



Westlake Girls High School
Year 9
Curriculum Handbook 2017

WG
HS



*“Encouraging young women to achieve excellence
in their every endeavour”*

THE WESTLAKE GIRLS YEAR 9 CURRICULUM

The Westlake Girls High School Year 9 Curriculum not only meets the requirements of the New Zealand Curriculum (NZC), it supports the development of students in a rapidly changing world.

The aim of our Year 9 curriculum is to provide students with a broad, balanced education covering the eight essential learning areas. From their experiences in Year 9, students can make informed choices when selecting courses and advancing to higher academic levels.

Students are actively encouraged to become successful, lifelong learners through the Key Competencies: thinking, using language, symbols and texts, managing self, relating to others and participating and contributing. Development of Key Competencies occurs through experiences across all learning areas.

EIGHT ESSENTIAL LEARNING AREAS

In 2016, Year 9 students study:

- English
- The Arts
- Health and Physical Education
- Learning Languages
- Mathematics and Statistics
- Science
- Social Sciences
- Technology

ENGLISH

The Year 9 English course at Westlake Girls High School aims to cover and develop two interconnected strands (making meaning and creating meaning) each encompassing oral, written and visual forms of the language. There is an emphasis on the enjoyment of, and critical response to, written, oral and visual literature, and on the creative aspects of the two strands: story writing, story-telling and drama, and producing visual texts. The course also aims to develop skill in observing the conventions of spelling and punctuation, an understanding of how language works through the study of grammar, and the technical terms needed for a better understanding of the types of language studied.

THE ARTS

Students may study two of the following for a half year each: Music, Visual Arts and either Dance or Drama. Music Extension is a full-year programme.

Visual Arts

The Year 9 Visual Arts is designed with reference to the Arts learning area in the New Zealand Curriculum (NZC). This is the overarching subject for various and specific visual art disciplines from Year 10 to 13. Year 9 students have the opportunity to work and learn in the disciplines of: drawing, painting, 2D and 3D design, printmaking and

sculpture. Where appropriate, students will be introduced to methods of art research, and to contemporary artists and selected works.

Music Contemporary

A half year course where students develop practical skills with keyboard and guitar tuition. They also create and perform their own pieces in ensembles. Students investigate music topics in a wider context and learn the language of music.

Music Extension *(By Invitation)*

This full year course caters for students who have previously studied a musical instrument and would like to develop their ensemble skills playing in either a string ensemble, concert band, or vocal ensemble. Students also extend their practical skills with keyboard and guitar tuition and develop composition and aural skills with E-learning resources. Students are invited to this course by completing the orange form at enrolment.

Dance

Year 9 Dance course provides an opportunity for students to explore a variety of different dance genres. Students will be involved in performance and choreography and they will also consider the history of dance. This course aims to widen students' understanding of what Dance is, use different genre terminology and have a positive experience through the medium of Dance.

Drama

This course provides students with an introduction to Drama and Theatre Studies. Topics covered include Improvisation, Mime and Creating a Character. Students will build their skills with the aim of participating in a class play at the end of the course. The course aims to build confidence in students, to enable them to perform well in all subject areas where performance or public speaking is required.

HEALTH and PHYSICAL EDUCATION

This learning area is structured around the four strands: Personal Health and Physical Development, Movement Concepts and Motor Skills, Relationships with Other People, Healthy Communities and Environments.

The focus is on the well-being of the students themselves, of other people, and of society through learning in health and movement related contexts. Physical Education aims to build confidence and capability through active involvement and participation.

Some Year 9 units are delivered with a cross-curricular approach between PE and Health so students can make meaning of their learning in a range of contexts.

MATHEMATICS & STATISTICS

The Year 9 Mathematics and Statistics course is designed around the three strands; Number and Algebra, Geometry and Measurement, Statistics. By studying Mathematics and Statistics, students develop the ability to think creatively, critically, strategically and logically.

SCIENCE

Year 9 Science is designed around the core strand *The Nature of Science*. Students are provided with a variety of learning experiences through the context of the four strands; *The Living World, Planet Earth and Beyond, The Physical World, The Material World*. Through their investigations of the biological, physical and chemical components of their environment students are encouraged to have a positive and responsible regard for the living and non-living components of the Earth's changing environment.

SOCIAL SCIENCES

Year 9 Social Studies is derived from the Social Sciences learning area of the NZC and aims to enable students to participate in a changing society as informed, confident and responsible citizens. Students' learning is based around four conceptual strands: Identity, Culture and Organisation, Place and Environment, Continuity and Change, The Economic World. This provides a foundation for the separate Social Science disciplines offered in the senior secondary school.

TECHNOLOGY

Year 9 students study Technology within two contexts, with a half year for each selected programme. Three Technology strands from the curriculum will be addressed: Technological Practice, Technological Knowledge, and the Nature of Technology.

Design and Visual Communication

Year 9 students will use 2D and 3D techniques such as sketching, rendering and model making to create and communicate product and spatial design ideas and graphical products.

Digital Technology

This course provides opportunities for students to become competent in a range of digital skills including multimedia design, and programming. Students will learn how to apply the design process using problem solving, researching and planning.

Fabric Technology

Year 9 students learn to follow a design brief to create a textile product. They are taught the design process, construction and pattern making skills.

Food Technology

Year 9 students learn basic skills in food hygiene, food preparation and nutrition, and follow a brief to create a food product.

Hard Materials Technology

In this course, students complete a practical project where they use a range of hard materials and workshop techniques. They follow a brief to design and make a technological solution.

LEARNING LANGUAGES

These courses are for students who wish to study a second language. They are not for native speakers.

This learning area puts students' ability to communicate at the centre by making Communication the core strand. This strand is supported by two further strands which are directed specifically at developing the linguistic and cultural awareness needed for communicative competence.

Students learn two languages at Year 9. Each course is an introductory programme for one semester (around 20 weeks). Students who want to study a particular language at higher levels are strongly advised to study at this introductory level.

Chinese

This is an introductory course to the Chinese language and culture. Students learn to introduce themselves in Chinese, give their name and age, say where they live, talk about their family and pets and their everyday school life.

French

In this course students are introduced to the French language and culture. They learn to understand and give information in French, on everyday topics such as greetings, names, ages, nationalities and languages, addresses, family and pets. The course concentrates on speaking, reading and listening skills as well as developing basic writing skills. Songs and games are also used to increase understanding and fluency.

German

Students learn to introduce themselves in German, give their name and age, say where they live, talk about their family and pets and their everyday school life. It is a communicative course where students are encouraged to speak as much as possible and learn to understand basic spoken German; but reading and writing skills are also developed.

Japanese

This is an introductory course to the Japanese language and culture. Students learn to greet others, introduce themselves in Japanese, give their name and age, say where they live, and express likes and dislikes. This course develops the four language skills – listening, speaking, reading and writing. In Term 1 students are introduced to the hiragana writing system

Spanish

This course provides students with the opportunity to communicate basic information about themselves in Spanish. Students will also learn how to talk confidently about their family, pets, likes and dislikes, nationality, address, etc and other information. There is a strong emphasis on the pronunciation as well as development of the listening, reading and writing skills. Aspects of Hispanic culture will also be covered.

Te Reo Maori

This course introduces students to some elementary Te Reo Māori and tikanga Māori. (Māori language, customs and values), with specific emphasis placed on developing the students' ability to speak, listen and read and write Māori.

The following two options are provided to support students who need extra assistance in these areas.

LITERACY SUPPORT

This course is intended for students who find the core English course extremely difficult. For these students this may be an **alternative to the study of a foreign language**. Emphasis is placed on literacy skills across the English, Social Studies and Science curricula. It is conducted in a small, supportive classroom environment. Students will be invited into this programme if advisable.

ESOL (English for speakers of other languages)

The Year 9 ESOL course assists students in developing and strengthening their skills in oral, written and visual language, as outlined in the National Curriculum. Competence in using information and communication technologies is also a part of the curriculum. Students are assessed and placed in this course if appropriate to their needs.

FUTURE THINKING

Students may select two half year courses from the following.

Art and Music of the Pacific Rim

Students explore the music and visual art of the Asia-Pacific region drawing inspiration from an expedition to the Auckland Art Gallery and Museum and live performances from special guests. Stimulating practical activities include drumming, mask making, printing, weaving, graffiti, puppets, and singing, culminating in a vibrant exhibition and live performance.

Citizenship Journalism

In this course students will engage with contemporary issues as reported in the wider media. Students will learn the fundamentals of journalism, including: researching, information literacy skills, critical thinking, the ethics of journalism and the creation of journalistic work. Students will have opportunities to research a range of issues and create journalistic pieces in both written and audio-visual (eg: news-pieces) forms. Students will develop their thinking skills, literacy skills and communication skills in this course.

Introductory Design

This course provides opportunities for students to develop a range of skills within the broad discipline of Design. Students will be taught how to apply a design process using researching, planning and drawing to develop creative design work. Projects covered encompass the Arts and Technology curriculum learning areas and include elements of the Visual, Digital Design, and Design and Visual Communication (Graphics).

Money, Wealth and Well-being

The focus of this course is student decision-making and how it influences long-term financial well-being. The course provides opportunities for students to enhance their financial capability and contribution to the well-being of New Zealand by building understanding of money, budgeting, saving, personal record keeping, credit and insurance. Students engage in a variety of on-line activities designed to contextualise and reinforce numeracy and literacy.

Enterprise and Advertising

This is a multi-disciplinary course that covers marketing and advertising of a product. Students will research a current issue and create a relevant product that resolves some of the specific concerns identified. Awareness of the purpose, processes, language and structure of advertising will be raised through interactive learning. The development of a comprehensive advertising plan will culminate in the production of a short advertisement.

Global Development

This course will look at the use of the resources in our world and how it affects global development. Students will learn what problems we currently face, and look at possible solutions for society. They will develop critical thinking skills, focusing on the scientific understanding of the problems around the world. Moving beyond the science, students will examine the impact on today's society, and most importantly, what we can do about it, researching modern cities such as Dubai and Auckland as case studies.

STEAM Programme

In 2017 Westlake Girls is introducing a STEAM programme for selected Year 9 students. This Science, Technology, Engineering, Arts and Mathematics programme will provide a pathway that strengthens links between subjects and will involve some project based learning opportunities.

Integrated into STEAM are coding, electronics, design technology with projects that link into several learning areas. Students will be encouraged to be innovative and creative as they attempt to solve real-world problems. Science and Mathematics will be enriched with projects linking the two disciplines whilst English and Social Studies will strengthen written and oral communication skills and global appreciation. Languages, Visual Arts and Performing Arts, Physical Education and Health complement our preparation of students for a rapidly changing world.

Students wishing to apply for the STEAM programme are advised to complete the application form in the enrolment pack. Selection for a limited number of places will be based on a range of data.