology: Hard Materials Technology: Textiles	Design & Visual Communication Digital Technology Technology: Textiles Technology: Wood Technology: Engineering *
Arts (NgāToi)	Art Dance Drama Music	Art * Dance Drama Music <i>*Some of these are also available as semester courses</i>

Where Does Your Learning Lead?		
Level 1 Courses	Level 2 Courses*	Level 3 Courses
English Literature English Communication English Language	English Connections English Creative English Non-Fiction English Language	English Literature
Japanese Spanish Te Reo Māori	Japanese Spanish Te Reo Māori	Japanese Spanish Te Reo Māori
Maths & Stats (mainly external) Maths & Stats (mainly internal) Numeracy	Maths & Stats (mainly external) Maths & Stats (mainly internal) Maths & Stats (fully internal)	Maths with Calculus Maths & Stats
Science Practical Science Applied Science	Physics Chemistry Biology Environmental Science Laboratory Science	Physics Chemistry Biology
Geography History Social Enterprise	Geography History Classical Studies Accounting Tourism Directions Focus Psychology	Geography History Classical Studies Accounting & Business Studies Directions Future Focus
Physical Education Health Education Food & Nutrition Culinary Foundations	Physical Education Outdoor Education Health Education Food & Nutrition Hospitality	Physical Education Health Education Food & Nutrition Culinary Arts
Design & Visual Communication Technology: Digital Technology: Textiles Technology: Wood Technology: Engineering Automotive Engineering Digital Skills	Design & Visual Communication Technology: Digital Technology: Textiles Technology: Wood Technology: Engineering Computer Applications Culinary Arts Automotive Engineering	Design & Visual Communication Technology: Digital Technology: Textile Technology: Wood Technology: Engineering Culinary Arts
Art Drama (Production & Performance) Dance Music <i>*At Level 1 there are some Semester Courses</i>	Drama (Production & Performance) Dance Music Visual Arts Photography <i>*At Level 2 there are Course Books for specific information</i>	Visual Arts Photography Drama (Production & Performance) Dance Music

Years and Curriculum Levels

This diagram shows how curriculum levels typically relate to years at school. Many students do not, however, fit this pattern. They include those with special learning needs, those who are gifted, and those who come from non-English-speaking backgrounds. Students learning an additional language are also unlikely to follow the suggested progression; Level 1 is the entry level for those with no prior knowledge of the language being learned, regardless of their school year.

At Hillmorton, as part of the enrolment and transition process, data and information gained from testing and interviews with contributing schools and parents and caregivers, will assist us in placing your student in a class or learning programme that best fits their needs.



Choosing Your Study – Year 10

It is important that you make good choices regarding your course of study.

- **All Year 10 students** study the following subjects:
 - English (*Te Reo Ingarihi*)
 - Mathematics and Statistics (*Pāngarau*)
 - Science (*Pūtaiao*)
 - Social Studies (*Tikanga-ā-iwi*)
 - Health and Physical Education (*Hauora, Kori Tinana*)
- In addition to the above subjects, you need to choose **THREE Full Year** courses:
 - Art (*Toi Ataata*)
 - Music (*Toi Pūoro*)
 - Dance (*Toi Kanikani*)
 - Drama (*Toi Whakaari*)
 - ESOL/English Language
 - Food and Nutrition
 - Japanese (*Te Reo Hapanihi*)
 - Gagana Samoa (*only available subject to teacher and numbers*)
 - Spanish (*Te Reo Pāniora*)
 - Te Reo Māori
 - Enterprise Studies
 - Digital Technologies (*Hangarau Whakawhiti Mōhio*)
 - Sports Studies
 - Technology: Wood
 - Technology: Engineering
 - Technology: Textiles
 - Technology: Design & Visual Communication

The following subjects are offering Semester Courses (1/2 year) in 2020:

- Art
- Technology: Wood
- Technology: Engineering
- Technology: Design & Visual Communication

If you choose Semester courses, you **MUST choose 2 or 4.**

- Read carefully each subject page, checking details of the course and any course entry requirements. The courses are organised in alphabetical order.

Choosing Your Subjects

- It is important that you keep your course broad, and that you select subjects so that all of the eight Learning Areas are well covered.
- It is important, when choosing your subjects, to look at “Where does your Learning Lead?” (pages 10-11). What subjects might you like to study in later years?
- Most Year 10 option subjects are studied for the full year. In 2020, Art and Technology are offering some semester courses. For some Year 10 courses, there are entry requirements, which means that in order to take this course in Year 10, you should have studied it in Year 9. You may be able to do this course at this level, without prior study, but you should talk to the teacher listed.
- Some Level 1/Year 11 subjects have entry requirements which mean you **should** study this at Year 10 Level.
- **You are to choose THREE Full Year subjects. You are encouraged to choose from a range of the learning areas listed below.**
- **If you choose a Semester course, you need to choose 2 or 4 Semester courses. In 2020, Art and Technology are offering some Semester courses.**

Arts	Technology	Learning Languages	Health & Physical Education
<ul style="list-style-type: none"> • Art (Toi Ataata) * • Music (Toi Puoro) • Dance (Toi Kanikani) • Drama (Toi Whakaari) 	<ul style="list-style-type: none"> • Tech: Design & Visual Communication * • Tech: Wood * • Tech: Engineering * • Tech: Textiles • Tech: Digital • Enterprise Studies 	<ul style="list-style-type: none"> • ESOL/English Language • Japanese • Spanish • Te Reo Māori • Gagana Samoa 	<ul style="list-style-type: none"> • Sports Studies • Food and Nutrition

*Subjects are available as Full Year or Half Year (20 week semester course) in combination

Sport in Education Class

Cross Curricular Teaching Approach for English, Mathematics, Health & Physical Education, Science & Social Studies

You may like to consider being selected for a Sports in Education Class at Year 10. It is not a **course** as such but a class.

Sport has generally been promoted for its positive impact on young people's physical health, but an increasing body of international evidence suggests that increased participation in sport and physical activity can also lead to improved academic and social outcomes, benefiting students, schools and communities.

"Sport is a means to an end, a vehicle to engage kids & help achieve better outcomes. It is not a health strategy it is an education strategy."
Baroness Sue Campbell

Opportunities for students and their learning

- The SIE class will enable students with an interest in physical activity/sport to learn across the curriculum
- There will be five teachers consciously working together constructing a curriculum to go across the five essential learning areas of Health & Physical Education, Science, Social Studies, English and Mathematics, using sport and physical activity as context
- Throughout the year, themes of learning will be used across the five subject areas. This is a different way of learning compared to that in most classes where subjects are separate.

Contexts used at Hillmorton which have been successful: data collection in gymnastics and then used to interpret in Maths with graphs, "Cool Runnings" as film study, "Playing to Win" and "Speed Freak" as a novel study, "World Champion Team" as a theme across the five essential learning areas.

Your core teachers will use engaging teaching pedagogy to capture your individual interest and passion to help your learning. You will still be learning the same curriculum and content as other classes but in a more interesting, engaging way where teachers are working across all essential areas of learning.

Tick the box on your course selection form if you wish to be in this class. See Ms Ruscoe for more information.

Reflection/Planning/Thoughts

What have I achieved so far:
(Whāia te iti Kahurangi; awards, involvements, etc.)

Things I like doing / am interested in:

Career ideas I have had:

Art – Toi Ataata



Learning Area

The Arts Ngā Toi

Course Content

The course lays the foundations for senior study in Art. It exposes students to a wide range of different techniques, media, art styles and artist role models.

In the course of the year, students may study:

- Drawing using a range of different materials and techniques
- Printmaking, including photography, block, intaglio and screen processes
- Painting - again with an emphasis on varied uses of paint and related issues of collage, contemporary approaches to subject matter and paint application
- 3 dimensional (sculptural) work including construction and ceramic (clay and pottery)
- Design issues related to the use of images and type – computers.
- Research of artist models, genre and ideas

Students' work is assessed both by staff and peer appraisal.

Assessment

100% internal

Course Contribution

\$30.00

Entry Requirements

Successful completion of Year 9 Art or HOD approval

A *required* course for

All senior art study (or HOD approval)

Further information from

Ms Eng

Full Year Course

Art – Toi Ataata

a) PAINTING (Half Year) (A)

Learning Area The Arts/Ngā Toi

Course Content

In the course of the year, students may study:

- Drawing through ideas to create painting using dry and wet media
- Students will use a variety of media
- This is a stand-alone course
- It could be offered (numbers dependent) Semester 1 and/or Semester 2



b) DESIGN & PHOTOGRAPHY (Half Year) (B)

Learning Area Ngā Toi The Arts

Course Content

Students will explore visual communication process through photo and design tasks. This is recommended for senior students who wish to study Design & Photography in Level 1.

Students' work is assessed both by staff and peer appraisal.

Assessment 100% internal

Course Contribution \$30.00

Entry Requirements Successful completion of Year 9 Art or HOD approval

A preferred course for All senior art study or HOD Approval

Further information from Ms Eng

Full Year Course

Dance – Toi Kanikani



Learning Area

The Arts Ngā Toi

Dance at Year 10 extends students' practical technique in a variety of different dance styles. Students begin to explore dance as a form of communication both as an audience and as choreographers. Students develop performance skills by rehearsing and presenting different dance pieces. Students will also research, compare and contrast dance forms from a wide range of cultures.

This course is suitable for students who have completed Year 9 dance or who have had some dance training outside school in any style.

This course is a building block for the study of dance at NCEA Levels 1-3.

Course Content:

Here are some sample units of work:

- Hip-Hop
- Jazz
- Dance Theatre
- Contemporary
- Site Specific
- Choreography

Assessment

100% internal

A preferred course for

Level 1 Dance

Further information from

Ms Franks

Drama – Toi Whaakari



Learning Area

The Arts Ngā Toi

This course builds on skills established in Year 9. Students develop their acting skills and are given opportunities to perform both in groups and individually. Theatre Form and production elements are also studied. This is a building block for NCEA Drama (Levels 1, 2 and 3).

Course Content

- Drama in Context – looking at the function of drama in our community, cultural and historical contexts.
- Practical Knowledge – building understanding of acting techniques, production technologies and how to create drama.
- Theatre Forms – soap opera, Shakespeare, modern and physical theatre
- Communicating Ideas – students will present and respond to drama, identifying ways in which meaning is created in their own and others' work.

Assessment

100% internal

Course Cost

There may be some costs for performance visits

Entry Requirement

Successful completion of Year 9 Drama or HOD approval essential

A *prerequisite* course for

Level 1 Drama

Further information from

Mr Jordan-McGrath

English – Te Reo Ingarihi

Learning Area English

Compulsory

Course Content

In English, we study, use, and enjoy language and literature communicated orally, visually and in writing.

We focus on:

- becoming skilled listeners and speakers (Oral Language)
- becoming great readers and writers (Written Language)
- becoming sophisticated viewers and presenters (Visual Language)

You will learn to **make meaning** of ideas you receive (through listening, reading and viewing), and **create meaning** for yourself and others (through speaking, writing and presenting). Your English course will help you develop your formal and creative writing skills, your close reading/viewing skills, and your critical thinking skills - all very important areas!

In English, you can expect to complete...

- Literature Study
- Film Study
- Creative Writing
- Formal Writing
- Speaking and Spoken Interaction



As the year progresses, you will also be encouraged to read widely for personal enjoyment and complete reading logs on texts you have read. In Year 10, your work will be assessed against Level 5/6 of the New Zealand Curriculum.

Further information from Mrs Hotter or Ms Hollander

Enterprise Studies

Learning Area

Social Sciences, Mathematics, Technology, English

Course Content

This is a study of business enterprises and how they operate. You will investigate:

- innovative ideas for business
- characteristics of successful entrepreneurs
- risks and rewards for business owners
- how advertising and marketing influence us as Consumers
- Consumer behaviour



This course provides

- An opportunity for you to develop your own ideas and use your talents and skills to put them into action
- The opportunity to discover things for yourself – you will be encouraged to have contact with local business people
- A sound base for the study of Commerce, Accounting, Economics and Business Studies in the senior school
- An opportunity for you to run a real business, competing with other class members within the school so that you can understand the challenges, risks and rewards of making business decisions
- Knowledge of how to be a wise consumer
- The opportunity to find innovation in the world around us

Methods of Learning

- Work individually and in small teams to carry out investigations
- Research ideas and gather information
- Explore successful enterprises in our local area
- Use your computer skills – multi-media – to effectively market a product of your choice
- Experience running a small enterprise
- Extensively use devices and Google Apps for Education to collaborate and engage in learning

Assessment

100% internal

Course Contribution

\$15.00

Further information from Mrs Williams

English Language Learning

English for Non-English Speaking Students

Levels English Language Learning Progressions:
Foundation – Stage 3

Placement of Students

On arrival, the student's English level is tested so that the student is supported in his/her mainstream subjects. Students can be directed into ESOL/ELL. This will replace one or two of their options. In the senior school, ELL is the assessed subject - English Language for students whose first language is not English.

The Aim of the Classes

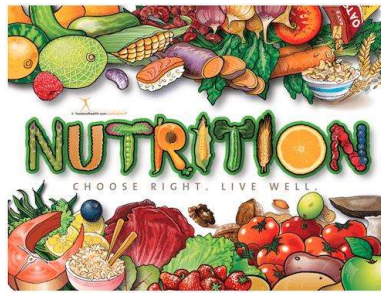
The aim of these classes is to learn about and practice the structure of English, with a focus on student interaction and communication. Reading, writing, speaking and listening skills are emphasised within the programme. In the Senior School, students can gain credits in E.L.L (English Language Learning) at Levels 1 – 3.

Assessment 100% internal

Further information from Mrs Bennett



Food & Nutrition – Kai Tōtika



Learning Area Health & Physical Education/Food Technology

Course Content

Students develop an understanding of the factors that influence the well-being of individuals and families within the home and community and of the actions people take to enhance and sustain those environments.

In the context of **Food and Nutrition**, students:

- Evaluate current issues of nutrition
- Identify and reflect on factors that influence people's choices and behaviours

Through the process of selecting, preparing, cooking and serving food, students:

- Develop their creativity and experience a sense of accomplishment
- Develop skills that contribute to well-being

Topics of learning could include:

- Matariki Celebration
- What the World Eats
- Design and Make a Burger
- Special Dietary Needs: Sports Nutrition
- Sustainability: Garden to Table

Assessment 100% internal

Course Contribution \$130.00

Further information from Mrs Omeri

Gagana Samoa



Learning Area

Learning Languages

Course Content

Year 10 Gagana Samoa is a Samoan language course targeting students with some Samoan language support in their home.

Learning Samoan provides a strengthening of communication skills and enables students to explore and better understand the world around them. As students learn Samoan, they develop their understanding of the power of language. They discover new ways of learning, new ways of knowing, and more about their own capabilities. Learning Samoan increases students' understanding of both Samoan and English language(s) as well as helping them to gain a better awareness of their own culture and identity.

It is expected that students will have some prior knowledge or learning of Gagana Samoa. Students with sufficient language skills may have the opportunity to earn NCEA credits as part of the course. Entry to the course is by HOD approval.

Assessment 100% internal

Course Contribution \$5 take home resources

Entry Requirements HOD approval

Further information from Miss Sim

* Please Note: Our ability to offer this course is subject to staffing.

Health & Physical Education

Hauora and Tinana - Mātauranga



Learning Area

Health & Physical Education/Hauora and Tinana
Mātauranga

Course Content

Students will experience various learning activities that will enable them to gain knowledge, skills, attitudes and values that will allow them to enjoy a healthy lifestyle and be able to contribute to the wellbeing of themselves, other people and their communities. They will also develop skills that will enable them to enhance relationships with other people and participate in creating healthy communities by taking responsibility.

Students are strongly encouraged to participate in school sporting opportunities.

Topics of learning could include: Cultural Games, Sexuality, ABL, Athletics, Learning Skills to Learn, Keeping Ourselves Safe, Outdoor Education.

This is a **Full Year** compulsory course

Uniform Expectation

Red PE Top and Navy HHS Shorts

Further information contact

Ms Ruscoe

Japanese



Learning Area

Learning Languages

Course Content

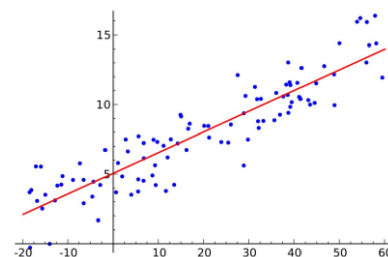
Year 10 Japanese is a continuation of Year 9 Japanese and leads to NCEA Achievement Standards at Level One. It involves an in-depth study of Japanese language and kana with students reading and writing solely in Japanese kana.

Learning Japanese provides a means of communicating with people from another culture and exploring one's own world. As students learn Japanese, they develop their understanding of the power of language. They discover new ways of learning, new ways of knowing and more about their own capabilities. Learning Japanese increases students understanding of their own language(s) and culture(s).

For those who choose to study Japanese beyond Year 10 there will also be the possibility of a trip to Japan.

Assessment	100% internal
Course Cost	Education Perfect subscription
Entry Requirements	Year 9 Japanese
A <i>required</i> course for	Level 1 Japanese
Further information from	Mrs Lee

Mathematics - Pāngarau



Learning Area

Mathematics & Statistics

Course Content

Students will work on all three strands in the NZ Mathematics and Statistics Curriculum, starting from where they are but aiming to reach Curriculum Levels 5 and 6. We aim to provide a variety of activities to suit different learning styles and will tailor the lesson content to cater for each student's ability.

The course includes:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

Students are encouraged and helped to achieve their personal best in a supportive and well-resourced environment.

There are opportunities to join a strategy gaming club, enter any of five external Maths challenges (e.g. ICAS) or participate in our annual inter-class problem solving competition.

This is a **full year** compulsory course. Work ethic and results will be considered when students are placed in Year 10 and Year 11 classes.

Assessment

Pre and post topic testing, AWS, PAT and eAsTTle

Course Contribution

\$15 (Scientific Calculator)

Further information from

Miss Gray

Music – Toi Puoro



Learning Area

The Arts Ngā Toi

Course Content

Music works, theory, aural skills, composition and music technology are studied. Students will also develop their practical skills and perform in group and solo situations. Students must be taking lessons on an instrument. Lessons through the school incur a moderate charge, and there is an instrument hireage fee for those choosing to hire a school instrument. It is advised that students have headphones and a USB stick.

Assessment

100% internal

Course Contribution

\$10.00 for instrument use in class

Entry Requirements

Year 9 Music and/or previous serious study of an instrument. Some knowledge of music theory is an advantage.

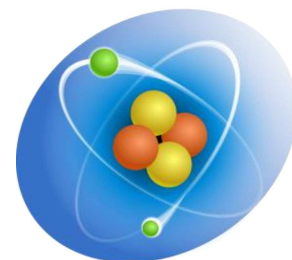
A required course for

Level 1 Music

Further information from

Mr Bainbridge

Science – Pūtaiao



Learning Area

Science/Pūtaiao

Course Content

Year 10 Science builds upon the concepts and skills developed in Year 9 Science. The course includes a mixture of both theory and practical components across a diverse range of topics, and helps students to learn more about themselves, their world, and how it all works. To help students learn in a way that is fun and effective, we use a mixture of activities, games, experiments and ICT resources. Students will also develop their literacy and numeracy skills throughout the Year 10 Science course and will have a solid foundation of Science knowledge and skills which will prepare them for Level 1 Science.

In Year 10 Science students will learn about:

- Human Body Systems
- Genetics
- Chemical Reactions
- Force and Motion
- Electricity and Magnetism
- Environmental Science – Ocean Acidification
- Plants

And take part in many experiments such as:

- Dissecting rats, lungs and hearts
- Extracting your own DNA
- Making sherbet
- Seeing how the colours of fireworks are made

Science is a **Full Year** compulsory course.

Assessment

Internal

Course Contribution

Nil - Chromebooks are necessary

A required course for

Year 11 Science

Further information from

Mrs Snyder-Bishop

Social Studies - Tikanga-a-iwi



Learning Area: Social Sciences

Social Studies focuses on how societies work and how people can participate as informed and responsible citizens for a sustainable future. Contexts are drawn from the past, present and future, and thinking skills are also an integral part of this course. Throughout this course, students gain an understanding of a range of senior Social Science subjects, including Classics, Economics, Geography, History and Tourism.

These units are based around the concepts of thinking, heritage and belonging, migration and human rights, sustainability, technology and innovation, respectively. There are five units taught throughout the year; Thinking Skills, Events That Have Shaped Our Lives, On the Move and Equality Rules. All of these include a variety of creative learning activities, skill development and assessments, such as:

- Comic Strips
- Current Events
- Debating
- Diary Entries
- Digital Presentations
- Inquiries
- GIS
- Graph Construction
- Field Trips (EOTC)
- Mapping Skills
- Model Making
- Simulations
- Timelines
- Values Continuums

Students are encouraged to co-construct the course with their teachers to include topics and settings of their own interests. Students are helped to achieve their personal best in a supportive, social, inclusive and digital environment.

This is a **Full Year** compulsory course.

Course Contribution Field Trips (EOTC) to support learning

Further information from Mrs Kathryn Jordan-McGrath

Please note: Chrome books are necessary

Spanish

Hola estudiantes

Learning Area Learning Languages

Entry Requirements Year 9 Spanish

Course Content

Year 10 Spanish is a continuation of Year 9 Spanish and leads to NCEA Achievement Standards Level One. Emphasis will again be placed on communicative, everyday Spanish and the study of the cultures of Spain and Latin America. Students learn through communicating with each other and through utilising a variety of resources.

Learning Spanish provides a means of communicating with people from another culture and exploring one's own world. As students learn Spanish, they develop their understanding of the power of language. They discover new ways of learning, new ways of knowing and more about their own capabilities. Learning Spanish increases students understanding of their own language(s) and culture(s).

For those who choose to study Spanish beyond Year 10 there will also be the possibility of a trip to a Spanish speaking country.

Assessment 100% internal

Course Costs Education Perfect subscription

A *required* course for Level 1 Spanish

Further information from Ms Ward

Sports Studies

Athlete Development



Learning Area Health, Physical Education and Home Economics

Course Content

This course will suit those who have a high interest level in sport, fitness, recreation and learning about how to be an athlete, training, Olympic Lifting Technique, importance of recovery, how the body functions, sports injuries and treatments, sports nutrition, sports science, coaching and applying biomechanical knowledge to skill performance for improvement.

Students are strongly encouraged to participate in school sport opportunities.

Athlete Development at Hillmorton High School also involves competitive aspects of sport in a controlled learning environment.

Assessment 100% Internal with possible Level 1 Achievement in Leadership

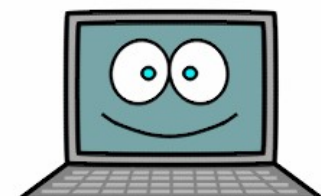
Entry Requirements Must have an interest in participating in sports both individual and team activities.
Participate in school sporting opportunities.

A course that will help with Level 1 Health, Physical Education and Home Economics and develop knowledge and understanding for Level 1 NCEA in these subject areas. This also links to a possible pathway into Hillmorton High School Performance Unit.

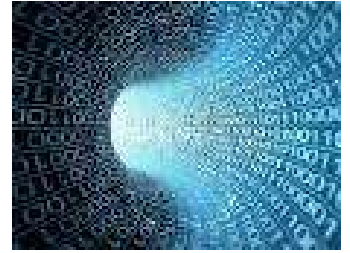
Course Contribution \$30 for outside providers and possible trip to UC/Ara/SIT/Burnham Army

Uniform expectation Red PE top and Navy HHS shorts

Further information from Ms Ruscoe



Technology - Digital



Learning Area Technology

Course Content

To provide students with an introduction to a wide range of computer and digital technology through:

- Efficient use of Microsoft Windows
 - Navigation
 - File Management
- The creation and editing of digital graphics
 - Raster and Vector graphics
 - Photo editing
- An introduction to using advanced aspects of Microsoft Office
 - Word Processing
 - Spreadsheets
 - Databases
 - Desktop Publishing
- An introduction to Coding and Web design
 - HTML coding
 - Robotics
 - Website creation
 - Game design and creation
- Project management skills through using the technological process
- Problem solving, communication and teamwork
- Improving the visual quality of work with use of design principles

Assessment 100% Internal

A *preferred* course for Level 1 Digital Technology

Further information from Mr Begley

Technology – Engineering



Learning Area Technology

Course Overview

Students have the option to semesterise (half year of study) this course by combining it with another technology subject or extend themselves by study for the full year. A semester course is adequate for entry to Year 11 courses in Technologies.

Course Content

This subject is largely practical but does include some theory and design. Students gain valuable problem solving and hand skills while working with engineering materials.

Each project starts with a brief and students have opportunities to design and customize their outcomes to meet their, or stakeholder needs. They study relevant technologies to help them complete their work.

Workshop safety is an important factor in this class and students will be briefed on tool and machine usage.

Processes covered: Hand tools, sheet metal work, brazing, plasma cutting, MIG and MMA welding, drilling, mill and lathe, hand-held power tools and finishing.

1. Design & Make – Engineering
2. Design & Make – Technology (Hard Materials)

Assessment 100% internal (if done well in Year 9)

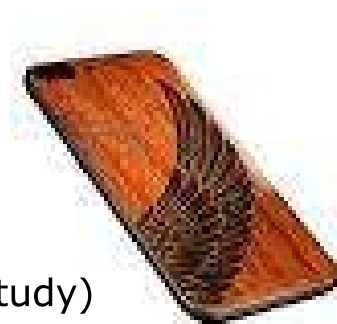
Course Contribution \$100.00 Full Year / \$50.00 Half Year

A required course for Level 1 Engineering Technology

Further information from Mr McKenzie

Choose: TEN (A) Half Year
OR TEN (B) Full Year

Technology – Wood



Learning Area Technology

Course Overview

Students have the option to semesterise (half year of study) this course by combining it with another technology subject or extend themselves by study for the full year. A semester course is adequate for entry to Year 11 courses in Technologies.

Course Content

This subject is largely practical but does include some theory and design. Students gain valuable problem solving and hand skills while working with the materials.

Each project starts with a brief and students have opportunities to design and customize their outcomes to meet their, or stakeholder needs. They study relevant technologies to help them complete their work.

Workshop safety is an important factor in this class and students will be briefed on tool and machine usage.

Processes covered: Hand tools, marking-out, lathe, drill press, hand-held power tools, carcass and chair construction.

Assessment 100% internal

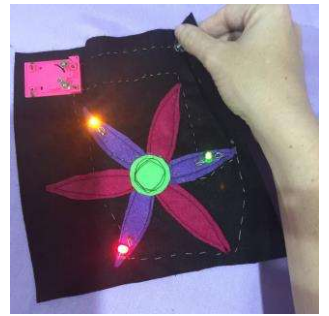
Course Contribution \$100.00 Full Year / \$50.00 Half Year

A *required* course for Level 1 Technology Wood

Further information from Mr McKenzie

Choose: TECH WOOD (A) Half Year
OR TECH WOOD (B) Full Year

Technology – Textiles



Learning Area Technology

Course Content

This is a course designed to increase students' practical skills and enable them to make informed choices with fashion and design.

Students will work with a variety of fabrics completing practical projects of their own choice.

Knowledge gained in this subject will be able to be applied to:

- Technology – Materials – Soft & Hard; Graphics
- Fashion & Design

Students will need to bring their own choice of fabric for individual projects

Assessment 100% internal

Course Contribution \$50.00

A preferred course for Levels 1, 2, 3 Textile Technology

Further information from Mrs Omeri

Technology - Design & Visual Communication



Learning Area Technology

Course Overview

Students have the option to semesterise (half year of study) this course by combining it with another technology subject or extend themselves by study for the full year. A semester course is adequate for entry to Year 11 courses in Technologies.

Course Content

This course builds on the Year 9 skills and drawing techniques by challenging students to solve design problems. Students learn and develop graphic communication skills to enable them to clearly show design ideas and solutions, through a wide range of problems and situations. Design briefs will involve product and architectural design.

Skills will be developed in:

- The design process
- Drawing skills and knowledge
- Presentation of portfolio work
- Computer modeling
- 3-D Printing own designs

Many students will benefit from the creative nature and problem-solving focus of Graphic Communication.

Assessment 100% internal

Course Contribution \$10.00 Full Year / \$5.00 Half Year

Entry Requirements Year 9 DVC preferred

A *recommended* course for Level 1 Design & Visual Communication

Further information from Mr McKenzie
Choose: Half year DVC (A) or Full Year DVC (B)

Te Reo Māori



Learning Area Learning Languages

Course Content

This course is a continuation of Year 9 Te Reo Māori and concentrates on the further development of student's awareness of the Māori language - the language skills, listening, reading, writing and speaking Māori. In addition, students of Te Reo Māori may be able to attain NCEA Level 1 Māori Performing Arts through Kapa Haka.

Assessment 100% internal

Course Contribution Marae visit
Nga Manu Kōrero
If these trips are undertaken costs will be notified well in advance

A *required* course for Level 1 Te Reo Māori
Level 1 Māori Performing Arts

Further information from Whaea Mitch Luke

Course Planning Sheet

- This form is to be completed by Year 9 students moving into Year 10

My Course	
Year 9	Level 1 NCEA
<i>What subjects are you currently studying in Year 9?</i> <ul style="list-style-type: none"> • English • Mathematics and Statistics • Science • Social Studies • Physical Education • Health • Digital Technologies • _____ • _____ • _____ • _____ 	<i>What subjects do you think you may take for Level 1 NCEA?</i> <ul style="list-style-type: none"> • English • Mathematics and Statistics • Science • _____ • _____ • _____ • _____ • _____
Year 10 My final course selection is: (Compulsory) <ul style="list-style-type: none"> • English • Mathematics and Statistics • Science • Social Studies • Physical Education 	My three other subjects: <ul style="list-style-type: none"> • _____ • _____ • _____
I would like to be in the Sport in Education class Yes <input type="checkbox"/> No <input type="checkbox"/>	

We are interested in making an appointment to discuss course planning with:		
	Yes	No
• Careers Adviser	<input type="checkbox"/>	<input type="checkbox"/>
• Dean	<input type="checkbox"/>	<input type="checkbox"/>
• Deputy Principal	<input type="checkbox"/>	<input type="checkbox"/>

Year 10 Course Selection

Name: _____

Form: _____

Full Year	Semester

We have checked that the subjects chosen are:

- Relevant to possible future study or career needs
- Broad, allowing future flexibility
- Of interest to the student
- Subjects that provide broad coverage

Student's Signature: _____

Parent/Caregiver's Signature: _____

**You must hand this Course Selection Form into your Dean by
Monday 9 September**

**You also need to complete this online through Student/Parental Portal
on website**