



TRIDENT HIGH SCHOOL

Year 9

Subject Planning 2021



QUALITY WORK - RESPECT FOR OTHERS - COURAGE

Contents

Introduction	3
Year 9 Academic Year in a Nutshell	4
Choosing Your Subjects	5
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

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.

At the Year 9 enrolment interview, students will select subjects alongside the Dean.

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.
 - In addition students learn a range of 3 technology subjects from Computer Aided Manufacturing, Food Design Technology, Fabric Design Technology, Engineering Technology and Bio Technology. This leaves a further three curriculum areas for them to choose from for the year. These include Art, Digital Technology, Drama, Health, Japanese, Maori Performing Arts, Music, Spanish, Sports Leadership and Te Reo Māori.
- ❖ *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 programme, the Te Aka Motuhake programme, Whakapiki i te ao Mātauranga and the 2022 Te Waka Whakahura OPC Great Barrier Island programme 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

- It is most important in Year 9 to enjoy a range of subjects
- The variety of curriculum areas 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 enjoy:

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

Career choices

- Research the subjects required or recommended for career areas you are already 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 get to do practical experiments?
- Will I be able to make things?
- Will the subject involve discussion with other people in the class?
- Will I work collaboratively with a group?
- How is the subject assessed – making a product, presenting my learning, end of year exams, assignments, internal assessment?

Choose your subjects thoughtfully to have an interesting and exciting first year at high school.



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 Katie Elliott
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 has ALL year 9 students' study 2 hours of Practical Physical Education and 1 hour of Health Education each week. Students will cover a range of different practical activities during the year as well as learning about important Health topics which are vital for lifelong wellbeing. Year 9 Physical Education and Health is about making sure students learn and appreciate what being a 'Team Trident' PE and Health student looks like, acts like and learns like. We promise to help you develop your social responsibility skills, promote and encourage resilience in a range of different contexts, understand how your Hauora is enhanced through physical activity and encourage you to have an inquiring mind. It is an exceptionally exciting programme that encourages students to be amazing PE and Health students rather than just athletes. Every student who arrives at Trident can be a huge success in PE and Health if they have a positive attitude, always have correct PE Uniform, work well individually and with others and have good attendance.



Mr Jon Stanhope
Head of Physical Education



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 Technology, 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 Michelle Corbett
Teacher



Computer Aided Manufacturing

This module consists of exposure to Computer Aided Design (CAD) tools such as Cut Studio, SketchUp, 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

Engineering 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 work piece. 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 Dave Dobbin
Teacher



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.

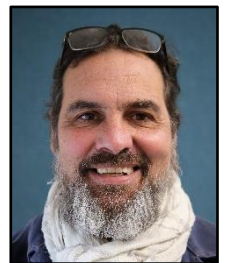


Ms Julie Reihana
TIC Food Technology



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, Printing, Design and Photography.



Mr Glenn Barr
Head of Arts

Digital Technology

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.



Mrs Lynda Frisby
HOD Digital Technologies



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 concerts.



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 Adelaide Roper
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

Year 9 Sports Leadership is a course to help develop courage and confidence to lead others. Students who select to be part of this course must have a positive and willing attitude towards being involved in a range of physical activities. Being a top skilled “Sports Person” is not essential as this course focuses more on being a role model for others through participation with a fantastic attitude and being eager to learn and try new things. Students are expected to be willing to develop their Interpersonal Skills to the highest level and be willing to act in ways that offer encouragement and inspiration to those around them. Students will have the opportunity to learn about how the body works during exercise and to develop their understanding of what it means to be a leader. Sports leadership offers students a chance to demonstrate their learnings through teaching each other during class and other students from across the wider school. Students who choose to take Sports Leadership must also demonstrate positive behaviour and skills in their Physical Education lessons. This course forms a pathway towards Year 10 Sports Leadership and also NCEA Physical Education in Yr 11.



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

Japan is the world's third-largest economy and NZ's fourth-largest trading partner. As such, Japan is important to NZ business and our economy. Students will learn to: interact and communicate about personal information (greet others; 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 and b. for the everyday classroom. Students will also have the opportunity 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.

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.



Ms Sarsha Deeley
TIC Spanish



Te Reo Māori

The purpose of the course is to introduce students to *Te Reo Māori*, the native language and tikanga (customs). The emphasis will be on the skills of speaking, listening, reading and writing. The course will also involve research on Maori history and tikanga concepts.



Mr James McLean
Head of Maori Studies

Māori 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-ringā. Some lessons involve research work on Maori history and various Māori topics.



Mr Toko Waaka
Teacher

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 Te Reo Māori Spanish Japanese 	<ul style="list-style-type: none"> Advanced English General English Internal English English Unit Standards 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"> Science 	<ul style="list-style-type: none"> Double Science - Biology/Physics/Chemistry General Science Internal Science 	<ul style="list-style-type: none"> Physics Chemistry Biology General Science Internal Science Earth & Space Science 	<ul style="list-style-type: none"> Physics Chemistry Biology General Science Earth & Space Science
Social Sciences	<ul style="list-style-type: none"> Social Studies 	<ul style="list-style-type: none"> Social Studies 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 Engineering Technology Bio Technology Computer Aided Manufacturing Digital Technology 	<ul style="list-style-type: none"> Food Design Technology Engineering Technology Wood Design Technology Design & Visual Communication Digital Technology & Robotics Digital Technology Computer Aided Manufacturing 	<ul style="list-style-type: none"> Food Design Technology Fashion Design Technology Engineering Technology Wood Design Technology Design & Visual Communication Computer Aided Manufacturing Digital Technology Computing 	<ul style="list-style-type: none"> Food Design Technology Fashion Design Technology Engineering Technology Wood Design Technology Design & Visual Communication Digital Technology Computing 	<ul style="list-style-type: none"> Food Design Technology Fashion Design Technology Engineering Technology Wood Design & Building Trades Technology Design & Visual Communication Digital Technology Computing
Physical Education	<ul style="list-style-type: none"> Physical Education & Health Sports Leadership Health 	<ul style="list-style-type: none"> Physical Education & Health Sports Leadership Health 	<ul style="list-style-type: none"> Sport & Exercise Science PE Core PE Practical Health 	<ul style="list-style-type: none"> Sport & Exercise Science PE Core PE Practical PE Outdoor Health 	<ul style="list-style-type: none"> PE Modules PE Outdoor PE Unit Standards Health
Vocational Pathways		<ul style="list-style-type: none"> Landskills Junior Service Academy 	<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 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 High School
Arawa Road
Whakatane 3120