

YEAR 9

**COURSE INFORMATION
AND
SUBJECT OUTLINES**



2025

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Character, Excellence, Service for the Glory of God

PRINCIPAL'S WELCOME TO YEAR 9 PARENTS AND STUDENTS

Kia ora koutou,

A very warm welcome to Year 9 students, parents and caregivers, especially to those of you who are new to Middleton Grange School this year. I pray that those who are new will soon feel part of the Middleton family as we serve the Lord together here.

Choosing which subjects to study in Year 9 can be both exciting and daunting. Exciting because you have more freedom to choose your subjects and have specialist teachers, but a little daunting because for many students you are unsure of what vocation God is calling you to. I would encourage all Year 9 students to talk to your parents about your strengths and interests but also ask God for wisdom and insight as you make decisions.

Studying academics is important, and you need to faithfully use the giftings God has given you. I encourage you also to use your giftings and abilities to serve others, to be involved in sporting and cultural activities. The next five years to Year 13 will go quickly and so I encourage you to get involved and make the most of the many wonderful opportunities the school offers.

The school motto is 'Character, Excellence, Service for the glory of God' – this is the ultimate aim of education and learning at Middleton Grange School. Your learning is so that you can glorify God in whatever vocation he calls you to and to have personal qualities that allow you to shine as a light in this world.

Please take the opportunity to attend the Year 9 Course Selection evening on **Tuesday 10th September at 6.00 pm in Gym Two (The new gym)**. A presentation will be made and then an opportunity given to speak with teachers of these course option subjects to clarify your queries.

May the Lord bless your time in Year 9 and may you be a blessing to others.

Mr M Vannoort
Principal

CHARACTER, EXCELLENCE, SERVICE FOR THE GLORY OF GOD

Who's Who in 2025?

Senior Leadership Team



Mr Mike Vannoort
Principal/Tumuaki
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Mrs Colleen Steyn
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Assistant Heads of School

Mr Simon Bisseker
Mrs Louise Arndt
TBC

Middle School
Senior College
Senior College

s.bisseker@middleton.school.nz
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Deans

Year 7 & 8 girls
Year 7 & 8 boys
Year 9 & 10 girls
Year 9 & 10 boys
International
College

Mrs Ruth Ellena
Mr Sam Rees
Mrs Andrea Gort
Mr Nathan Sinclair

Mr David Farmer

r.ellena@middleton.school.nz
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Tertiary & Vocational Guidance: Mrs Nicole Bailey

n.bailey@middleton.school.nz

Heads of Faculties

Scripture/Christian Studies	Mr Peter Collier	p.collier@middleton.school.nz
English	Mr Scott Aitken	s.aitken@middleton.school.nz
Mathematics and Statistics	Miss Ashley Wallace	a.wallace@middleton.school.nz
Science	Mr James Harris	j.harris@middleton.school.nz
Social Sciences	Mrs Dale James	d.james@middleton.school.nz
Physical Education & Health	Mr Andrew O'Neill	a.oneill@middleton.school.nz
Technology	Mr Patrick Baker	p.baker@middleton.school.nz
Learning Languages	Mrs Angela Paley	a.paley@middleton.school.nz
Scripture/Christian Studies	Mr Peter Collier	p.collier@middleton.school.nz
English	Mr Scott Aitken	s.aitken@middleton.school.nz

Curriculum Leaders & Teachers in Charge

Drama	Mr Michael McCormack	m.mccormack@middleton.school.nz
ESOL	Mrs Gaylene Anderson	g.anderson@middleton.school.nz
IET	Mrs Nicole Bailey	n.bailey@middleton.school.nz
Learning Support	Mrs Kathy McAuley	k.mcauley@middleton.school.nz
Music	Mr Simon Bisseker	s.bisseker@middleton.school.nz
Pasifika	Mrs Nicole Bailey	n.bailey@middleton.school.nz
Principal's Nominee	Mrs Janet E Dixon	j.dixon@middleton.school.nz
SMS & Data Manager	Mr Martin de Ruiter	m.deruiter@middleton.school.nz
Tourism & Hospitality	Mrs Nicole Bailey	n.bailey@middleton.school.nz
Visual Art	Ms Kirsten Anderson	k.anderson@middleton.school.nz
Vocational Pathways	Mrs Nicole Bailey	n.bailey@middleton.school.nz

Support Staff

Student Services	Mrs Carole Thomson	c.thomson@middleton.school.nz
Student Services	Mrs Vanessa Manning	v.manning@middleton.school.nz
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EA to the Principal/Tumuaki	Mrs Hillary Carley	h.carley@middleton.school.nz
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Finance Assistant	Mrs Hannelie Viljoen	h.viljoen@middleton.school.nz
Uniform Shop	Mrs Lauren Cleaver	uniform@middleton.school.nz
Director of Sport	Mr Sam Tang	sport@middleton.school.nz
Performing Arts	Mrs Rhian Horn	venuehire@middleton.school.nz
Co-ordinator/Venue Hire		

Course Subject Charges

To ensure we continue delivering the high-quality education that our students and staff value, we rely on a combination of parent Special Character Voluntary Donations, school fundraising efforts, and the International College programme. Unfortunately, the State funding alone does not cover the full cost of our curriculum and programs.

The school has made every effort to avoid imposing general subject charges as part of the core curriculum. Students will have the opportunity to excel using the resources provided by the school. * However, to enhance the range of activities, projects, and experiences available, there are likely to be additional costs associated with some optional subjects and extracurricular activities. You will be emailed a link with [required stationery](#) later in Term 4.

Permission for these optional activities must be obtained in advance and costs may be charged to your child's school account, or in some cases, payment must be made before the event. If you agree to these activities, any charges may be enforced by our finance department to honour our own agreements. Please review our updated [terms and conditions](#) to avoid unnecessary charges.

Your generous donations play a crucial role in helping us maintain the standard of education our school is known for. We sincerely encourage you to contribute to this fund, via any suggested contributions or donations, as it directly benefits your child, enriching and enhancing their learning experience. Participation in any optional activities is therefore encouraged, but no student will be academically disadvantaged for choosing not to participate.

Thank you for your continued support and commitment to our school community.

* Faculty Leaders have identified the minimum amount of photocopying required by a student to achieve excellence in their subjects. This photocopying credit will be given to students on a 'Photocopy Account'. If students exceed this amount, then the student and family must pay for further printing.

The Year 9 Course

The New Zealand Curriculum Framework defines eight 'essential learning areas.' These contain the knowledge and understanding needed by all students.

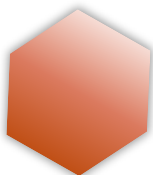
At Middleton Grange we aim to ensure that students experience all eight areas to provide a broad and balanced education. For this reason, we ask students to select options from different areas - the options being The Arts, Technology, and Languages. The relevant learning area is shown in the description for each subject.

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

plus Special Character Learning area.



Choosing your Option Subjects



In Year 9 students can begin to develop their interests further through their 'option choices' (the orange hexagons).

In Year 9 you **must** choose from both The Arts and the Technology subjects. Languages are also available for students to select; however, these are not compulsory at this level.

You will be allocated up to 4 option subjects depending on your preferences.

Arts and Technology are structured into half-year courses (6 months / 2 Terms). A student will change options at the beginning of Term 3 to their new Arts or Technology course.

Languages (if selected) run for the full year. There is no change at the beginning of Term 3.

There are three ways a student's choices might work:

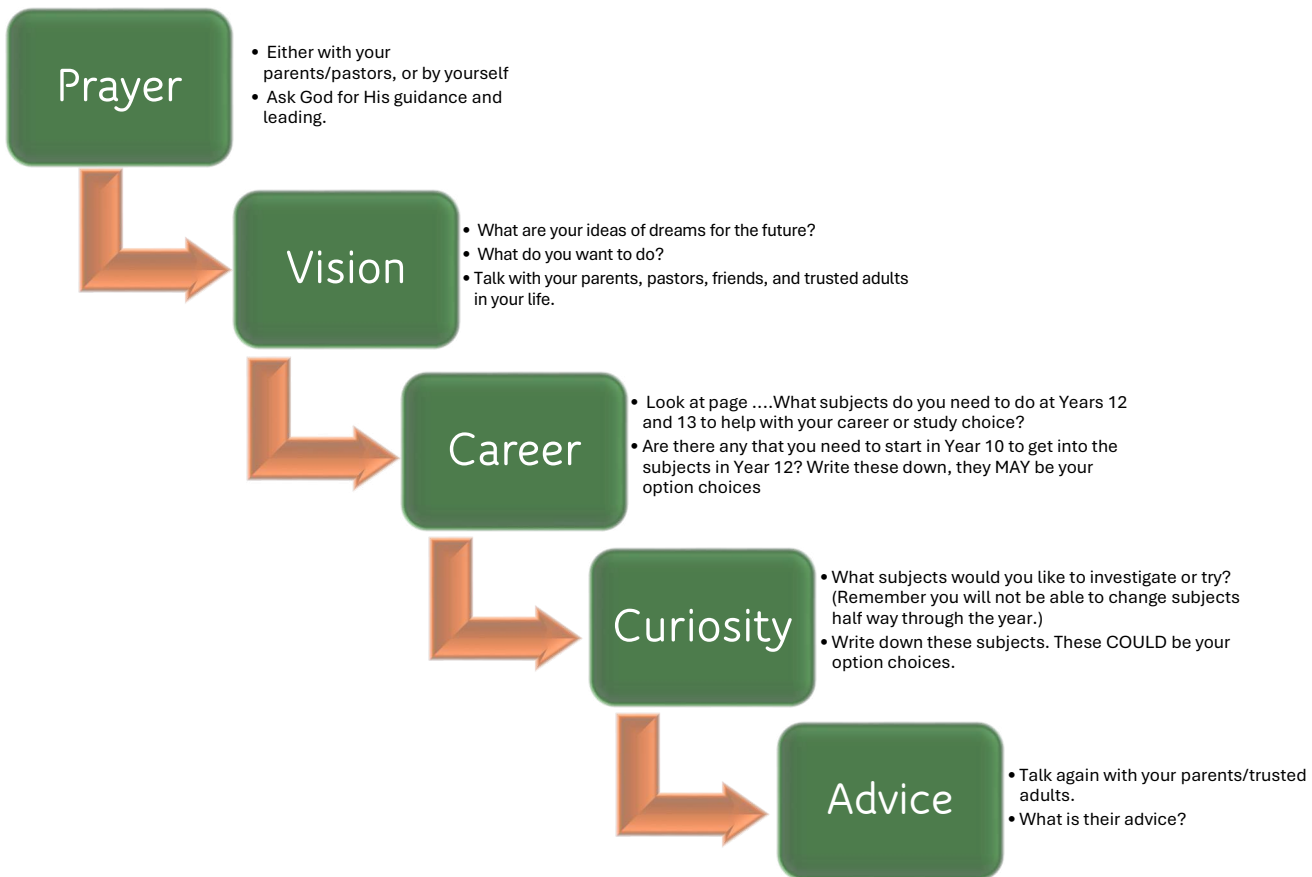
- 1- Take 4 half-year courses (selected from Arts and Technology)
- 2- Take 2 half-year courses (selected from Arts and Technology) and 1 full-year Language course.
- 3- Take 2 full-year Language courses ***nb: this is not recommended but will be considered on a case by case basis where there are clear and significant reasons for this choice***

Sometime before Course Information Evening, an email will be sent home to all families outlining the process for choosing next year's options online. One big advantage with doing this online is that changes can be made to those choices right up until the last day, **Friday 15th September**.

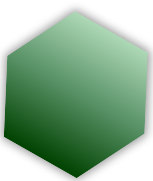
You will receive an email confirming your choices late in Term 4. At that time, you will also be given a small period of time in which changes, if they can be accommodated, will be made. Changes to option choices during 2025 will only be made in exceptional circumstances.



Consider using this diagram to guide the process of choosing your options for Year 10:



Compulsory Subjects



The green hexagons are your compulsory subjects. These subjects continue to provide the foundation on which later years of study build.

Effective learning rests on the learner understanding why they are doing what they are, and how the subject they are currently working on relates to other subjects.

While each subject is described as a discrete entity, we will be working to inter-relate subjects and learning when appropriate throughout the year's courses.

Please feel free to discuss this with:

- 🟩 Year 9 Deans, Mr Nathan Sinclair and Mrs Andrea Gort
- 🟧 Assistant Head of Middle School, Mr Simon Bisseker
- 🟩 DP: Head of Middle School, Mr Tony Kendrew

Compulsory Subjects Course Outlines

English

Compulsory subject – full year

Essential Learning Area: English

This exciting course aims to develop students' skills in reading, writing, viewing and presenting. The skills established in this course will be further developed in Years 10 and 11, leading to NCEA Level 2.

**Some international students may do Year 9 Language Skills in place of English*

Course Content

Students will undertake detailed study of selected novels, poems, short stories and a film, together with developing creative writing, and public speaking skills, and contains the following key elements:

- Exposure to a wide range of texts
- Units that encourage connections across the ages
- Personal reading
- An emphasis is put on the technical aspects of essay writing and written literature responses
- The use of research with referencing and acknowledging sources

Assessment

Essays, unfamiliar text tests, speeches, film and creative writing assessments.

Materials

Specified in stationery list.

Essential Learning Area: Special Character

The aim of Scripture at Middleton Grange School is to help students better understand God through His Word. An integrated approach is used to encourage Biblical literacy, foster Christian growth and stimulate thinking from a Biblical perspective. The Scripture programme is two periods per week. The first period examines scripture as outlined below. The second period takes a thematic approach to teaching in Social Studies classes, incorporating Biblical foundations and combining the application of Biblical ideas with Social Studies concepts.

Course Content

“Mistaken Identity” - Investigating the Real Jesus in Mark’s Gospel; Christian Education Publications

Content Covered:

- Who is Jesus?
- What did He come to do?
- What does it mean to be a disciple of Jesus?
- What is the Kingdom of God like?

“Finding Your Way” - A Journey Through the Bible’s Story of Salvation; Christian Education Publications

Content Covered:

- Genesis 1 - 11: Beginnings
- Genesis 12 - Deuteronomy: Big Promises
- Joshua 2 - 2 Chronicles: A Matter of Trust
- Job - Song of Songs: The Wisdom Books
- 1 Kings - Malachi: Remember the Promises
- Matthew - John: The Promise Fulfilled
- Acts - Revelation: The Promise Continues

Assessment

Tasks and tests on work covered in class, projects, bookwork.

Materials

Specified in stationery list.

Essential Learning Area: Mathematics & Statistics

Mathematics in Year 9 will introduce new topics as well as build on concepts introduced in earlier years.

Mathematics, at least to Year 11, is essential for all students and most study it into Years 12 and 13. It is a 'tool' subject for many other subjects.

Course Content

- Integers, fractions, decimals, percentages, powers and roots.
- Area and volume.
- Statistics - planning and conducting an investigation.
- Investigating properties of shapes.
- Linear relationships - using graphs, tables, and rules to model problems.
- Introduction to algebraic representations.

Assessment

Each topic will be assessed using standards-based assessment at appropriate curriculum levels.

Specific Costs

- Scientific calculator (Casio FX-82 AU Plus or similar)
- Small charges for optional national/international mathematics competitions students are encouraged to participate in (approximately \$10)

Materials

Specified in stationery list.

Essential Learning Area: Health and Physical Education

This course includes both theoretical and practical components. The practical component is taught using a combination of team and individual sporting opportunities. This year's programme compliments and builds on Year 7 & 8 PE. Content is based on the 'National Health and Physical Education Curriculum' and has been carefully selected to concur with the school's special character. The chosen sports are contexts in which life skills are also taught and focused on self-management, relating to others, active participation and thinking.

Course Content

- **Physical Education**
 - Athletics
 - Badminton - Managing self and interacting with others
 - Aerobic fitness - Training for School Cross Country
 - Body Systems - Responses to exercise: bones, muscles, heart, lungs
 - Tchoukball - Strategy/tactics, defence, offense
 - Hockey - Strategy/tactics, defence, offense
 - New Games - Design a new game in small groups (*communication and working with others*)

- **Health Education**
 - Hauora - Total wellbeing (physical/social/ mental emotional/ spiritual)
 - Communication (How we communicate, cultural differences)
 - Living in tension (Causes of conflict, resolving conflict)

Assessment

Tests (theory work), practical assessments (skill, participation, teamwork, attitudes).

Materials

PE uniform and non-marking sports shoes.

Essential Learning Area: Science

This is the first year of a more formal approach to the study of science. Wherever possible, the courses have an experimental basis to help in the development of both observational skills and an increased understanding of the creation around us.

During the year students will develop an understanding of the use of scientific knowledge and skills to help them understand everyday situations and the relevance of their learning.

Course Content

- Plant way of Life
- Matter and Energy
- Science Fair
- Chemical Properties
- Astronomy
- Forces and motion

Assessment

Tests, homework, projects

Materials

Specified in stationery list

Essential Learning Area: Social Sciences

Year 9 Social Studies reflects the theme of ‘Exercising Responsible Citizenship’ and develops an informed model for Stewardship based on a Biblical worldview of human history and geography. It builds on the development of skills and knowledge already started in Years 7 and 8. Teaching and learning takes place within the “Understand, Know, Do” framework of the Refreshed New Zealand Curriculum. Students are encouraged to develop a capacity to ‘critique and engage with contemporary society’ by *understanding* their heritage, *knowing* their place in it, and *doing* what is right before God.

Course Content

- **Topic 1 – Civilisation then and now.**
Students begin to understand the similarities and differences in the ways people have sought to organise their societies, interact with the environment and each other in order to flourish. They learn to compare and contrast Ancient Civilizations and apply that knowledge to resource management in our own time and place. This lays a broad foundation for Topic 2 as well.
- **Topic 2 – God’s order for communities and law and order in New Zealand.**
Students are developing understanding how systems of government in New Zealand operate and affect people’s lives. The topic commences with exploration of the origins of the Bi-cultural heritage of our nation and the subsequent development of government. Our responsibility to understand God’s laws, how they have and/or have not been reflected in our Parliamentary system and our need to influence our society are key components.
- **Topic 3 – Understand how people define and seek human rights.**
Students widen their focus from the previous topic and explore the need for universal human rights by studying past and present injustices and the people who influenced positive changes in the world. This includes understanding God’s heart for righting the wrongs in our current society through a student led study on modern organisations working for justice.

Social studies combines skills and knowledge drawn from both Geography and History. Learning includes mapping, completing research inquiries, collaborative work, understanding perspectives, data presentations, essay writing and developing critical thinking.

Assessment

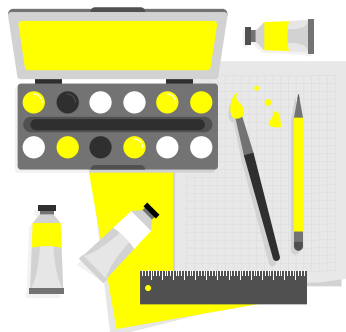
Standards based assessments occur within each unit, using Levels 4 and 5 of the Learning Progressions framework, common across Years 7, 8 and 9 of the Middle School. Assessments include formal tests and independent enquiry. They cover a range of skills mastery, content knowledge and understanding of concepts.

Materials

Specified in stationery list

Option Subjects Course Outlines

The Arts Courses



Visual Art

"Through movement, sound and image, The Arts transform people's creative ideas into expressive works".



Music



Drama

New Zealand Curriculum Strands:

- Understanding the Arts in Context
- Developing Practical Knowledge
- Developing Ideas
- Communicating and Interpreting

Essential Learning Area: The Arts

Year 9 Art is a half year course that covers drawing skills, painting and printmaking. Each unit covered during the course has a practical and a theoretical component. Tasks are founded on Christian principles and are a celebration of the Lord's work. Place, identity and mātauranga Māori are important themes in this course. All Year 9 Art ākonga are required to purchase an art pack from the school stationery list (current price is \$41.98). There is a fee of \$15.00 which covers printing ink and specialty paper. All work can be taken home after it has been displayed in the school.

Course Content

- Compositional designing
- Printmaking using various processes
- Building up form and tone using paint processes
- Artist model analysis

Assessment

All work will be assessed against the achievement objectives and submitted in A3 clear-file at the end of the unit.

Essential Learning Area: The Arts

The drama course offered in Year 9 is an introductory course with a strong practical focus. You do not need to have had previous experience to be accepted into the course; however, you do need to be willing to participate fully in each class, work hard, keep a positive attitude and be prepared to have lots of fun. In general, most of the course will be covered in class, but from time to time you will be expected to learn lines and complete some preparatory work at home.

Course Content

- Through games you will learn to increase your confidence, build social skills and develop the ability to think on your feet.
- Through activities and exercises you will learn essential acting techniques for creating character and crafting a scene.
- Through performance opportunities you will experiment with the conventions of drama and begin to appreciate the variety of approaches used by people in various times and places to build effective communication with an audience.
- You will begin by learning some basic drama techniques of voice, body, movement and space, which you will then apply to the presentation of scripted drama.
- The devising of an original performance or the production of a class play.

Assessment

Internal assessment of practical work and some bookwork.

Materials

Tracksuit is recommended

Essential Learning Area: The Arts

Music is an essential part of daily life in all cultures of the world. Music engages students in a creative manner, develops analytical thought processes, and increases problem solving and collaborative skills. As well as providing opportunities to develop practical music skills, students will study music from throughout history. Music is studied across a variety of genres and styles.

The Music course is designed for students with a strong interest in Music, and who may or may not have had tuition on an instrument. Students will be required to take up an instrument or vocal tuition through our itinerant music program if they have not already. Students who have some experience as musicians will be given further opportunities for extending their skills and knowledge.

Course Content

- Group Performance
- Solo Performance
- Guitar and Keyboard Unit
- Composition and Song Writing
- Digital Music
- Contextual Studies

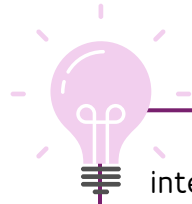
Assessment

Compositions, class performances, research assignments

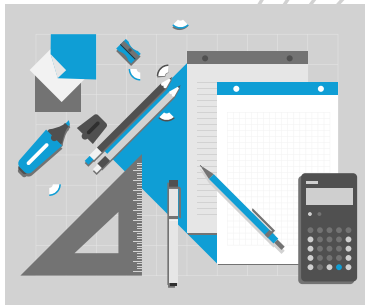
Materials

Own/hired instrument

Technology

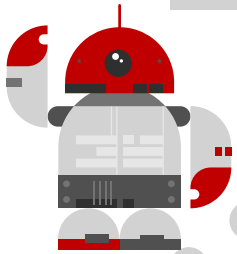


“Technology is innovation by design; the use of practical and intellectual resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.”



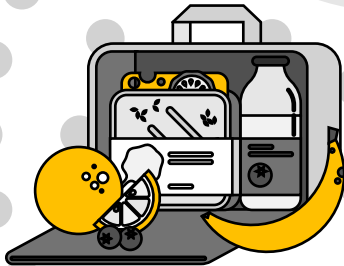
Design and Visual Communication (DVC)

Digital Technology

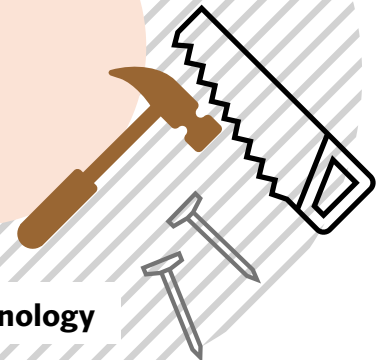


Electronics & Robotics Technology

Financial Literacy



Food & Nutrition Technology



Hard Materials Technology

New Zealand Curriculum Strands:

- Nature of Technology – “the know why”
- Technological Knowledge – “the know what”
- Technological Practice – “the know how”



Essential Learning Area: Technology

Design and Visual Communication aims to equip students with a foundational base in visual communication techniques, design terminology and the design process. This course encourages original and creative design and problem solving to develop and present solutions for a range of design scenarios.

Course Content

Technological Design

- Use the design process to research, conceptualise, develop, critique, and present a solution for a given situation using appropriate visual communication techniques.
- Technological Design activities and projects from a range of the following areas:
Spatial Design
Product Design

Design theory and design language

- Use annotations and labels to explain the functional and aesthetic qualities of design outcomes.

Visual Communication Techniques

Freehand Sketching

- Explore freehand sketching more specifically within solid geometry
- Develop freehand sketching and skills to communicate design ideas

Instrumental Drawing

- Develop foundational technical drawing techniques
- Present final design outcomes using instrumental visual communication techniques
- Accurately lay-out and present technical drawings
- Develop computer aided drawing skills

Presentation

- Explore a range of media skills to illustrate design ideas
- Develop rendering skills for 2D and 3D design ideas to show shape, form and materiality
- Learn compositional skills for effective presentation

Assessment

Evidence is collected from a range of work to make judgements using Technology criteria. i.e. design process, freehand sketching, instrumental drawing and presentation.

Materials

Specified in stationery list

Essential Learning Area: Technology

Digital technologies impact on every aspect of our lives and are vitally important to New Zealand's growth in the 21st century. This course teaches students various aspects of digital technologies which include computer science, and digital media. Students will apply computational thinking, design, planning and problem-solving skills to complete digital projects.

Course Content

Designing and developing digital outcomes

- Follow a defined process to design, develop, store, test and evaluate digital content to address given contexts or issues, taking into account social, ethical and end-user considerations.
- Identify the key features of selected image creating/editing, multimedia and/or web development software and choose the most appropriate software and file types to develop and combine digital content.
- Understand the role of operating systems and apply file management and security conventions.

Computational thinking for digital technologies

- Independently decompose problems to create algorithms from which they create computer programs with a range of inputs, outputs and logic operators to control tangible (robot) and virtual (in-app) objects.
- Understand how to document programs in an organised way for testing and debugging.
- Understand how computers store more complex data using binary digits.
- Understanding human-computer interaction (HCI) heuristics and how to critique and improve digital interfaces.

Assessment

2x assignments, observation, peer assessment, e-portfolio

Specified Costs

None, unless students exceed their printing limit.

Essential Learning Area: Technology

Students will learn what common electronic components do and how to assemble them into working circuits. They also learn how to read circuit diagrams, modify existing circuits to suit their needs and how to fix things that don't work. They will connect electronic components to micro-controllers and program the components to work as desired.

Students will develop computational thinking as they write and modify code to control robots that interact with the real world. They will apply problem solving skills to solve practical problems through digital solutions

Course Content

Electronic Circuits

- Understanding different components
- Making electrical measurements
- Testing and fault finding
- Prototyping circuits

Robotics

- Building and operating simple robots
- Designing and programming robots to carry out tasks, and complete challenges.
- Using different input sensors to allow robots to interact with their environment.
- Writing and adapting code in increasingly efficient ways.

Assessment

Evidence collected from a range of work during the course including quizzes, short tests, practical work, and problem-solving challenges.

Materials

Large exercise book, specified in stationery costs, but it may be a used one with at least 15 pages remaining.

Specified Costs

Students have the option to purchase their completed project with its micro-controller at a cost of \$20.

Essential Learning Area: Social Sciences, Technology

We live in an increasingly complex financial and technological environment. Financial literacy is seen by many sectors of society as an essential life skill.

The Year 9 course equips students with the essential financial skills and understanding required in a technological society. This course is beneficial to any student as a stand-alone course but can also lead on to subjects such as Business, Economics and Accounting in future years.

Course Content

Concepts of Stewardship

- Choice, opportunity cost in time, skills and resource use
- Moral and ethical responsibilities in business

Financial Literacy

- Development of Money as a medium of exchange
- Personal Budgeting
- Types and sources of Income
- Types of investment
- Basic spreadsheeting skills
- Simple cash-based financial reporting

Consumer Law

- Rights and responsibilities
- Fair Trading Act
- Consumer Guarantees Act
- Create a pamphlet or consumer Newspaper or consumer website page or educational blog or social media page.

Economic Decision Making in Business

- Complete an investigation into a product

Assessment

Based on evidence of understanding gathered from a range of work to make a judgement. ie bookwork, design work, photos, written tests, conversations and practical work.

Materials

Specified in stationery list

Essential Learning Area: Technology, and Health

“Technology is innovation by design: the use of practical and intellectual resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.”

This Food Technology course follows a technological approach to Food and Nutrition. Students will develop, refine and extend food skills and knowledge by doing practical food preparation and cooking each week. Adapting and modifying recipes is encouraged, as well as cooking at home.

Course Content

- Food Safety Practices
- Measuring and Knife Skills
- Nutrients
- Food and Nutrition Guidelines
- Technology Project:
 - Write a brief
 - Develop a recipe for a healthy lunch
 - Evaluate
- Design and create a 3D Gingerbread Sculpture

Assessment

Evidence collected from a range of work to make a judgement against Technology criteria, including book work, designs, photos, conversations and practical work.

Specific Costs

\$85 is a suggested contribution to cover cost of food.

Essential Learning Area: Technology

“Technology is innovation by design: the use of practical and intellectual resources to develop products and systems that expand human possibilities by addressing needs and realising opportunities.”

This subject involves both practical work and theory. It is open to students of all ability levels.

Course Content

- Codes of practice for all Technology processes and equipment used.
- Emphasis on technical & practical skills.
- Using a template to produce a practical outcome that follows a basic Design Process that is fit for purpose.
- Application of the Technological processes.
- An introduction to digital fabrication.

Technical Skills

- Construction of basic joints
- Using various materials

Outcomes

Students will learn technical and practical skills which can then be applied in the design and manufacture of projects that are fit for purpose.

Assessment

Work is internally assessed, with evidence collected from project work to make a judgement against Technology criteria

Materials

Specified in stationery list

Specified Costs

All necessary materials for construction provided, although costs can be defrayed if students supply any approved materials.

Learning Languages – Many Benefits

Christian identity

We assist parents in equipping young people for the life God calls Christians to lead. This involves the awareness of the people He has placed in the world He created. Jesus gave the great commission to guide His disciples on the beneficial relationships they were to establish in the world and telling people the good news. Language learning can be a part of that equipping.

Culture and identity

Learning a language helps students understand another culture and worldview while also increasing their awareness of their own cultural identities and perspectives.



Te Reo Māori

While there are many benefits for students learning a second or third language, Te Reo Māori holds a special place here in Aotearoa New Zealand, and Middleton Grange School.

It is a protected language, and according to Te Tiriti o Waitangi the Crown agreed in article 3 to give Māori the same rights a privileges as British subjects. British subjects had the right to an education in English and to have their own ways and world views maintained and promoted. Māori were not given this right or privilege so we are on a journey as a nation and as a Special Character School to honour Te Tiriti o Waitangi.

Economic benefits

The cross-cultural and communicative competence coming from language learning will be an advantage for students who go on to study or work overseas, where competition for jobs can be fierce. Students who develop some proficiency in a different language will be able to play a role in local tourism and growing NZ's export business.



Educational

Learning a language not only enhances students' understanding and practical grasp of their first language but also provides significant cognitive benefits that support their studies across various subjects. Additionally, the experience of mastering a new language offers immense personal satisfaction and enjoyment, as students gain the ability to communicate in another language.

Social and Societal

Learning a language fosters key competencies such as relating to others and managing oneself, boosts confidence through risk-taking, and develops cross-cultural skills essential for New Zealanders as the country becomes increasingly diverse and welcoming to tourists, students, and migrants.

Essential Learning Area: Learning Languages

This year you will learn to understand and communicate basic information in Spanish, work with some simple Spanish grammar and structures, and understand something of Hispanic life and culture. The course covers Levels 1 to 3 of the NZ Spanish Curriculum.

Spanish may be an important element in future job prospects in tourism, commerce as well as other careers. There may opportunities to travel for further studies in subsequent years. As with other language options, **Spanish is a full year course.**

Course Content

- Getting to know you
- School and family life
- Describing yourself
- Sports and Leisure
- Pets/Animals
- Food
- Telling the time
- Spanish Geography & History
- Design a game based on Spanish speaking countries
- Spanish Films

Assessment

Students will be assessed during the course, testing their skills in research, reading, writing, listening, and speaking in Spanish.

Materials

As specified in stationery list

Essential Learning Area: Learning Languages

Learning te reo Māori provides social, cultural, spiritual, cognitive, intellectual and employment-related benefits for students. There are also other benefits from learning the indigenous language of Aotearoa such as enjoying an increased sense of belonging, helping to preserve our national taonga or treasures, gaining insights into our national heritage, and contributing to a more tolerant and enlightened future for Aotearoa. In addition, the programme provides a vehicle for students to engage in their culture in an informed and effective way as it assists to equip students with the knowledge and skills to understand their heritage and their place in it; and to critique and engage contemporary society.

Course Content

This is a full year programme of study, designed to lead students on to Year 10. The programme encompasses all the disciplines of language acquisition as outlined in the NZ Curriculum.

Reo Whakaputa (Productive language)

- Kōrero (Speaking),
- Whakarongo (Listening)
- Whakaari (presenting).

Reo Whakautu (Receptive language)

- Pānui (Reading),
- Tuhituhi (Writing)
- Mātakitaki (Viewing).

New Zealand Curriculum Strands

- Receptive Skills:
Listening or Reading
- Productive Skills:
Speaking or Writing

Kapahaka

- It is extremely beneficial for the students to participate and commit to the school kapa haka group to extend and develop their understanding of tikanga (customs) through waiata and pōwhiri (songs and welcoming ceremonies).

Nohonga Whānau (Community Relationships)

- Getting to know you
- Descriptions/Actions
- Home
- School
- Pets & Animals

Te Au Māori (Māori World View)

- Te Marae (Marae life)
- Tikanga Māori (Cultural aspects and customs)
- Kapa Haka (Performing Arts)

Assessment

Each unit of work will assess two or more of the 6 focus strands: kōrero, whakarongo, pānui, tuhituhi, whakaari and mātakitaki.

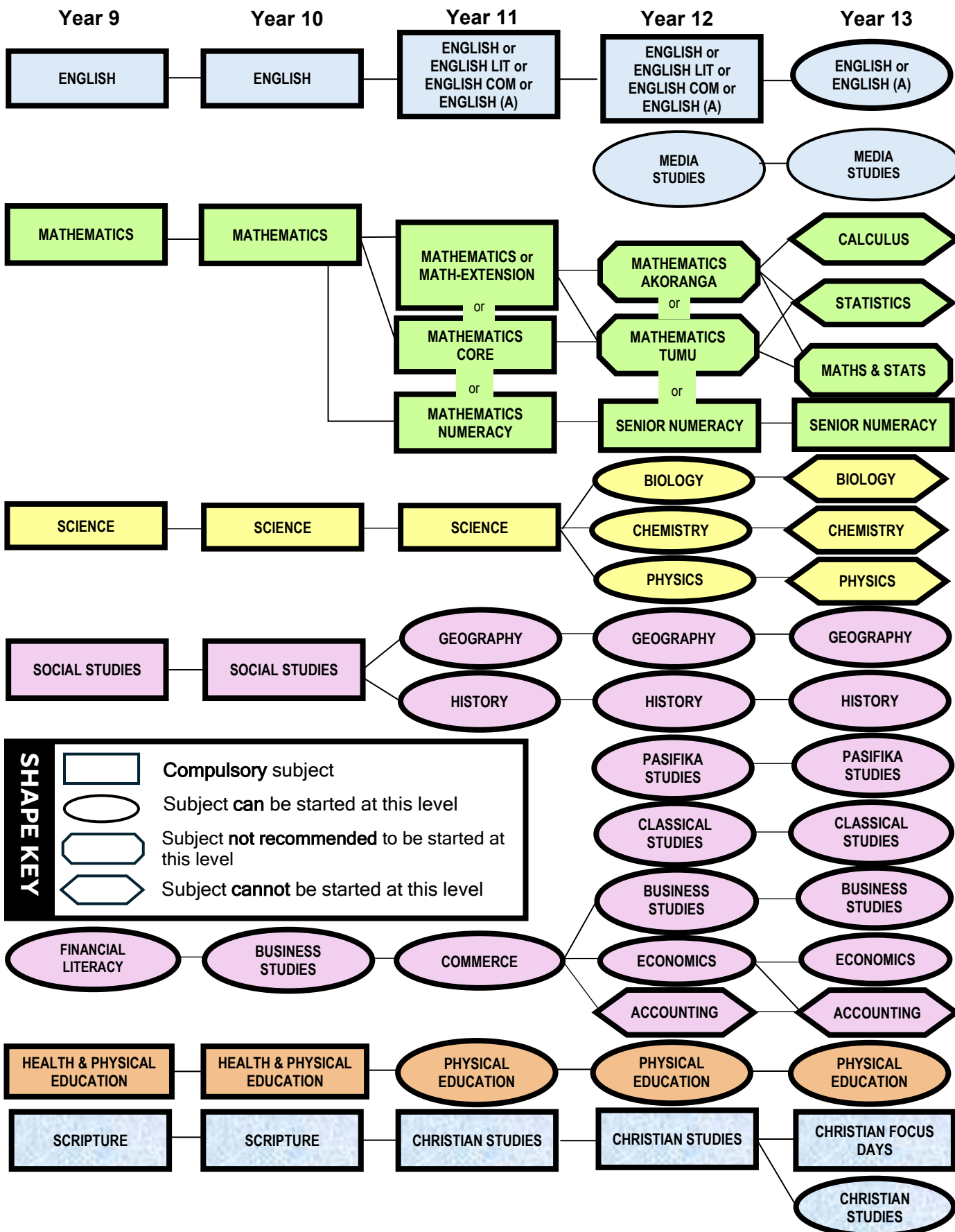
Materials

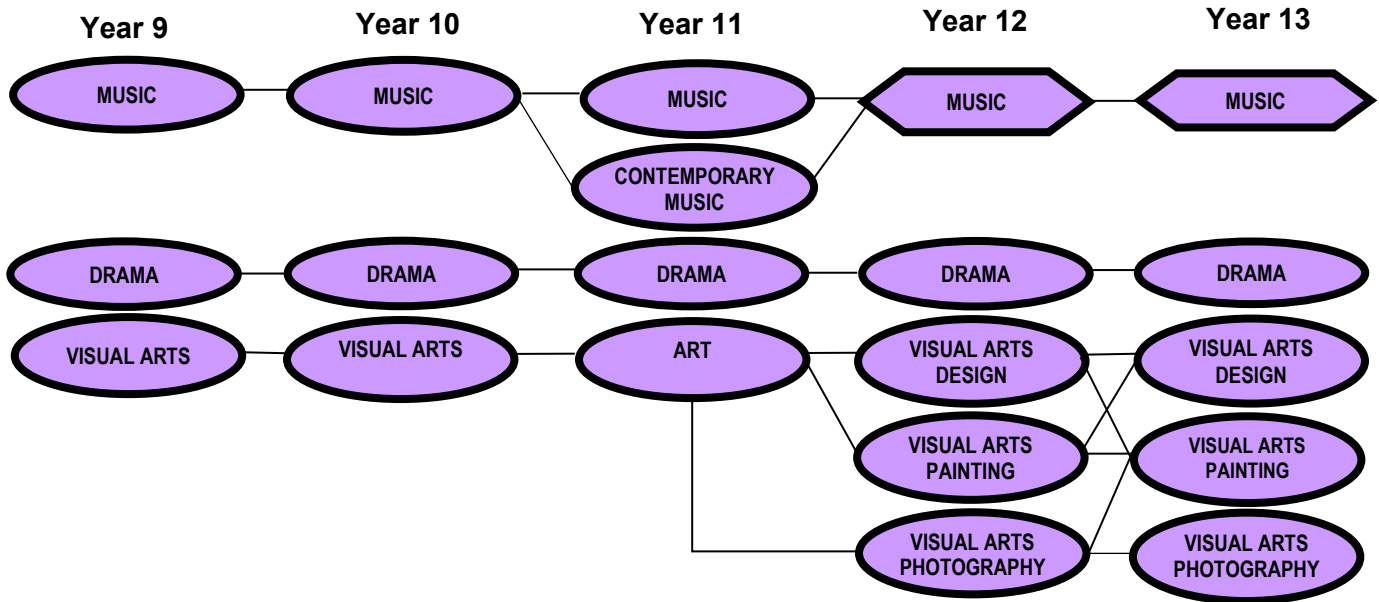
Specified in stationery list

Specified Costs

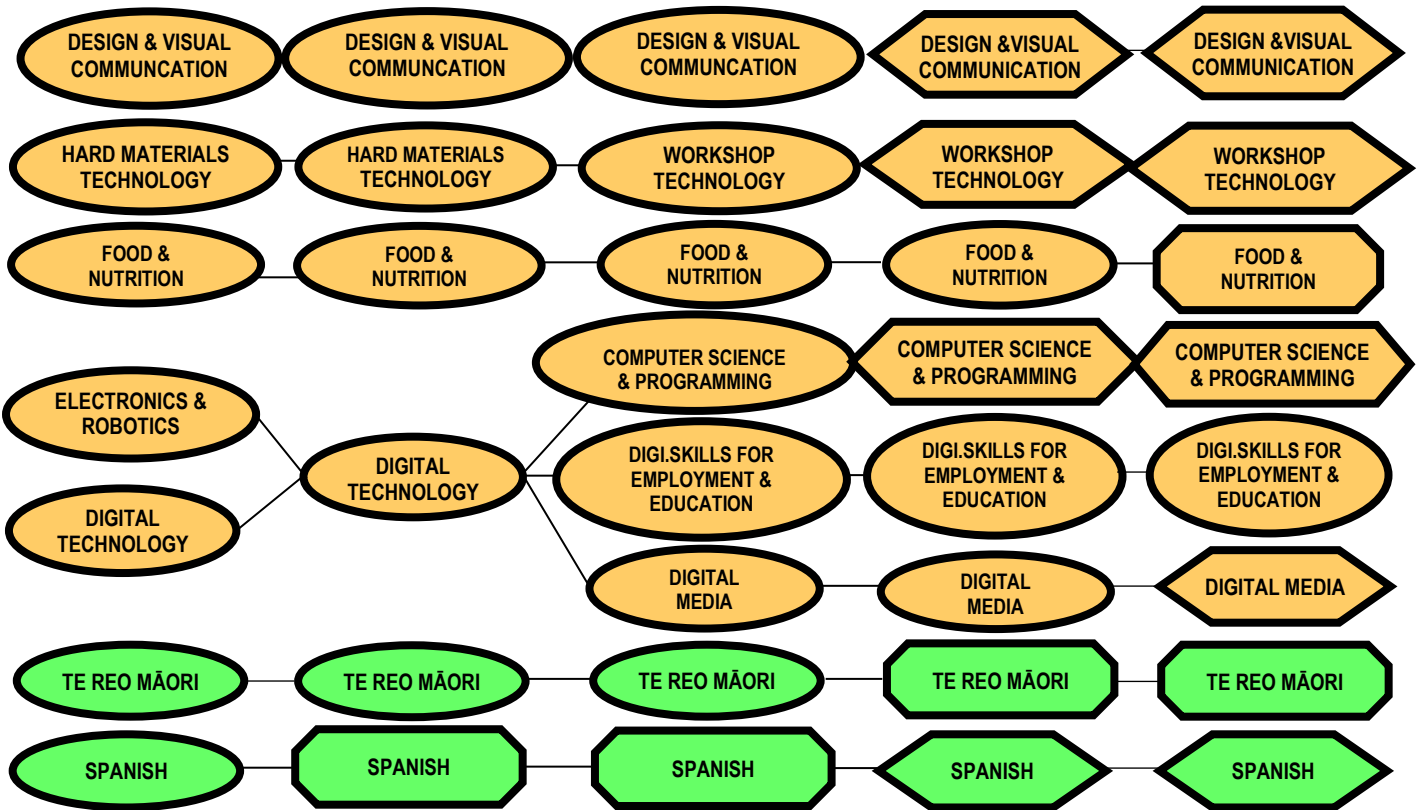
Cost for recommended educational opportunities outside of the classroom- annual 2 day noho marae approximately \$110

Middleton Grange Subject Pathway





These diagrams are accurate at the time of printing. Subsequent changes may occur as courses develop.



COLOUR KEY	English	Mathematics & Statistics	Science
	Social Sciences	Health & Physical Ed	Scripture Christian Studies
	Technology	The Arts	Learning Languages

Alternate Pathways

