



TRIDENT HIGH SCHOOL

Year 9

Subject Planning 2020



QUALITY WORK - RESPECT FOR OTHERS - COURAGE

Contents

Introduction	5
Year 9 Academic Year in a Nutshell	6
Choosing Your Subjects	7
Core Courses	6-8
Technology Areas	9-11
Further Curriculum Areas	12-14
Languages	15
Maori Studies	16
Curriculum Structure	17
The Pathway to Year 13	18
Trident Junior Certificate	19

Welcome

The transition from Year 8 to Year 9 in high school is one of the most significant changes in a young student's life – a new environment, new teachers, many more students, different classes and different expectations. This transition can be eased by the advice and guidance offered by the new school. At Trident High School, our goal is to make that transition as smooth as possible through the programmes and information that we provide for our new students.

The process includes the detailed information in the Prospectus, the Year 8 Open Day, the subject selection information and the enrolment interview with the Year 9 Deans. This is followed by the Peer Support Programme where senior students work alongside the Year 9 students, integrating them into the school ethos and culture of *Quality Work, Respect for Others and Kia Manawa Nui*.

This booklet is provided to assist prospective Year 9 students and their parents to select subjects for their first year at Trident High School. Details of all Year 9 subjects offered at the school are included in this booklet. You are advised to check course descriptions carefully before you choose your subjects.

Whilst we encourage Year 9 and 10 students to start thinking about their future career plans it is important not to focus too narrowly on one career idea. Junior students should aim to keep a broad educational platform with as many doors as possible open and not worry about trying to decide which door to go through yet!



Year 9 Academic Year in a Nutshell

- All Year 9 students study the following compulsory subjects for the whole year: English, Mathematics, Science, Social Studies, Physical Education and Health.
 - Technology is a two term course, with students completing the course either in Term 1 and 2 or Term 3 and 4. In addition to the compulsory subjects, students will choose three technology subjects from Architecture and Product Design, Computer Aided Manufacturing, Digital Technologies and Robotics, Food Design Technology, Metal Design Technology and Wood Design Technology, which they will study for two terms. This leaves a further three curriculum areas for them to choose from for the year. These include Art, Computer Coding and Programming, Drama and Technical Performing Arts, Japanese, Maori Performing Arts, Music, Spanish, Sports Leadership and Te Reo Maori.
- ❖ *Students will work with their Parents/Caregivers and Deans to finalise their course selection.*

Year 9 Learning

Students study the core subjects throughout the year and are able to choose further curriculum areas. In some cases these subjects are delivered in their form classes, in other cases they will be re-organised to cater for different levels of teaching and learning. There are also a number of different learning groupings for students to consider – The Apex Class, the Te Aka Motuhake class, Whakapiki i te ao Mātauranga and the 2021 Te Waka Whakahura OPC Great Barrier Island class available to them in Year 10. These are specific learning opportunities which are in the Special Programmes form in the Prospectus.



Choosing Your Subjects

Which Subjects Should I Study?

To choose your subject options you need to think about these things:

Range of Subjects

- This is most important in Year 9.
- The variety of subjects offered provides an opportunity to try new things and experience a number of different subjects.

Interests

- What do you enjoy?
- You are more likely to work hard and do well in a course that interests you.

Skills and Abilities

- Which subjects are you good at?
- Discuss this with your parents and teachers.

Learning style

Do you prefer:

- reading and writing
- listening and discussing
- practical work
- creative work

Career choices

- Research the subjects required or recommended for career areas you are interested in.

Finding Out About Options

To make a decision about whether to study a subject, you need to be clear about the content and how it is assessed

- Some subjects may be new to you.

- Year 9 is a good opportunity to try new subjects.

- What topics does the subject include?
- Will the subject involve field trips, projects or performances?

You could consider these questions:

- Will I have to read many books?
- Will I have to write many essays?
- Will I need to do practical experiments?
- Will I need to make things?
- Will the subject involve discussion with other people in the class?
- How is the subject assessed – end of year exams, assignments, internal assessment?

Choose your subjects carefully. Option changes are only allowed in exceptional circumstances once a course has been commenced or confirmed.



English

English provides the language skills and experience, which are essential to all learning and in all areas of life. Through a wide range of topics students develop essential skills around reading, writing, communication and meaning. There is emphasis on critical thinking, transactional writing and multi-modal literacy skills necessary for progression both within and beyond school. Students have the opportunity to participate in ICAS English competitions, national spelling bees, and inter-school debating and speech competitions and the Auckland Writer's Festival.



Miss Nicola Bowe
Head of English

Mathematics

Students develop flexibility and creativity in applying mathematical strategies to everyday life. Students will develop the ability to reflect critically on the methods they have chosen. Problem solving, reasoning and communicating mathematical ideas are learned and assessed through the skills of Number, Measurement, Geometry, Algebra and Statistics. Students also have the opportunity to participate in the Australian Mathematics Competition, Maths Olympiad and in the Maths Mind Competition.



Mrs Tracey Webster
Head of Mathematics



Science

Science is both a process of enquiry and a body of knowledge. It is an integrated discipline. The strands focus on the Nature of Science and relationship to Technology, the development of scientific skills and attitudes and integrating these with the Living World, the Physical World, the Material World and the Planet Earth and Beyond. Students have the opportunity to participate in extension activities, with the opportunity to go further if successful.



Ms Erin Nolan
Acting Head of Science

Social Studies

The overall aim of Social Studies at Trident High School is to provide an interesting and varied introduction to the Social Sciences. Students learn how we participate in our changing society as informed, confident and responsible global citizens. We focus on the strands of Identity, Culture and Organisation, Place and Environment, Continuity and Change and Economic Activities. These are achieved through inquiry learning, exploration of values and social decision making.



Mrs Julie Farrell
Head of Social Science



Physical Education and Health

Our Year 9 Physical Education and Health programme sees ALL Year 9 students study 3 hours of Health Physical Education each week. The students will cover a range of different practical activities as well as learning a range of important Health topics which may be taught in a theory/classroom setting. Year 9 Physical Education is about making sure students learn what a 'Team Trident' Health Physical Education student looks like, acts like and learns like. It is an exceptionally exciting programme and gives all students an opportunity to make progress across the year.



Mr Jonathan Stanhope
Head of Physical Education

Integrated Programme

This year we are introducing a programme to help students transition from intermediate into high school. The programme in Term One is **Ko wai au**, Who am I? Students will use reciprocal teaching strategies, collaborative learning and e-learning tools to explore this theme of identity and belonging at Trident and in the wider Whakatane community. The following terms they will have a rotation of connected learning opportunities across the curriculum areas. This is an exciting approach which breaks down the silos between subjects and the skills from each subject will be developed in an authentic context. The programme will nurture relationships between students, staff and the New Zealand curriculum.



Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.

Technology is where students develop a broad technological knowledge, practices and dispositions that will equip them to participate in society as informed citizens and provide a platform for technology-related careers. Students learn that technology is the result of human activity by exploring stories and experiences from their heritage, from Aotearoa New Zealand's rich cultural environment, and from contemporary examples of technology. As students learn in technology, they draw on and further develop the key competencies.

Bio Technology

In Bio Tech, students develop knowledge of the materials and ingredients used to formulate a range of products intended to improve the quality of human life. Students are provided with a scenario, outlining specifications for a product. They transform and manipulate materials and ingredients to develop conceptual, prototypic and final outcomes. They explore the impact of different economic and cultural concepts on the development of processed products, including their application in product preservation, packaging and storage. They also develop understandings of the processes and techniques used in manufacturing products. Students demonstrate critical, reflective and creative thinking as they evaluate and critique each other's outcomes in terms of the quality of their design, their fitness for purpose and their wider impacts.



Ms Morgan Prevette
Teacher

Computer Aided Manufacturing

This module consists of exposure to Computer Aided Design (CAD) tools such as Cut Studio, V CarvePro, Adobe Illustrator and Laserworks. Students then create their design using our Computer Aided Manufacturing machines (CAM). The module is based around prototyping to create a project in the workshop environment. Students will have opportunities to use Metal, Wood and Plastic. Safety is taught throughout the module.



Mr Phil Pickering
Teacher



Computer Assisted Design and Robotics

Students will use a variety of coding platforms including Scratch, Python and Kano to code and programme a series of robots, remote controlled bots, sferos, lego kits, Raspberry Pis and mechanical devices to move around and do what they want them to do. Students will be given a series of scenarios based around technology in the future and will then work collaboratively on a project-based solution using the robots, devices and software presented to them. They will then present their solution to the rest of the class in a format of their choice.



Mrs Lynda Frisby
Head of Digital Technologies

Fabric Design Technology

During the module of Fabric Technology, students will design and manufacture a textile product within a given theme. They will have the opportunity to create a new logo that could be applied onto their item using CAD/CAM. Students will also learn how to freehand sketch ideas that highlight their style features, present a visual journal to show how the product is assembled and to develop a final outcome using a range of textile equipment safely.



Ms Sue Lai
TIC Fabric Technology



Food Design Technology

The Year 9 Food Technology module requires students to contribute towards a shared lunch as a final assessment. Students are expected to complete a design booklet which has evidence of research, planning, development of ideas and evaluation. The whole process from design problem to final solution must be evident in their design booklet and stakeholders' needs are expected to be met.



Ms Julie Reihana
TIC Food Technology

Metal Design Technology

Students are introduced to the next level of workshop tools and equipment, learning to join, cut, shape and finish a stylish project from a range of materials. The designs are informed by critical and creative design thinking, utilising computing to transfer their unique design onto their chosen workpiece. Workshop Safety is paramount with safe processing methods a key feature of this course so that students can enjoy the use of a wide range of workshop machinery without incident.



Mr Joshua Moore
Teacher



Art

This course provides an excellent introduction to the essential skills of Art and Design. Students learn techniques and skills in painting, sculpture, printmaking and design. They are encouraged to develop and extend their visual ideas by working creatively. The course is designed to build and develop technical skill, self-expression and confidence in making art works. This course prepares students for further study in Visual Art, Design and Photography.



Mr Glenn Barr
Head of Arts

Digital Technology and Coding

Students will be introduced to a range of computing, coding and programming skills. Computing will include keyboarding skills, digital infrastructure, how to carry out successful file management and basic Microsoft Office skills. Coding will focus around producing a digital outcome using a number of software programmes, including Scratch and Python. Programming will involve creating an App or website using scripting and HTML. They will also create a 360 degree virtual reality story, which they will get to view on the VR Viewers. In addition to this, students will get the opportunity to complete a number of online tutorials and courses that will build upon the knowledge they have gained throughout the course.



Mr Phil Pickering
Teacher



Drama

The Drama and Technical Performing Arts course is an introduction to Drama, Dance, and Theatre Technology. Students develop a range of skills through the exploration of ideas expressed through theatre conventions. The course encourages students' creativity, collaboration, and compassion through working with others and exploring new perspectives. They will have the opportunity to work in all areas of theatre both on and off the stage. Students also have the opportunity to audition for the bi-annual school production, school plays, and Trident has Talent.



Mrs Lynne Robb
TIC Drama & Dance

Health

A welcoming opportunity to provide students with the skills and tools to enhance personal well-being and manage healthy relationships, through interactive, collaborative and problem solving learning activities. Emphasis is on applying rights, responsibilities and respect across a variety of context including sex education, mental health, nutrition and drug education.



Mrs Katie Headifen
TIC Health



Music

This course is an introduction to music. Listening, composing and performing skills will be developed. A variety of classroom musical instruments will be available and students may wish to learn an instrument through the itinerant music programme. Students taking Year 9 Music are able to work in the wider music environment of the Trident Music Academy which includes the Big Band, the Trident Vocals as well as the participation in a variety of concerts, competitions – both Regional and National. Students in the Academy are also able to advance their learning to the next level on the advice of the teachers.



Mr Alan Spence
TIC of Music

Sports Leadership

This course requires the students to aim to reach the highest levels of the PE Department Social Responsibility Framework. They must have a 'What can I do to help you?' attitude to staff and fellow students, be open to further study of Sports Leadership in Year 10 and NCEA Physical Education, want to work hard to understand and develop practical skills in chosen sports and have a desire to want to learn about positively leading others in sport. They must be willing to help promote and lead sporting events at Trident High School and reflect on their development using different types of literacy skills. The students must aim to reach to highest levels in Mana Whanau – *Relating to and Respect for others*, Whaia Te Iti Kahurangi – *Quality Work*, Mana Wairua – *Managing Self* and Kia Manawa Nui – *Courage*.



Mrs Mel Emery
Assistant HOD PE



Languages link people locally and globally and introduce learners to new ways of thinking about the world, exposing students to languages and cultures other than their own. Students will be able to build their language and cultural knowledge, increase their understanding of their first language, gain skills to learn further languages and understand the importance of language learning.

Japanese

Students will learn to: interact and communicate about personal information (greet others and introduce themselves and others, say their name, age, phone number, nationality, birthday, hobbies, where they live and where they were born and use expressions a) to help keep a conversation flowing, b) for the everyday classroom. Students will have the option to learn hiragana and some Kanji (Japanese Script). The learning will be set in the context of Japanese culture.



Mrs Hilary Harison
TIC Japanese

Spanish

Spanish is one of the most commonly spoken languages in the world and with growing economic and diplomatic relationships with more than 20 countries and over 350 million native speakers, multilingual people are in demand.

In Year 9 Spanish students will learn: greetings/farewell and polite terms; basic personal information; basic description of themselves and others.



Ms Sarsha Deeley
TIC Spanish

Cultural aspects will be interwoven throughout the material in the course. Students will be assessed on their ability to speak, converse, listen to, read and write basic Spanish.



Te Reo Māori

The purpose of the course is to introduce students across the full ability range to *Te Reo Māori*, the native language and culture of New Zealand, through the communicative approach to language learning with an emphasis on the skills of speaking, listening, reading and writing. Aspects of Tikanga Maori are covered.



Mr James McLean
Head of Maori Studies

Maori Performing Arts

This course provides students with a practical understanding of Māori Performing Arts, tikanga concepts and Mau rakau. This is a good introduction to Māori Performing Arts – NCEA Level 1. Students will perform a Ngāti Awa haka pōwhiri, mōteatea and waiata-ā-ringa. Some lessons involve research work on history and various Māori topics.

Curriculum Structure

	Year 9	Year 10	Year 11	Year 12	Year 13
Languages	<ul style="list-style-type: none"> English Te Reo Māori Spanish Japanese 	<ul style="list-style-type: none"> English Te Reo Māori Spanish Japanese 	<ul style="list-style-type: none"> Advanced English General English Internal English English Unit Standards <ul style="list-style-type: none"> Te Reo Māori Spanish Japanese 	<ul style="list-style-type: none"> Advanced English General English Internal English English Unit Standards <ul style="list-style-type: none"> Te Reo Māori Spanish Japanese 	<ul style="list-style-type: none"> General English Internal English English US/L2UE Te Reo Māori Spanish Japanese
Mathematics	<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Mathematics 	<ul style="list-style-type: none"> Advanced Mathematics General Mathematics Internal Mathematics 	<ul style="list-style-type: none"> Mathematics – Statistics Mathematics – Calculus Mathematics Mathematics Financial Literacy 	<ul style="list-style-type: none"> Mathematics – Statistics Mathematics – Calculus Mathematics Mathematics Financial Literacy
Science	<ul style="list-style-type: none"> Science <ul style="list-style-type: none"> The basis of Life - Atoms Space & the Stars What's the MATTER The Chemistry of Things 	<ul style="list-style-type: none"> Science <ul style="list-style-type: none"> Chemical Reactions Our World Ecosystems The Electrical World What about Plants 	<ul style="list-style-type: none"> Double Science <ul style="list-style-type: none"> Biology/Physics/Chemistry General Science Internal Science 	<ul style="list-style-type: none"> Physics Chemistry Biology General Science Internal Science Earth & Space 	<ul style="list-style-type: none"> Physics Chemistry Biology General Science Earth & Space
Social Sciences	<ul style="list-style-type: none"> Social Studies <ul style="list-style-type: none"> Turangawaewae - Our Place Marketing & the – Economic World Who we are - Culture & Identity Trends in the World 	<ul style="list-style-type: none"> Social Studies <ul style="list-style-type: none"> The Ancient World Rich Man, Poor Man Coming & Going – Migration Raiding the Pa Business Studies 	<ul style="list-style-type: none"> Geography History Business Studies Community & Society Investigation 	<ul style="list-style-type: none"> Geography History Business Studies Media Studies 	<ul style="list-style-type: none"> Geography History Business Studies Media Studies Classical Studies
Arts	<ul style="list-style-type: none"> Music Drama Art Māori Performing Arts 	<ul style="list-style-type: none"> Music Drama Art Māori Performing Arts 	<ul style="list-style-type: none"> Music Drama Art Art Internal Māori Performing Arts 	<ul style="list-style-type: none"> Music Dance Drama Art Painting Art Design Art Photography Māori Performing Arts 	<ul style="list-style-type: none"> Music Dance Drama Art Painting Art Design Art Photography Art History Māori Performing Arts
Technology	<ul style="list-style-type: none"> Fabric Design Technology Food Design Technology Metal Design Technology Bio Technology Computer Aided Manufacturing Computer Assisted Design & Robotics Digital Technology & Coding 	<ul style="list-style-type: none"> Food Design Technology Metal Design Technology Wood Design Technology Architecture & Product Design Digital Technology & Robotics Computer Coding & Programming Computer Aided Manufacturing 	<ul style="list-style-type: none"> Food Design Technology Fashion Design Technology Engineering Technology Wood Design Technology Architecture & Product Design Computer Aided Manufacturing Digital Technology Computing 	<ul style="list-style-type: none"> Food Design Technology Fashion Design Technology Engineering Technology Wood Design Technology Architecture & Product Design Digital Technology Computing 	<ul style="list-style-type: none"> Food Design Technology Fashion Design Technology Engineering Technology Building Trades Architecture & Product Design Digital Technology Computing
Physical Education	<ul style="list-style-type: none"> Physical Education Sports Leadership Health 	<ul style="list-style-type: none"> Physical Education Sports Leadership Health 	<ul style="list-style-type: none"> Sport & Exercise Science Core PE Practical PE Health 	<ul style="list-style-type: none"> Sport & Exercise Science Core PE Practical PE Outdoor PE Health 	<ul style="list-style-type: none"> PE Modules Outdoor PE PE Unit Standards Health
Vocational Pathways		<ul style="list-style-type: none"> Landskills 	<ul style="list-style-type: none"> Landskills Trades Academy Semester Course 	<ul style="list-style-type: none"> Landskills Gateway Service Academy Licence to Work Trades Academy 	<ul style="list-style-type: none"> Landskills Gateway Employment Skills Programme Trades Academy Licence to Work

Course Selection & Vocational Pathways

Vocational Pathways is a tool to help and guide you through subject selection. There are six pathways or frameworks to vocational education and training which can help you along with the careers advisors, Deans and parents to select subjects. If you have a clear career goal in mind then the vocational pathways will guide you to make good subject choices, helping you to achieve your goal. Alternatively, if you are unsure of what to do after high school then select your favourite subjects that you are good at and see where the colour chart takes you. The colour wheel/chart may provide some ideas of potential careers.



To gain more information on Vocational Pathways go to:
www.youthguarantee.net.nz

Yr 11 and Yr 12 students should login to NZQA and look for profile builder: www.nzqa.govt.nz/login/ this should show you where you are already heading.

Yr 10 students going into Yr 11 (Level 1) will need to use the coloured charts provided and selecting their preferred subjects, count up the credits in each of the six sectors to see which sector will be for you.

It is important to understand that the Vocational Pathways and the colour wheel is to help and guide you, it is only a tool.



Trident Junior Certificate

Rationale

- Preparation for NCEA.
- To make all subjects contribute to the academic development of students.
- Every student has the ability to gain the certificate.
- To provide a target for successful academic achievement for students in Year 9.
- To assist with the placement of students in classes in the following year.
- To assist with the selection of subjects.

The NCEA Model

- The TJC is modelled on the National Certificate of Educational Achievement.
- In the NCEA subjects are made up of assessments.
- Each assessment gains credits.
- There are 4 levels of achieving the assessment – Excellence, Merit, Achieved and Not achieved.
- 80 credits gain the certificate.

The Trident Certificate

- The certificate is assessed over all subjects.
- Mathematics, Science, English and Social Studies will have 20 credits.
- Half year subjects will have 10 credits
- 80 credits must be gained.
- There are a total of 120 credits available.

Assessment

- Each subject is made up of different assessments that cover different aspects of the subject.
- Each assessment will have credits attached to it that will reflect the amount of time and difficulty of the assessment.
- Assessments may be done during the year or as part of an examination at the end of the year.

Endorsement

- Students who gain 50 credits that are achieved at Excellence level will be awarded an Excellence Certificate.
- The same applies to students who gain 50 credits at Merit level or above.
- Subjects will also be able to award Excellence and Merit certificates, recognising this level of achievement in a particular area.



Trident High School
Arawa Road
Whakatane 3120