



STRATFORD HIGH SCHOOL

DEVELOPING WELL ROUNDED YOUNG PEOPLE,
READY TO EXCEL IN THE WORLD



**YEAR 9
OPTIONS
BOOKLET**
for **2023**

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INTRODUCTION

Dear Students, Parents and Caregivers,

Stratford High School offers a dynamic and engaging modular curriculum in Years 9 and 10, which has been designed with our learners at the heart of our programmes and is based on the New Zealand Curriculum. The purpose of our future-focused junior curriculum is to develop our students' love of learning by exposing them to new opportunities and finding their interests and passions before they begin to specialise in Year 11 for NCEA. Each module is underpinned by key skills and knowledge which are essential to prepare students so that they are ready to excel in the world, as well as laying the foundations for NCEA. We want our students to become lifelong learners who are ready to find their place in the community, society and the world in the 21st century.

Students experience a broad and balanced curriculum and select modules from each Learning Area across Year 9 and 10:

- Arts
- English
- Health
- Languages
- Mathematics
- PE & Home
- Economics
- Science & Agriculture
- Social Sciences
- Technology

Students will be guided to take courses from each learning area, as this is one way that we have identified to ensure students are fully prepared for NCEA. We also offer Learning Support courses for students who require extra scaffolding in their learning to succeed.

The year is divided up into two semesters of approximately 18 weeks each. Students study six courses each semester giving a total of twelve per year.

It is important that students think carefully about the options available to them. This Course Booklet provides information to assist you to make the appropriate options selection and outlines the wide range of modules on offer. Students are encouraged to choose modules from across all learning areas that interest them, allow them to optimise their potential as individuals and achieve the highest possible levels of success. Even at this early stage, it is also important to plan educational pathways with care and to begin thinking about where choices will lead and I hope that you find this booklet useful in guiding your decision making. Further advice and guidance is available from the Deputy Principals, Heads of Department, Deans, and the Careers Advisor at school.

Key dates are set out on the page in this booklet which outlines the course selection process. Please consider your options carefully as modules will only run if there is sufficient demand and changes may not be possible at a later stage once the timetable has been finalised.

Cam Stone
Principal



NEW YEAR 9 STUDENTS: OUR PROCESS FOR COURSE SELECTION 2023

The course booklet will be circulated to primary schools and placed on our school website. You will be asked to make your choices during Term 3 by your primary school class teacher. They will give you more information shortly.

Who can I contact for advice?

Careers

Mrs Milner
Mrs Lobb

VL@stratfordhigh.school.nz
KL@stratfordhigh.school.nz

Deans

Year 9

Mr Walker

WJ@stratfordhigh.school.nz

Year 10

Mrs Apperley

AP@stratfordhigh.school.nz

Year 11

Mr Franklyn

FC@stratfordhigh.school.nz

Year 12

Mr McGeoch

MW@stratfordhigh.school.nz

Year 13

Ms Sullivan

SJ@stratfordhigh.school.nz

Heads of Department

The Arts

Mr Gilgenberg

GD@stratfordhigh.school.nz

English

Mrs Visser

VM@stratfordhigh.school.nz

Health

Mrs Walker

WR@stratfordhigh.school.nz

Home Economics

Mrs Walker

WR@stratfordhigh.school.nz

Physical Education

Miss Kay

KD@stratfordhigh.school.nz

Te Reo Māori

Mrs Gerrard

GM@stratfordhigh.school.nz

Mathematics

Mr Daughtery

DD@stratfordhigh.school.nz

Science

Mr Armond

AR@stratfordhigh.school.nz

Social Sciences

Mr Kerr

DK@stratfordhigh.school.nz

Finance

Mrs Lightoller

LR@stratfordhigh.school.nz

Technology

Mrs Baldwin / Mr Anglesey

BJ@stratfordhigh.school.nz

Vocational Pathways

Mrs Campbell

CR@stratfordhigh.school.nz

Deputy Principals

Dr Taylor (Curriculum)

MT@stratfordhigh.school.nz

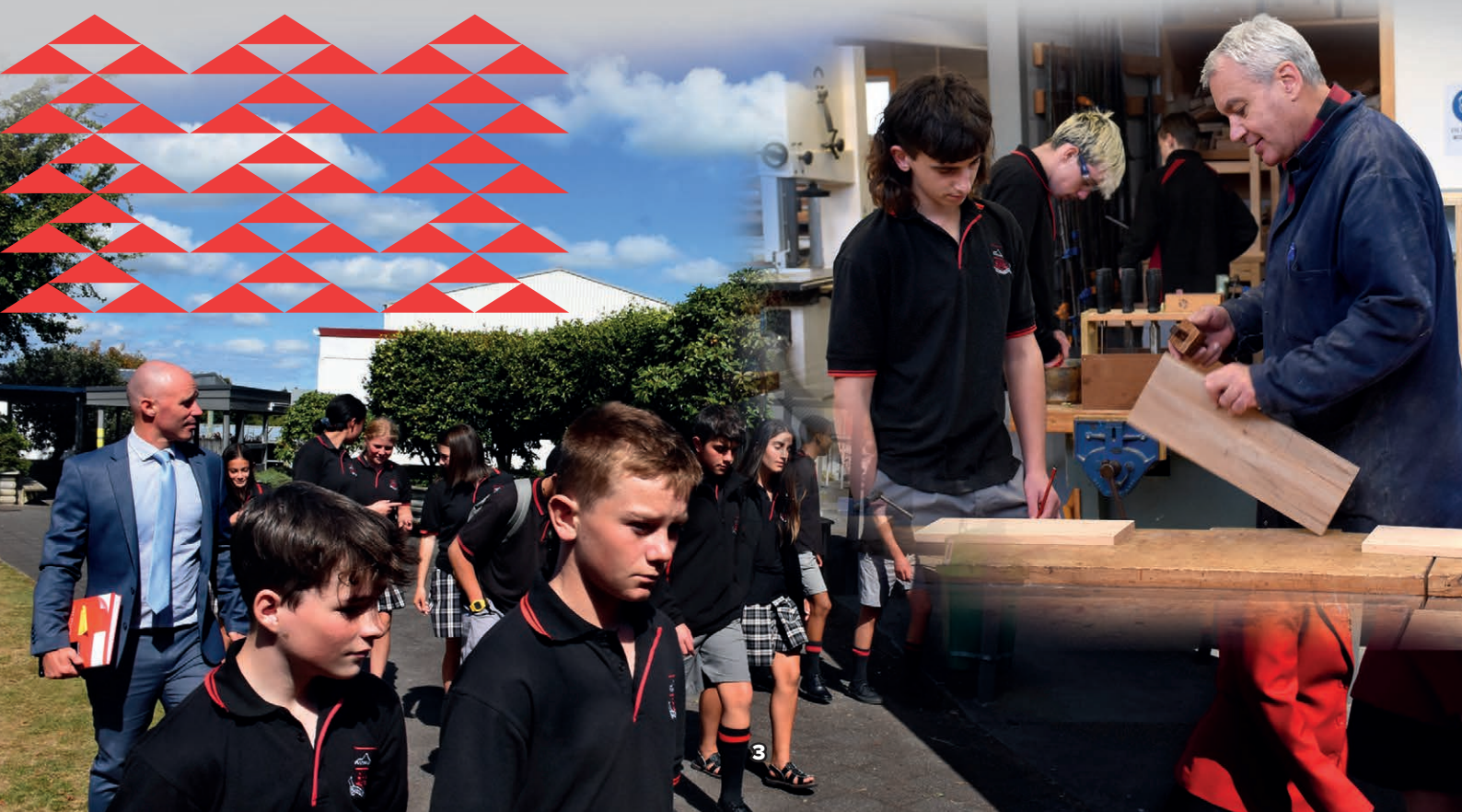
Mrs Ralph (Pastoral)

KR@stratfordhigh.school.nz

Principal

Mr Stone

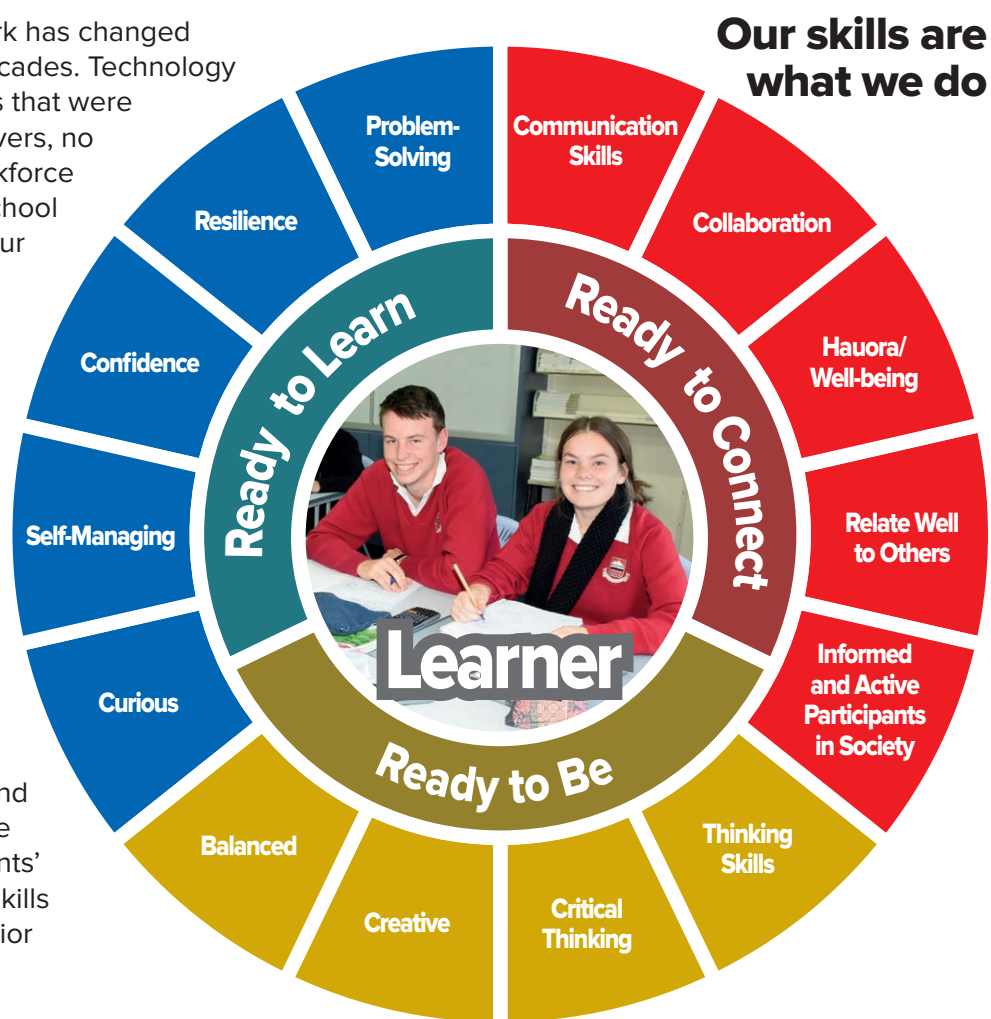
SC@stratfordhigh.school.nz



21ST CENTURY LEARNER & STRATFORD HIGH SCHOOL LEARNER PROFILE

Society and the world of work has changed dramatically over the last decades. Technology continues to evolve and jobs that were once available to school leavers, no longer exist. Just as the workforce has changed, so must our school curriculum to best prepare our students. We cannot predict what opportunities will be available in the 21st century and therefore it is important to equip students with a range of skills to be able to lead successful lives.


Following consultation with key stakeholders (including students, parents, staff, contributing primary schools, iwi), we have developed a Stratford High School Learner Profile that contains the key skills and values we believe will ensure success today and for students' futures. These transferable skills are the foundation of the junior curriculum.



Our skills are what we do

HEART Values

Our values are who we are and how we live

<p>HONESTY</p> <p>Pono Upstanding Trustworthy Accountable</p> 	<p>EXCELLENCE</p> <p>Rawe Aspirational Courageous Hardworking</p> 	<p>AROHA</p> <p>Aroha Caring Kind Connected</p> 	<p>RESPECT</p> <p>Manaakitanga Considerate Responsible Appreciative</p> 	<p>TOLERANCE</p> <p>Manawanui Inclusive Patient Understanding</p> 
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For further information on the following, please visit these websites:

8 Principles of the New Zealand Curriculum:

<https://nzcurriculum.tki.org.nz/Principles/Exploring-the-curriculum-principles/Principles>

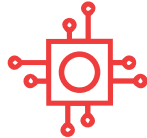
Key Competencies:

<https://nzcurriculum.tki.org.nz/Key-competencies>

VOCATIONAL PATHWAYS

The vocational pathways are a new tool that provide a clear framework for vocational options, support better programme design and careers advice, and improve the links between education and employment. For more information on each of the six vocational pathways, please visit:

<http://youthguarantee.education.govt.nz/initiatives/vocational-pathways/>



Social & Community	Construction & Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Creative Industries
Ratonga Pāpori, Ratonga Hapori	Te Mahi Hanga me te Pūtoi Hanganga	Te Whakanao me te Hangarau	Ahumahi Matua	Ahumahi Ratonga	Ahumahi Auaha

The following help is available on the internet:

A useful video <http://youthguarantee.education.govt.nz/initiatives/vocational-pathways/>

Vocational pathways profile builder

<http://youthguarantee.education.govt.nz/tools/profile-builder/>

Occupational Outlook App: <https://occupationoutlook.mbie.govt.nz/>

Occupational Outlook is designed to help students make well-informed career choices. It provides vital information on 50 key occupations in New Zealand. Each occupation has three dials that indicate its relative income, course cost, and job prospects. Every occupation also has a summary of the “Prospects” for a young person entering the role in five years, as well as tabs with in-depth information on “How to Enter”, “Income + Jobs” and “More Info”.



Download the App from Apple iTunes



Download the App from Google Play

Helpful tools available on the careers website <http://www.careers.govt.nz/>

Subject matcher - <http://www.careers.govt.nz/tools/subject-matcher/>

CareerQuest - <http://www.careers.govt.nz/tools/careerquest/>

Skill Matcher - <http://www.careers.govt.nz/tools/skill-matcher/>

Youth Guarantee website

Findmypath website: <http://youthguarantee.education.govt.nz> this helps you search for jobs and qualifications across each of the SIX pathways.

Make an appointment to speak to the Careers Advisor: careersadvisor@stratfordhigh.school.nz

TIMETABLE AND MODULES



The year is split into two 18 week semesters and students can choose six modules per semester. This means students can choose 12 courses in one year.

	Monday	Tuesday	Thursday	Friday
8.45am	Period 1	Period 1	Period 1	Period 1
9.45am	Period 2	Period 2	Period 2	Period 2
10.45am	Form time	Form time	Form time	Form time
11.00am	Interval	Interval	Interval	Interval
11.30am	Period 3	Period 3	Period 3	Period 3
12.30pm	Period 4	Period 4	Period 4	Period 4
1.30pm	Lunch	Lunch	Lunch	Lunch
2.05-3.05pm	Period 5	Period 5	Period 5	Period 5

	Wednesday
9.00am	Period 1
10.00am	Period 2
11.00am	Form time
11.15am	Interval
11.45am	Utility
12.30pm	Period 4
1.30pm	Lunch
2.05-3.05pm	Period 5

GUIDANCE AROUND MODULES FOR YEAR 9:

Learning Area	Minimum number of modules you choose:
Arts: Drama/Music/Art/Photography	1 module
English	2 modules
Home Economics & Physical Education	1 module
Languages: Maori	1 module
Mathematics	2 modules
Science incl Agriculture	2 modules
Social Sciences: Finance/History/Geography/Enviroschools	1 module
Technology: DVC/Wood/ Fabric/Digital	1 module

In addition, all students complete a module in Health.

ALL ABOUT ME

Please use the following pages to begin to think about your interests and aspirations so that you can select modules that will interest you.

My skills and interests outside school:	My achievements so far in school:	Things I need to work on are:
What aspirations do I have for myself?	What aspirations does my family/whānau have for me?	
Things I want to know more about are:	Things that might interest me are:	What values are important for me and my family/whānau?

DECISION, DECISIONS, DECISIONS...

There are lots of courses to pick from but current students have used the system below to keep track of what they are interested in. They recommend reading through the options booklet and giving each module a tick or a question mark like so:

✓ = If you see a course which you know is something you absolutely would love to do, then this gets a tick.

? = Other courses which may be possibilities are given a question mark.

Then focus on the ticked courses and rank these, remembering you need to select twelve for 2023, keeping in mind the requirements to select modules from different learning areas listed below. For example, English requires you to take two modules in a year, whereas you pick one module in Technology.

The planning sheet below may be useful to list your preferences.

Learning Area	✓	?
Arts (1)		
English (2)		
Home Economics & Physical Education (1)		

Languages (1)		
Mathematics (2)		
Science (2)		
Social Science (1)		
Technology (1)		

In addition, all students take a module in Health in Year 9.

STRATFORD HIGH SCHOOL COURSE OVERVIEW 2023

Year 9	Year 10	NCEA Level 1	NCEA Level 2	NCEA Level 3
Foundation Studies		Senior Specialist		
The Arts				
Lights, Camera, Action! Prepare to meet your doom! Essential photography and sculpture Essential art Drop the beat So you wanna be a muso...? On Broadway	Myths and Legends In a world... My best shot Street art 101 Maestro in the making The story of music	Art Music Drama	Art Music Drama Photography	Art Music Drama
English				
Taonga, whakapapa – Who am I? Outwit, outplay, outlast Weathering the storm Foundational Literacy 1&2	Apocalypse now Calling the shots Lights, camera, action! Have I got a deal for you! It's a bad world! That's revolting! Foundational Literacy 1&2	English A English B English C (Compulsory)	English A English B	English A English B
Health & Physical Education				
Worth in your wellness Eat well for less Takeaways on fast food Hit it right The world of games	Navigating adolescence Global food adventure Food for sport and performance Sir Edmund Hilary can do it Going pro Divide and conquer	Physical Education Home Economics A&B Health	Physical Education Home Economics Outdoor Education	Physical Education Home Economics Outdoor Education
Learning Languages				
Te Reo Maori: Pūrākau Whānau Te Reo Maori: Ngā pūrākau Taranaki	Te Reo Maori: Kaitiaki o te whenua Te Reo Maori: Huihuinga – Kai Māori German cafe	Te Reo Māori German	Te Reo Māori German	Te Reo Māori German
Mathematics and Statistics				
Build it now Acing algebra 1 Patterns, relationships and graphs 1 Parallel by any chance Maths in Sport Foundational Numeracy 1&2	On the farm Maths in crime Acing algebra 2 Patterns, relationships and graphs 2 Maths in Sport	Mathematics E Mathematics I Functional Numeracy (Compulsory)	Mathematics Applied Mathematics	Mathematics with Calculus Statistics and Modelling

Year 9	Year 10	NCEA Level 1	NCEA Level 2	NCEA Level
Foundation Studies		Senior Specialist		
Science				
The chemistry of life Food for thought That makes sense Microscopic to macroscopic	Shaky bones Shocking reactions May the force be with you A matter of inheritance	Science Ecological Science (Compulsory) Agriculture	Agriculture Biology Chemistry Physics	Agriculture Biology Chemistry Physics
Social Sciences				
Dude, where's my car? Planning my escape Who am I? Next step Mars Follow the leader Don't be a dictator Take me to the river!	Who wants to be a millionaire? Money doesn't grow on trees. What will we become? Land of confusion Future problem solving Will it be us? Taranaki te mounga me te ngahere!	Geography History Te Whanake Financial Management	Geography History Te Whanake Accounting	Geography History Accounting
Technology				
Working with materials Be the boss Do you want to build a dream home? Exploring the tech Making the virtual real	Kitchen whizz Awesome architects Create a phone app Kaitiakitanga game creation Working with fabric – sewing skills On the surface – applied design Design and build with wood Metal work – an introduction to engineering	DVC Digital Technology Textiles Wood Metal	DVC Digital Technology Textiles Wood Metal	DVC Textiles Wood Digital Technology
Vocational Education & Gateway				
		Employment Skills Y11 Vocational Taster Days	Employment Skills STAR ECE or Health Science Gateway Trades Academy Tourism Hospitality	STAR ECE or Health Science Gateway Trades Academy Tourism Hospitality

Basic stationery list for junior students

Pencil case	Blue/black pens
Ruler	Eraser
HB pencil	Pencil sharpener
Glue stick	Scissors
Red pen	Device and ear phones
Scientific calculator	Colouring pencils

Modules descriptions provide information on specialist stationery required for each subject area.

MODULES AVAILABLE TO STUDY IN 2023

The Arts

Head of Department: Mr Gilgenberg

Learning Area Whakataukī	Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa. <i>Artistic excellence makes the world sit up in wonder.</i>
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COURSE TITLE:	Essential Photography and sculpture	LEARNING AREA(S):	Visual arts: Art
EQUIPMENT NEEDED	HB pencil eraser, pencil sharpener A3 wallet.	COSTS	\$7
PATHWAY:	Senior visual arts (photography, art) creative industries, tertiary study in the visual arts and design fields.	Teacher in charge:	D. Gilgenberg
COURSE DESCRIPTION	Essential Photography will introduce the fundamentals of digital photography and include a sculpture component. Students will learn a range of photo making ideas and skills such as: photo montage, composition, camera skills to cover a range of photographic genres and approaches.		

COURSE TITLE:	Essential art Y9	LEARNING AREA(S):	Visual arts: Art
EQUIPMENT NEEDED	HB pencil eraser, pencil sharpener A3 wallet	COSTS	\$7
PATHWAY:	Senior visual arts (painting, sculpture, photography, printmaking, design) creative industries, tertiary study in the visual art and design fields.	Teacher in charge:	D. Gilgenberg
COURSE DESCRIPTION	Essential art course involves making art in the fields of drawing, painting, sculpture and design. Students will learn and apply the foundational art elements to a range of art motivations, which include: the purpose of art, art as a visual language and art as self-expression. Students will work with a range of media and learn a variety of art making skills.		

COURSE TITLE:	Lights, camera, action!	LEARNING AREA(S):	Visual arts: Drama
EQUIPMENT NEEDED	Pens, highlighters, clear file folder and refill. BYOD is required for this course (cell-phone is okay).	COSTS	nil
PATHWAY:	This course leads directly to any Drama module at Year 10, with further pathways to NCEA Drama and beyond available	Teacher in charge:	H. Seales
COURSE DESCRIPTION	In this course, students will learn about writing, designing, filming, performing and editing a TV series or short film of their own creation. Students will learn how to act specifically for filming and how to use camera angles to create subtext and illusion. They will also learn to use editing software such as iMovie. This course is a great introduction into acting techniques and drama elements if you are planning on taking NCEA Drama Level 1.		

COURSE TITLE:	“Prepare to meet your doom!”	LEARNING AREA(S):	Visual arts: Drama
EQUIPMENT NEEDED	Pens, highlighters, clear file folder and refill.	COSTS	nil
PATHWAY:	This course leads directly to Drama as an NCEA subject, and career pathways within the Creative Industries.	Teacher in charge:	H. Seales
COURSE DESCRIPTION	Heroes and heroines, sidekicks, villains, and damsels in distress! In this course, students will explore melodrama and create their own melodramatic performance. Students will come up with a story, characters, write a script, design costumes and set, and then perform the finished product. This course is a great introduction into acting techniques and drama elements if you are planning on taking NCEA Drama Level 1. This course is recommended for anyone who wants a fun way to grow their confidence and overcome performance anxiety.		

COURSE TITLE:	So You Wanna Be A ‘Muso’ . . . ?	LEARNING AREA(S):	Visual arts: Music
EQUIPMENT NEEDED	Pens etc. Workbooks & materials provided.	COSTS	nil
PATHWAY:	This course leads directly to any Music module at Year 10, with further pathways to NCEA Music and beyond available.	Teacher in charge:	N. Orr
COURSE DESCRIPTION	This course aims to introduce concepts and key skills in a wide range of musical activities, and includes topics on guitars, research, composing, working in bands, and of course listening. No previous experience or playing ability is required (however would be an advantage), and students should show a willingness to improve their skills on one or more instruments*. There may be the opportunity for this to be supported through lessons via the school’s Itinerant Music programme. As well as musical skills and knowledge, students can expect to grow their confidence, learn to work well with others, develop their thinking skills, and of course, have fun making noise! *NB – For the purposes of this course, voice counts as an instrument.		

COURSE TITLE:	'Drop the Beat'	LEARNING AREA(S):	Visual arts: Music
EQUIPMENT NEEDED	Pens etc. Workbooks & materials provided. BYOD, using software such as Garagband or Soundtrap, is not a requirement but would be a strong advantage.	COSTS	nil
PATHWAY:	This course leads directly to any Music module at Year 10, with further pathways to NCEA Music and beyond available.	Teacher in charge:	N. Orr
COURSE DESCRIPTION	This course focuses on music creation using up-to-the-minute digital tools. Students will learn how to construct beats and bass lines, how to use samples, loops and equipment such as MIDI keyboards to create and record original compositions, and how to compose lyrics to enhance their composition. Students will also analyse current hit songs from their target genre to better understand what it takes to make it in the industry. If you enjoy working with computers and technology, listening to music and want to make your own music using technology, then this course is for you.		

COURSE TITLE:	'On Broadway'	LEARNING AREA(S):	Visual arts: Music & Drama
EQUIPMENT NEEDED	Pens etc. Workbooks & materials provided. BYOD, using software such as Garagband or Soundtrap, is not a requirement but would be a strong advantage.	COSTS	nil
PATHWAY:	This course leads to further study in either the Drama and/or Music fields, at Year 10 and beyond.	Teacher in charge:	H. Seales & N. Orr
COURSE DESCRIPTION	A great stage musical can make us laugh, make us cry, make us dance, and of course make us want to sing along! In this course we will study the 'greats' of the genre and what makes them so, through the conventions and elements of both Drama and Music. Students will then create and perform their own short stage musical, through the entire process from conception and brainstorming, through scripting and editing, creating new original songs or adapting existing ones, rehearsing and preparing all aspects of their piece (including technologies such as lighting, costumes, set and so on), to presenting the performance to a live audience.		

English

Head of Department: Mrs Visser

Learning Area Whakataukī	<i>Ko te reo te tuariki. Ko te reo tohu ahurei Ko te reo te roa.</i>	<i>Language is my identity. Language is my uniqueness Language is my life.</i>
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Semester 1: All students do the following module

COURSE TITLE:	Taonga, Whakapapa Know our identities	LEARNING AREA(S):	English
EQUIPMENT NEEDED	Pens and highlighters.	COSTS	nil
PATHWAY:	This course leads directly to any Year 10 English module.	Teacher in charge:	M. Visser
COURSE DESCRIPTION	<p><i>Who are you?</i></p> <p>In this course, we will focus on exploring the idea of who we are, how our histories impact our growth and explore what is precious to us.</p> <p>We will study a range of literature which allow us to explore how the ideas, action, conflicts, setting and characters help develop identities and how different aspects of literature work in driving stories forward.</p> <p>We will look at the tricks and tools writers use to create unforgettable stories, what they teach us and why we remember what they say.</p> <p>This course will provide you with your best start to studying English in a high school setting.</p>		

Semester 2: Students choose one of the following

COURSE TITLE:	Outwit, Outplay, Outlast	LEARNING AREA(S):	English
EQUIPMENT NEEDED	Pens and highlighters.	COSTS	nil
PATHWAY:	This course leads directly to any Year 10 English module.	Teacher in charge:	M. Visser
COURSE DESCRIPTION	<p>You're stuck on a deserted island after a plane crash; The Maunga is spewing volcanic ash; A polar bear is hunting you down in the snow You're trapped in a collapsed building as the earth begins to bow. Death is not an option as you fight to survive against the odds. In this course you will explore how people react and respond under pressure. Through the study of a range of literature where survival is not always certain, we will explore how the ideas, action, conflicts, setting and characters teach resilience and how to triumph over the odds. This course offers excellent next steps for Year 9 students in studying English in a high school setting.</p>		

COURSE TITLE:	Weathering the Storm	LEARNING AREA(S):	English
EQUIPMENT NEEDED	Pens and highlighters.	COSTS	nil
PATHWAY:	This course leads directly to any Year 10 English module.	Teacher in charge:	M. Visser
COURSE DESCRIPTION	<p><i>Adversity introduces you to yourself.</i></p> <p>In this course, we will focus on exploring the idea overcoming hardships. We will study a range of literature which allow us to explore stories of adversity and how the ideas, action, conflicts, setting and characters work together to help overcome any troubling times. We will look at the tricks and tools writers use to create unforgettable stories, which can show us how to triumph over the odds. This course offers excellent next steps for Year 9 students in studying English in a high school setting.</p>		

Selected students can follow the foundational literacy module for the whole year:

COURSE TITLE:	Foundational Literacy 1 & 2	LEARNING AREA(S):	English
EQUIPMENT NEEDED	1B5, device – optional, glue stick, pens, headphones	COSTS	\$10
PATHWAY:	Year 10 Foundational Literacy or English	Teacher in charge:	Melanie Visser (HOD - English) or Lucille Roodbeen/ Lisa Dent (Learning Support)
COURSE DESCRIPTION	<p>Foundational Literacy focuses on language comprehension to improve reading and writing skills. It will provide opportunities for students to improve specific individual skills as well as foundational literacy skills that will support their learning in other curriculum subjects.</p>		

Health & Physical Education

Head of PE Department: Miss Kay

Head of Health & Home Economics: Mrs Walker

Learning Area Whakataukī	He oranga ngākau, he pikinga waiora - Positive feelings in your heart will raise your sense of self-worth.
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All students will study the following module:

COURSE TITLE:	Worth in your Wellness	LEARNING AREA(S):	Health
EQUIPMENT NEEDED	Pens and highlighters.	COSTS	nil
PATHWAY:	This course leads directly to the Health module in Year 10.	Teacher in charge:	W. Walker
COURSE DESCRIPTION	<p>Students will be introduced to the four underlying concepts of the Health and Physical Education curriculum (Hauora, Attitudes and Values, the Socio-ecological Perspective and Health Promotion). There will be a particular focus on Hauora and its four dimensions where we will endeavour to build/extend students' knowledge and awareness. Through unpacking the four dimensions students will:</p> <ul style="list-style-type: none"> • Recognise that health is determined by more than just your bodies physical state. • Explore health and wellbeing through Hauora and Te Whare Tapa Whā model. • Explore our identity and how it is connected to our sense of self-worth. • Recognise the key 'ingredients' to developing and maintaining positive friendships. • Develop strategies that promote resilience. 		

Students are able to choose from the following modules:

COURSE TITLE:	Eat well for less	LEARNING AREA(S):	Health: Food
EQUIPMENT NEEDED	Stationary-1B8-1 clearfile	COSTS	nil
PATHWAY:	This course leads directly to the Food modules in Year 10.	Teacher in charge:	W. Walker
COURSE DESCRIPTION	<p>Just like the TV series this module will help you shop, cook and eat better and save money along the way. You will investigate food selection, budgeting, storage and food safety. It is designed to build confidence in the kitchen by developing range of skills, techniques and cooking methods all to support you and your family now and into the future. You will be able to sort food facts from food fiction and avoid all the tricks and traps.</p>		

COURSE TITLE:	Takeaways on fast food	LEARNING AREA(S):	Health: Food
EQUIPMENT NEEDED	Stationary-1B8-1 clearfile	COSTS	nil
PATHWAY:	This course leads directly to the Food modules in Year 10.	Teacher in charge:	W. Walker
COURSE DESCRIPTION	Discover the lowdown on takeaways. Want to get your hands on food quickly? Develop the skills to create quick, simple and delicious food options. Explore cost versus quality. Digest nutrient information. Test drive the equipment and gadgets in A7.		

COURSE TITLE:	Hit It Right	LEARNING AREA(S):	Health: PE
EQUIPMENT NEEDED	SHS PE top and black shorts	COSTS	Nil
PATHWAY:	This course leads directly to Physical Education & Outdoor Education modules in Year 10.	Teacher in charge:	D. Kay
COURSE DESCRIPTION	<p>Are you New Zealand's next Hope Ralph or are you the future Lydia Ko?</p> <p>Students will be given the opportunity to explore a variety of racquet/striking sports that are available to us here at Stratford High School. Once they have struck out and given them a go, students will be able to take the lead with their learning through the sport education model; selecting a particular sport to pursue and developing and refining the skills required to be successful.</p> <p>Are you born to lead or happy to follow the pack?</p> <p>Students will learn how to effectively function within a team through developing and strengthening their own interpersonal skills. They will also be asked to step out of their comfort zone and step up and lead. Students will work to develop effective leadership skills that they will be able to use on and off the sports field.</p>		

COURSE TITLE:	The World of Games	LEARNING AREA(S):	Health: PE
EQUIPMENT NEEDED	SHS PE top and black shorts	COSTS	Nil
PATHWAY:	This course leads directly to Physical Education & Outdoor Education modules in Year 10.	Teacher in charge:	D. Kay
COURSE DESCRIPTION	<p>This course allows students to explore different types of games. They will participate in individual, team, alternative and recreational games. Students will have the opportunity to recommend some games for this module.</p> <p>Inclusions:</p> <ul style="list-style-type: none"> Alternative games such as lacrosse Recreational games such a table tennis Team and individual sports International games such as grid-iron and handball Māori games such as Ki-o-rahi Games not normally played at Primary School Leadership Interpersonal skills <p>This course will teach students about skills involved when playing different types of games. Not just passing and catching, but strategies for game play, setting up an attack, defending, creating space, and positional play. This course is perfect for students who love to be involved sports or for those who already play a sport and want to develop some extra skills. Experience games and activities you have not played before. Learn about other countries and cultures through sport. Increase your knowledge of Māori culture. This unit will investigate and play various international games from various countries.</p>		

Learning Languages

Teacher in charge of Te Reo Maori: Mrs Gerrard

Learning Area Whakataukī	<p>Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako.</p> <p>Your voice and my voice are expressions of identity. May our descendants live on and our hopes be fulfilled.</p>
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COURSE TITLE:	Pūrākau Whānau	LEARNING AREA(S):	Languages: Te Reo Maori
EQUIPMENT NEEDED	None	COSTS	Nil
PATHWAY:	This course leads directly to Te Reo Maori modules in Year 10.	Teacher in charge:	M. Gerrard
COURSE DESCRIPTION	Want to learn Te Reo Māori in a fun learning space? Come and take part in Kēmu (games), Waiata, Karakia, whakataukī while sharing your stories. Learn how to communicate to others in Te Reo Māori about your whānau. Even plan a whānau hui with kai (food) the ideas are all yours to own.		

COURSE TITLE:	Ngā pūrākau Taranaki	LEARNING AREA(S):	Languages: Te Reo Maori
EQUIPMENT NEEDED	None	COSTS	Nil
PATHWAY:	This course leads directly to Te Reo Maori modules in Year 10.	Teacher in charge:	M. Gerrard
COURSE DESCRIPTION	Want to learn Te Reo Māori in a fun learning space, come and take part in Kēmu (games), Waiata, Karakia, whakataukī while learning about the stories of Taranaki. We will learn about the stories of Taranaki by engaging with leaders within the iwi, hapu, and hapori. Let's go on a trip to visit places, and people embracing what real life experience can offer to you as ākongā (learners).		

Mathematics

Head of Mathematics: Mr Daughtery

Learning Area Whakataukī	Kei hopu tōu ringa ki te aka tāepa, engari kia mau ki te aka matua Cling to the main vine, not the loose one
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All students must do the following module:

COURSE TITLE:	Build it now	LEARNING AREA(S):	Mathematics
EQUIPMENT NEEDED	Calculator: Casio fx scientific	COSTS	\$15
PATHWAY:	This course prepares students for the Level 1 numeracy standard.	Teacher in charge:	D. Daughtery
COURSE DESCRIPTION	Students have to take this module. It will provide part of the skills required for passing the Numeracy standard that all students have to achieve at some time whilst they are at school. The focus will be on applying number and measurement skills in buying, building, decorating and fencing a property.		

Students can choose:

COURSE TITLE:	Acing Algebra 1	LEARNING AREA(S):	Mathematics
EQUIPMENT NEEDED	Calculator: Casio fx scientific	COSTS	\$15
PATHWAY:	senior mathematics	Teacher in charge:	D. Daughtery
COURSE DESCRIPTION	Love solving complicated problems? Then this course is for you! You will solve mathematical problems using the language of mathematics. Students should consider this course if they are thinking about studying mathematics beyond Year 11 and have a passion for maths.		

COURSE TITLE:	Patterns, Relationships & Graphs 1	LEARNING AREA(S):	Mathematics
EQUIPMENT NEEDED	None	COSTS	\$8
PATHWAY:	senior mathematics	Teacher in charge:	D. Daughtery
COURSE DESCRIPTION	In this course, you will develop your algebra graphing skills using tables, equations and graphs. You will use a range of graphing tools to solve a number of real-world problems, learning to recognise a range of different mathematical patterns. This course is recommended for anyone who wishes to continue with maths beyond NCEA Level 1.		

COURSE TITLE:	Parallel by any chance	LEARNING AREA(S):	Mathematics
EQUIPMENT NEEDED	Casio fx scientific	COSTS	\$15
PATHWAY:	This course prepares students for the Level 1 numeracy standard.	Teacher in charge:	D. Daughtery
COURSE DESCRIPTION	In this course you will learn about geometry and statistics and the relationship between symmetry, scale, shapes and angles. It will also explore the increasing importance of data in our everyday lives.		

COURSE TITLE:	Maths in Sport	LEARNING AREA(S):	Mathematics
EQUIPMENT NEEDED	Casio fx scientific	COSTS	\$15
PATHWAY:	This course prepares students for the Level 1 numeracy standard.	Teacher in charge:	D. Daughtery
COURSE DESCRIPTION	This course looks at how mathematics and data analysis plays a major role in modern sport. From predicting outcomes, improved training, to finding the right corner in the goal, to spinning the perfect serve, most successful sportsmen and women are secret mathematicians at heart.		

Selected students can follow the foundational numeracy module for the whole year:

COURSE TITLE:	Foundational Numeracy 1 & 2	LEARNING AREA(S):	Mathematics
EQUIPMENT NEEDED	1B5, device – optional, glue stick, pens, headphones	COSTS	\$15
PATHWAY:	This course prepares students to apply Mathematical knowledge and skills in real world situations.	Teacher in charge:	David Daughtery (HOD - Mathematics) or Lucille Roodbeen/ Lisa Dent (Learning Support)
COURSE DESCRIPTION	Foundational Numeracy focuses on number knowledge, strategies and problem solving. This will be delivered in a fun and engaging way that is relevant to a real-world context. It will provide opportunities for some student choice. This programme of learning will cater for individual student need.		

Science

Head of Science: Mr Armond

Students must do two modules and may choose between two module bundles.

Option 1: The chemistry of life and microscopic to macroscopic

Learning Area Whakatauki	Ma te whakaaro nui e hang ate whare; ma te matauranga e whakau. Big ideas create the house; knowledge maintains it.
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COURSE TITLE:	The Chemistry of Life	LEARNING AREA(S):	Science
EQUIPMENT NEEDED	1B8 exercise book and Y9 SciPad workbook	COSTS	Nil
PATHWAY:	Y10 science or agriculture modules	Teacher in charge:	R. Armond
COURSE DESCRIPTION	This module is for students who have an interest in the living world and the chemistry important to life. We start off with an introduction to the science lab and how we use scientific apparatus to carry out experiments. Next you will learn about how we classify living things into their taxonomic groups and how plants and animals survive in their environments. We will ask questions about plant and animal adaptations and how organisms interact with each other in a community. You will investigate animal senses in terms of the physics involved in sight and sound as well as looking at the particle nature of matter. We will learn about the Periodic Table of Elements and how certain compounds and mixtures are essential for life. Classes will involve practical investigations where you will explore the different states of matter and how to create chemical compounds and separate mixtures using a variety of techniques. You will investigate how energy is transferred and transformed both in living and non-living systems. There will also be the opportunity to dissect an eye and go on a field trip to Lake Rotokare.		

COURSE TITLE:	Microscopic to Macroscopic	LEARNING AREA(S):	Science
EQUIPMENT NEEDED	1B8 exercise book and Y9 SciPad workbook	COSTS	Nil
PATHWAY:	Y10 science or agriculture modules	Teacher in charge:	R. Armond
COURSE DESCRIPTION	This module explores the very small to the very large, the nearby to the far away. We will learn how to use microscopes to explore the building block of all living things – the cell! By preparing our own microscope slides, we will view different cell types in plants and link these to how the plant functions. Through careful observations, we will make accurate scientific drawings of the cells and their internal structures. We will grow a variety of seeds and observe how plants reproduce and grow. By learning about how plants capture the sun's energy, we will explore the nutrient content of foods and how our bodies process foods to release energy. We will then zoom out to learn how humans have explored the universe around them and how the Sun, Earth and Moon interact in regular, predictable ways. We will journey through the solar system, exploring the planets and other astronomical objects that orbit our sun.		

Option 2: Food for thought and that makes sense

COURSE TITLE:	Food for Thought	LEARNING AREA(S):	Science
EQUIPMENT NEEDED	1B8 exercise book and Y9 SciPad workbook	COSTS	Nil
PATHWAY:	Y10 science or agriculture modules	Teacher in charge:	R. Armond
COURSE DESCRIPTION	<p>In this module, we start off with an introduction to the science lab and how we use scientific apparatus to carry out experiments safely. The module then explores the chemistry of food and how our digestive system processes the food we eat. We will carry out experiments to investigate how enzymes break down organic molecules. We will also learn how to use chemical tests to identify the nutrient content of our favourite foods. Then we will investigate the growth and reproduction of plants and how these are affected by astronomical cycles and seasons. You will investigate how humans affect the atmosphere, hydrosphere and geosphere in a mini project. We will then expand our view to explore cycles and interactions in our solar system, as well as learn about how humans explore our solar system and beyond. There will also be extensive use of microscopy to view and draw the different types of cells in plants and animals.</p>		

COURSE TITLE:	That Makes Sense	LEARNING AREA(S):	Science
EQUIPMENT NEEDED	1B8 exercise book and Y9 SciPad workbook	COSTS	Nil
PATHWAY:	Y10 science or agriculture modules	Teacher in charge:	R. Armond
COURSE DESCRIPTION	<p>This module is for students who have an interest in chemistry and how this relates to living things. You will learn about the particles that make up all the things around us and how they form solids, liquids and gases. We will investigate the Periodic Table of Elements and the structure of atoms, compounds and mixtures. Classes will involve practical investigations where you will explore the different states of matter and how to create chemical compounds and separate mixtures using a variety of techniques. You will learn about how we classify living things into their taxonomic groups and how plants and animals survive in their environments. We will ask questions about plant and animal adaptations and how organisms interact with each other in a community. You will investigate animal senses in terms of the physics involved in sight and sound and how the ear and eye detect these forms of energy. You will investigate the transfer of energy in living and non-living systems and we will also be dissecting an eye.</p>		

Social Sciences

Head of Social Sciences: Mr Kerr

Head of Finance: Mrs Lightoller

LEARNING AREA WHAKATAUKĪ	<p>Unuhia te rito o te harakeke kei whea te kōmako e kō? Whakatairangitia – rere ki uta, rere ki tai; Ui mai koe ki ahau he aha te mea nui o te ao. Māku e kī atu he tangata, he tangata, he tangata!</p> <p>Remove the heart of the flax bush and where will the kōmako sing? Proclaim it to the land, proclaim it to the sea; Ask me, "What is the greatest thing in the world?" I will reply, "It is people, people, people!"</p>
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LEARNING AREA(S):	Dude where's my car?	LEARNING AREA(S):	Social Sciences: Financial Studies
COSTS	1 x B8 Exercise book, scientific calculator.	COSTS	\$10
Teacher in charge:	Senior Finance Courses	Teacher in charge:	R. Lightoller
COURSE DESCRIPTION	<p>Who doesn't want to own a car? For most students this will be their first major purchase. By choosing this module, they will have the opportunity to work through the process involved including all the important things to consider when buying a car eg financing options, costs involved etc; also making them aware of the pitfalls eg the consequences of not meeting their loan repayments and how this will impact on future borrowing. This module will be run in conjunction with BAMZONIA NZ which provides a 3D personal financial skill learning platform that links financial education with games, fun and rewards to bring about a consistent and sustainable improvement in everybody's financial awareness that aligns with the New Zealand curriculum.</p>		

LEARNING AREA(S):	Planning my escape	LEARNING AREA(S):	Social Sciences: Financial Studies
COSTS	1 x B8 Exercise book, scientific calculator.	COSTS	\$10
Teacher in charge:	Senior Finance Courses	Teacher in charge:	R. Lightoller
COURSE DESCRIPTION	<p>A future focus for most students will be the prospect of leaving home. Who doesn't want to be financially independent? Students will look at career/job opportunities, types and levels of income, tenancy agreements etc. Surviving financially in the real world often requires budgeting. Students will get the opportunity to investigate the principles of budgeting and prepare a budget relative to their level of income and the expenses which come with being financially independent. This module will be run in conjunction with BAMZONIA NZ which provides a 3D personal financial skill learning platform that links financial education with games, fun and rewards to bring about a consistent and sustainable improvement in everybody's financial awareness that aligns with the New Zealand curriculum.</p>		

LEARNING AREA(S):	Don't be a Dictator!	LEARNING AREA(S):	Social Sciences
COSTS	B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, Blue pen, Ruler, glue stick-scissors.	COSTS	Nil
Teacher in charge:	Builds skills for Senior Social Sciences and English – Develop interests in law, research, history, politics.	Teacher in charge:	D. Kerr
COURSE DESCRIPTION	When Politics goes wrong! Look at Democracy, Communism, Dictators. Learn to understand the election process and understand how people like Hitler can gain control. Understand what can happen when things go wrong like the Holocaust.		

LEARNING AREA(S):	Follow the Leader!	LEARNING AREA(S):	Social Sciences
COSTS	B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, Blue pen, Ruler, glue stick-scissors.	COSTS	Nil
Teacher in charge:	Builds skills for Senior Social Sciences and English – Develop interests in law, research, history, politics, pop culture.	Teacher in charge:	D. Kerr
COURSE DESCRIPTION	World Leaders vs Celebrities? Jacinda Ardern vs Kim Kardashian? Who is more powerful? As the next generation you will define the future. This module will look at leadership and the people that influence you and influence that future. Explore the impact of decision makers.		

LEARNING AREA(S):	Next step Mars!	LEARNING AREA(S):	Social Sciences
COSTS	B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, Blue pen, Ruler, glue stick-scissors.	COSTS	Nil
Teacher in charge:	Builds skills for Senior Social Sciences and English – Develop interests in law, research, history, Te Matauranga Maori.	Teacher in charge:	D. Kerr
COURSE DESCRIPTION	MOVING ON UP! People like to move! So, how does migration and movement affect society? What are people really passing on when they move? Rural to City, New Zealand to New York, Earth to Mars are we ever going to stay still? Explore the basics, the needs, the causes, the drive. Explore the Native American Indians, the Maori journeys, the Ho chi Minh Trail, the life of a refugee. You want to explore the world, let's do it in someone else's shoes.		

LEARNING AREA(S):	Who am I?	LEARNING AREA(S):	Social Sciences
COSTS	B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, Blue pen, Ruler, glue stick-scissors.	COSTS	Nil
Teacher in charge:	Builds skills for Senior Social Sciences and English – Develop interests in law, research, history, Te Matauranga Maori.	Teacher in charge:	D. Kerr
COURSE DESCRIPTION	Identity, Identity, Identity!!!! “A rose by any other name would smell as sweet” This is a student focused module based around developing an understanding of who you are? Where you came from? Values, Identity, community and culture. What does it mean to belong? Explore your whakapapa, explore Stratford, Taranaki and New Zealand.		

LEARNING AREA(S):	Take me to the river!	LEARNING AREA(S):	Social Sciences
COSTS	B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, Blue pen, Ruler, glue stick-scissors.	COSTS	Nil
Teacher in charge:	Builds skills for Senior Social Sciences, Agricultural Science/ Science, Maori Studies.	Teacher in charge:	J. Sullivan
COURSE DESCRIPTION	Ko au te awa, ko te awa ko au. Water, water everywhere, more than we can drink. Our connection to it is more than you would think. Let’s explore, discover and connect with our local water environment, while discovering and exploring new and traditional ideas and values.		

Technology

Head of Technology: Mrs Baldwin & Mr Angelsey

Learning Area Whakataukī	Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta. Do not lift the paddle out of unison or our canoe will never reach the shore.
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COURSE TITLE:	Working with Materials (Fabric and Wood)	LEARNING AREA(S):	Technology: Fabric & Wood
EQUIPMENT NEEDED	None	COSTS	\$30
PATHWAY:	Year 10 Wood and Fabric Modules	Teacher in charge:	Mr Anglesey or Mrs Baldwin
COURSE DESCRIPTION	<p>This course will be broken into two parts, one term will have the students working with wood and one with fabric.</p> <p>Both subjects will introduce the basic skills required to investigate, design, construct and evaluate a product. They will explore the safe and correct use of equipment and machines. Test and trial construction processes and techniques to develop the practical skills they require to construct their products.</p> <p>Students consider sustainable practices such as recycling, sourcing locally and using renewable resources.</p>		

COURSE TITLE:	Exploring the Tech	LEARNING AREA(S):	Technology: Digital Technology
EQUIPMENT NEEDED	None.	COSTS	Nil
PATHWAY:	Year 10 Digital Technology Modules	Teacher in charge:	P. Jones / J. Baldwin
COURSE DESCRIPTION	<p>Welcome to high school, your journey of learning is about to get real. We are surrounded by technology, but how can we use some of this technology to enhance our journey through education. We will explore the ways you can record and present evidence of your learning to teachers and examiners.</p> <p>You will learn how to use planning, time management and creativity tools to maximise your impact and time investment in your learning. The correct use of video, audio, images and apps will allow you to showcase your evidence and gain better grades. This course will add to your backpack/kete of tools for learning.</p>		

COURSE TITLE:	Make the virtual real	LEARNING AREA(S):	Technology: Digital Technology
EQUIPMENT NEEDED	None.	COSTS	\$5
PATHWAY:	Year 10 Digital Technology Modules	Teacher in charge:	P. Jones / J. Baldwin
COURSE DESCRIPTION	Technology is about making solutions to problems. This course will look at some everyday problems that are solved by common technology in our lives. Using the design/technology cycle students will focus on a real world problem that they can explore and develop a solution to. Their solution will be 3d printed and trialed to see how good it is. The problem could be home, school or community based.		

COURSE TITLE:	Year 9 product design- Be the Boss	LEARNING AREA(S):	Technology: Design & Visual Communication
EQUIPMENT NEEDED	None.	COSTS	\$15
PATHWAY:	School pathway includes entry into Te Kura online learning in year 11-13. Career pathways include Architects, illustrators, product designer, builders, digital marketer etc.	Teacher in charge:	L. Naughton / J. Baldwin
COURSE DESCRIPTION	How creative are you? How does being your own boss sound? An entrepreneur? A designer? From the clothes you wear to the games you play have all been created by someone. A thought that has turned into a sketch and then brought to life. In DVC we look at product design and spatial design. In this module we will dive into the world of marketing looking at packaging and product design. Gaining skills to be able to design our own business cards and products where we will bring these to life creating digital and physical prototypes.		

COURSE TITLE:	Do you wanna build a dream home...?	LEARNING AREA(S):	Technology: Design & Visual Communication
EQUIPMENT NEEDED	None.	COSTS	\$15
PATHWAY:	School pathway includes entry into Te Kura online learning in year 11-13. Career pathways include Architects, illustrators, product designer, builders, digital marketer etc.	Teacher in charge:	L. Naughton / J. Baldwin
COURSE DESCRIPTION	How does an indoor slide sound? Or a giant pool in your 3 story house? A dream home with no limits. Well spatial design allows it. The more creative and weird the better! Everyday new amazing buildings are created, architects think of a space and they make it happen. In this module we look at spatial design and how to design a space for people. From your dream home to working with a client. We develop our ideas through graphic drawing skills all the way to digital and physical prototypes. So if you have a crazy idea that you want to bring to life DVC is for you.		



For Further
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