KAIKORAI VALLEY COLLEGE

# Course Selection Information

# 2026

# YEAR 10

# OVERVIEW OF YEAR 10 COURSE SELECTION

Kaikorai Valley College offers a Year 10 curriculum that engages students in their learning by providing a high level of choice, enabling them to follow their individual passions and talents.

**Compulsory Subjects**
All students will take the following subjects for the year.

- English (4 periods per week)
- Mathematics (4 periods per week)
- Science (4 periods per week)
- Social Sciences/Aotearoa NZ Histories (3 periods per week)
- PE/Health (2 periods per week)

**Optional Subjects**
Students will choose six semester (half-year) courses of their interest, from the following Learning Areas.

- Arts
- Languages
- Physical Education
- Technology
- Urban Farm
- Numeracy support
- Literacy support

There are **24** different courses to choose from

Students will complete 3 of their semester courses in the first half of the year and the other 3 in the second half. Each semester course will be 3 periods a week.

Students will be asked to select three extra-semester courses they're interested in as alternatives, in case they can't be timetabled into all their first six choices.

- Note, some courses have a take-home component cost associated with them. This is detailed in the course outlines.
- Some courses are for Year 10 students only, and others have a mix of Year 9 and 10 students.
- Courses will only run if there are sufficient numbers of students.
- Students cannot take more than three courses from the same learning area during a year.

## GENERAL GUIDANCE ON COURSE SELECTION FOR STUDENTS

- We recommend that students study a broad range of courses from a range of Learning Areas.
- Students should ask themselves the following questions:
  What subject areas do I enjoy?
  What subject areas do I achieve well in?
  What do I find interesting?
  What skills am I interested in developing?
  How will I keep my options open?
- Talk to the contact person for the course if you have any questions - they are named in this booklet.
- If you plan to study te reo Māori at NCEA Level 1, it is recommended that you take the te reo Māori courses in both Year 9 and 10.
- If you plan to study Japanese at NCEA Level 1, it is recommended that you take the Japanese courses in both Year 9 and 10
- You should discuss your proposed selections with:
  Your parents/caregivers
  Your whānau teacher
- You can also talk with

  Mrs Beagley (Careers Advisor)

  Ms Mulder (Year 10 Dean)

  Mr Tagg (Assistant Principal)

## INSTRUCTIONS FOR CHOOSING YOUR COURSES:

1. **Start by reading right through the Course Information Booklet** to familiarise yourself with the courses being offered - this will take some time and effort!

2. **Complete the traffic light activity** to identify courses you are definitely interested in, might be interested in, and definitely aren't interested in.

3. On the course planning sheet, **identify the six courses you want to take**, checking that overall, you haven't circled more than three courses from any one Learning Area.

4. On the planning sheet, list an extra three courses you're interested in, in case you can't be timetabled into one or more of your first six choices.

## TRAFFIC LIGHT ACTIVITY

Read through the course outlines. As you read through them, list any courses you would **love to do** under the green light. List courses you know are **definitely not for you**, under the red light. List courses you **aren't sure about** under the orange light.
Once this is done, you can focus on the courses you've listed under green light, and then the orange light if you need more.

| Green Light | Orange Light | Red Light |
|---|---|---|
| | | |

**KAIKORAI VALLEY COLLEGE YEAR 10 COURSE SELECTION (2026) PLANNING SHEET**

| **NAME:** | **WHĀNAU GROUP:** |
|---|---|

**Circle the six courses you wish to study**

| **The Arts**<br><br>*No more than three courses from this Learning Area* | **Learning Languages**<br><br>*No more than three courses from this Learning Area* | **Physical Education**<br><br>*No more than three courses from this Learning Area* | **Urban Farm** | **Technology**<br><br>*No more than three courses from this Learning Area* | **Literacy and Numeracy** |
|---|---|---|---|---|---|
| Lights! Camera! Action! - The Technology of Drama | Japanese Life and Scripts | Moving, Moving, Moving | Urban Farm, Agriculture and Sustainability | Become a Fashion Designer | Literacy support option |
| All the World's a Stage - So be a Player! | Whāia te reo - Pursue the Language. | Sports Academy | Urban Farm, Agriculture and Sustainability | Colour and Make Clothing | Numeracy support option |
| Get into Music | | Sports Education | | Food by Design | |
| Level up Your Sound | | | | Better Breakfasts | |
| Mix and Match | | | | Web Design | |
| Art All Around | | | | Digital Artistry | |
| | | | | Let's Build Metal-Based Projects | |
| | | | | Construct Wood-Based Projects | |
| | | | | Learning to become a Designer | |

**List (write) a further four courses you're interested in, in case you can't be timetabled into any of your six first choices.**

**1.** **2.** **3.** **4.**

**SIGNED (PARENT / CAREGIVER):**

# Index:

***Compulsory Subjects***

English
Mathematics
Physical Education and Health
Science
Social Science/Aotearoa New Zealand Histories

***Optional Semester Courses***

**Literacy Support**

Extra literacy lessons to help prepare for the CAA

**Numeracy Support**

Extra numeracy lessons to help prepare for the CAA

**Learning Area: The Arts**

1. Lights! Camera! Action! - The Technology of Drama (Drama)
2. All the World's a Stage - So be a Player! (Drama)
3. Get into Music (Music)
4. Level Up Your Sound (Music)
5. Mix and Match (Art)
6. Art All Around (Art)

**Learning Area: Learning Languages**

1. Japanese Life and Scripts
2. Whāia te reo - Pursue the Language. (te reo Māori)

**Learning Area: Physical Education**

1. Moving, Moving, Moving
2. Sports Academy
3. Sports Education

**Learning Area: Technology**

1. Become a Fashion Designer (Soft Materials Technology)
2. Colour and Make Clothing (Soft Materials Technology)
3. Food by Design (Food Technology)
4. Better Breakfasts (Food Technology)
5. Web Design (Digital Technology)
6. Digital Artistry (Digital Technology)
7. Let's Build Metal-Based Projects (Hard Materials Technology)
8. Construct Wood-Based Projects (Hard Materials Technology)
9. Learning to become a Designer (Design and Visual Technology)

**Learning Area: The Urban Farm**

1. Urban Farm, Agriculture and Sustainability Semester 1

2. Urban Farm/ Agriculture Semester 2

# English - Compulsory

Why study English?

Literacy in English gives students access to the understanding, knowledge, and skills they need to participate fully in the social, cultural, political, and economic life of New Zealand and the wider world. To be successful participants, they need to be effective communicators who can think critically and in depth.

In the Year 10 English programme, students will engage with and enjoy language in all its variety. They will understand, respond to, and use spoken, written, and visual language effectively in a range of contexts. Students will be encouraged to think critically, work cooperatively, respond personally, and respect differences. They should also develop an understanding of the technical aspects of language and how language can be manipulated to suit the audience and purpose.

The study of New Zealand and world literature contributes to students' developing sense of identity, their awareness of New Zealand's bicultural heritage, and their understanding of the world. Success in English is fundamental to success across the curriculum.

While much of the programme is based around literature and a thematic approach, the study of English can be divided into the Making Meaning Strand and the Creating Meaning Strand of the New Zealand English Curriculum:

Making Meaning: Listening, Reading, and Viewing.

Creating Meaning: Speaking, Writing, and Presenting.

By the end of Year 10, students will have developed knowledge, skills, and understandings related to:

- text purposes and audiences
- ideas within language contexts
- language features that enhance texts
- the structure and organisation of texts

Assessment in 10 English is primarily formative, providing feedback to guide student progress. It includes classwork, tests, assessments, and opportunities for peer and self-assessment. Additionally, students who reach **Level 5** of the curriculum during Year 10 may be eligible to sit the **Common Assessment Activity (CAA) Literacy Reading 32403 and Writing 32405**. The CAA is an external assessment that allows students to demonstrate their mastery of Level 5 English content, which is necessary for Level 1 NCEA.

This formative assessment approach, combined with opportunities like the CAA, helps students consolidate their understanding and prepares them for the more rigorous demands of senior NCEA English.

# Mathematics - Compulsory

In Year 10 of the New Zealand Curriculum, Mathematics is designed to establish a strong foundation in mathematical concepts, problem-solving, and logical reasoning. This stage is crucial as it prepares students for the more advanced mathematics they will encounter in senior secondary education and equips them with skills for everyday life.

The curriculum covers several key areas. In Number and Algebra, students deepen their understanding of whole numbers, fractions, decimals, and percentages. They are introduced to algebraic thinking and learn to work with variables, expressions, and equations. This foundation in algebra includes solving linear equations and exploring quadratic relationships.

In Geometry and Measurement, students study the properties of shapes, including angles and transformations like rotation, reflection, and translation. They also learn to calculate area, perimeter, and volume, and explore concepts such as scale and proportion. Measurement topics extend to practical applications, including time and temperature.

Statistics and Probability introduce students to collecting, displaying, and interpreting data. They learn about measures of central tendency and variability and begin to understand statistical inference. Probability is introduced as a measure of the likelihood of events, with students calculating probabilities using fractions, decimals, and percentages.

The approach to learning emphasises problem-solving, encouraging students to explore multiple strategies and justify their solutions. Real-world applications help students see the relevance of mathematics in everyday situations, from budgeting to understanding data trends. Technology plays a significant role, with digital tools used to visualize concepts and perform complex calculations.

Assessment in Year 10 Mathematics is primarily formative, providing feedback to guide student progress. It includes classwork, tests, projects, and opportunities for peer and self-assessment. Additionally, students who reach Level 5 of the curriculum during these years may be eligible to sit the Common Assessment Activity (CAA) Numeracy 32406. The CAA is an external assessment that allows students to demonstrate their mastery of Level 5 mathematics content, providing a valuable opportunity to gain early recognition of their mathematical abilities.

This formative assessment approach, combined with opportunities like the CAA, helps students consolidate their understanding and prepares them for the more rigorous demands of senior mathematics.

Numeracy 32406 in the context of the New Zealand National Certificate of Educational Achievement (NCEA) is a specific assessment that students can take to meet the numeracy requirement for NCEA Level 1. This assessment focuses on fundamental mathematical skills such as number operations, measurement, and statistical reasoning, ensuring that students have the essential numeracy skills needed for everyday situations and further academic study.

Achieving success in Numeracy 32406 demonstrates that a student has met the minimum standard of numeracy required to be awarded NCEA Level 1, which is a key qualification in the New Zealand education system. This assessment is critical as it is a mandatory component for students aiming to achieve their NCEA certification.

# Physical Education and Health - Compulsory

In health and physical education, the focus is on the well-being of students, others, and society through learning in health-related and movement contexts.

Four underlying and interdependent concepts are at the heart of this learning area:

- Hauora – a Māori philosophy of well-being that includes the dimensions taha wairua, taha hinengaro, taha tinana, and taha whānau, each one influencing and supporting the others.
- Attitudes and values – a positive, responsible attitude on the part of students to their own well-being; respect, care, and concern for other people and the environment; and a sense of social justice.
- The socio-ecological perspective – a way of viewing and understanding the interrelationships that exist between the individual, others, and society.
- Health promotion – a process that helps to develop and maintain supportive physical and emotional environments and that involves students in personal and collective action.

# Science - Compulsory

In Year 10 of the New Zealand Curriculum, Science education is designed to provide a solid foundation in Science and to cover a series of achievement objectives, grouped by Science area content strands and taught in a variety of contexts.

The overarching strand is **Nature of Science**. This is inter-woven through the content strands. This helps students develop the skills, attitudes, and values to build a foundation for understanding the world. They learn how scientists carry out investigations, think critically, problem solve, communicate their findings, and they come to see science as a socially valuable knowledge system.

The content strands are:

**The Living World (Biology)**

- Students will study the **Life processes** of plants and animals and describe the organisation of life at a cellular level. In **Ecology,** Students will investigate the interdependence of living things (including humans) in an ecosystem. Through **Evolution**, Students will describe the fundamental processes by which genetic information is passed from one generation to the next.

**The Material World (Chemistry)**

- Students will study **Properties and changes of matter** through investigation of the chemical and physical properties of different groups of substances. Students will study the **Structure of matter** and the atoms of different elements and distinguish between substances at the particle level. They will link **Chemistry and society** by examining different groups of substances and how they are used in society or occur in nature**.**

**The Physical World (Physics)**

- Students will explore **Physical inquiry and physics concepts** in which they will identify and describe the patterns associated with physical phenomena found in simple everyday situations involving movement, forces, electricity and magnetism, light, sound, waves, and heat. Students will be **using physics** to explore a technological or biological application of physics.

**Planet Earth and Beyond (Astronomy and Earth Science)**

- Students will investigate **Earth systems,** which include the composition, structure, and features of the geosphere, hydrosphere, and atmosphere. Through **interacting systems, students will investigate how heat from the Sun, the Earth, and human activities is distributed around the** Earth. And through **Astronomical systems**, students will investigate the conditions on the planets and their moons, as well as the factors that affect them.

Assessment in Year 10 Science is primarily formative, providing feedback to guide student progress. It includes classwork, tests, research, and investigations, plus opportunities for peer and self-assessment. This formative assessment approach helps students consolidate their understanding and prepares them for the more rigorous demands of senior Science.

# Social Science - Compulsory

At Kaikorai Valley College, we aim to provide students of Social Sciences with a variety of topics that are interesting and fulfilling, and that prepare them for life beyond the classroom walls. We aim to encourage ākonga to learn how societies work and to become citizens who can participate as critical, active, informed, and responsible thinkers.

***Aotearoa New Zealand Histories***

As part of their learning, all New Zealand students must learn *Aotearoa New Zealand Histories,* which sits within the Social Sciences. Ākonga will explore the diverse histories and experiences of the people of Aotearoa New Zealand. More specifically, ākonga will learn about immigration practices and laws that have shaped New Zealand's population. We will look at how various groups have been marginalised due to injustices in immigration policy and practice.

***The Social Science Strands***

These overarching strands drive the teaching and learning of Social Studies. From these strands, our teachers create a range of lessons. The Social Sciences are an ideal vehicle for teaching financial literacy, culture and diversity, sustainability, the need to protect the environment, along with historical events that drive innovation and change.

- **Identity, culture, and organisation**

Students learn about society and communities and how they function. They also learn about the diverse cultures and identities of people within those communities and about the effects of these on the participation of groups and individuals.

- **Place and environment**

Students learn about how people perceive, represent, interpret, and interact with places and environments. They come to understand the relationships that exist between people and the environment.

- **Continuity and change**

Students learn about past events, experiences, and actions, and the changing ways in which these have been interpreted over time. This helps them understand the past and the present and imagine possible futures.

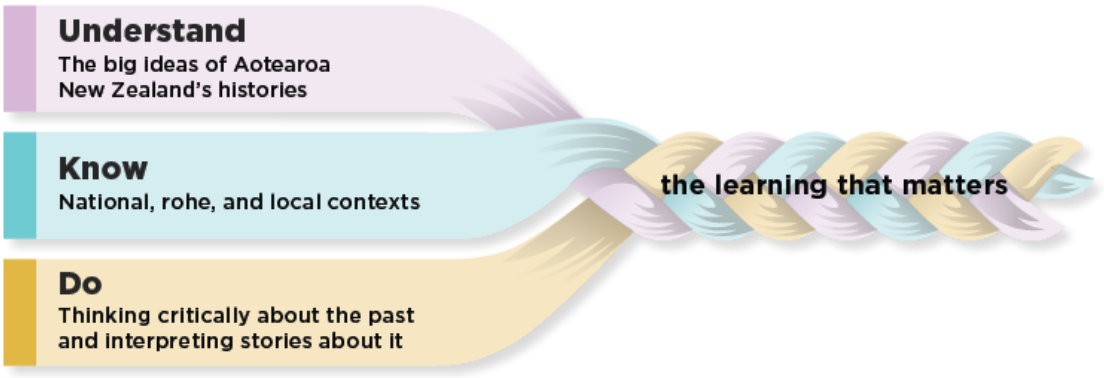
- **The economic world**

Students learn about how people participate in economic activities and about the consumption, production, and distribution of goods and services. They develop an understanding of their role in the economy and of how economic decisions affect individuals and communities.

In Year 10, we have a mixture of formative and summative assessments. This is done through student observation, checking classwork and bookwork, and providing verbal and written feedback. We also test students during and at the end of topics using multiple-choice, short-answer, and long-answer questions, along with structured paragraphs and essays. Assessment can also be completed on visual work such as infographics, static images, and posters, and can be a mixture of digitally and hand-produced tasks.

**Aotearoa New Zealand's Histories**

Aotearoa New Zealand is on a journey to ensure that all students in our schools learn how our histories have shaped our present-day lives.




The big ideas of Aotearoa New Zealand's histories

- Māori history is the foundational and continuous history of Aotearoa New Zealand.
- Colonisation and settlement have been central to Aotearoa New Zealand's history for the past 200 years.
- The course of Aotearoa New Zealand's history has been shaped by the use of power.
- Relationships and connections between people and across boundaries have shaped the course of Aotearoa New Zealand's history.

# Literacy: Reading and Writing skills supporting the CAA optional course

Our Year 10 Literacy Classes are designed to help students further develop the skills and the confidence needed for NZQA Literacy.

Students need to demonstrate foundational reading, writing, and numeracy skills to gain an NCEA qualification. This is also known as the NCEA Co-requisite.

The new standalone NZQA literacy and numeracy assessment tasks are known as Common Assessment Activities (CAAs).

The Literacy CAAs are Reading (32403): Read written texts to understand ideas and information, and Writing (32405): Write texts to communicate ideas and information.

The focus is on targeted assistance in both reading comprehension and writing skills.

The course will focus on:

- Reading comprehension strategies
- Vocabulary knowledge, spelling, and punctuation
- Organising and developing skills for writing

# Numeracy: Numeracy skills supporting the CAA optional course

Our Year 10 Numeracy Support Classes are tailored for students who are currently working below the expected curriculum level and are designed to help them develop the skills necessary for the Common Assessment Activity (CAA) AS32406.

This course provides targeted assistance to build a solid foundation in numeracy, offering personalised instruction and practical exercises that address individual learning needs.

By focusing on key numeracy concepts and real-world applications, students will gain the confidence and proficiency required to meet the CAA assessment standards.

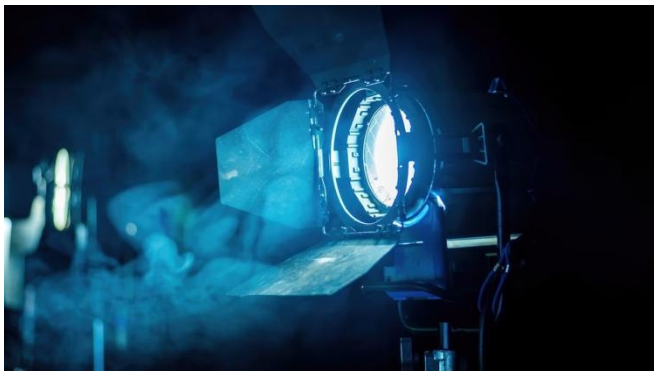
With a supportive learning environment and ongoing feedback, this course aims to enhance students' mathematical abilities and prepare them for success in their assessments. This course is designed for students who are at level 3/4 in the curriculum. Entry is at the discretion of the HOD of Mathematics.

# Learning Area: The Arts - optional courses

### 1. Lights! Camera! Action! – The Technology of Drama

Explore the technology that makes the entertainment world go round!

Learn about drama technologies that will up your game when it comes to future creative ventures.



You will be able to flex your creative muscle by working with extracts from weird and wacky plays, both on stage and on screen.

In this course, we will focus on sound and video, set design, makeup, lighting rigging and operating lighting; wardrobe, prop creation, stage management, producing, and directing.

If you enjoy practical tasks, you should enrol in this course. The emphasis is on backstage support and use of technology more than performance – though there will be plenty of that too!

See **Mr Cook** for more information.

### 2. Get Into Music!

**Explore. Create. Perform.**

Are you curious about music? Whether you're already playing an instrument or just starting, this hands-on course is your gateway to the exciting world of music at Kaikorai Valley College.

You'll learn the basics, try out instruments, and develop your own sound. Perfect for anyone interested in music, production, or performing.

**What You'll Do:**

**Play Instruments** – Try guitar, keyboard, drums, and more.

**Make Music** – Produce pop, rock, and electronic tracks.

**Write Your Own Songs** – Create original music solo or in a group.

**Perform music**– Learn and perform popular songs you know and love.

By the end of the course, you'll understand the fundamentals of music and be ready for further study in senior music or your own creative projects.

**Interested? Have questions?**

Come and see **Mr Rion Corlet** for more info.

### 3. Level Up Your Sound with Music

Are you passionate about performing or producing music - or both? This exciting Year 10–11 course at Kaikorai Valley College lets you step into the spotlight and behind the scenes. You'll develop as a performer and learn how to create music using modern technology, ready for NCEA Level 1 and beyond.

**Part 1: Creative Practice – Be the Performer**

Play and Sing with Confidence – Grow your skills through workshops and coaching from experienced musicians.

Take the Stage – Rehearse, perform, and boost your stage presence in live settings.

Make an Album – Record your songs and create your own EP or album project.

**Part 2: Music Production – Be the Creator**

Studio and Tech Skills – Learn to record, edit, and produce music like a pro.

Compose for the Future – Create music for gaming, film, or electronic dance using loops, MIDI, and music tech tools.

By the end of the course, you'll have sharpened your performance skills and applied them to your own original music production. It's the ideal course for students wanting to take music into NCEA and beyond.

**Got questions?**

**Talk to Mr Corlet for more info.**

### 4. Mix and Match

Are you interested in Art, but not sure which techniques to try? This course covers a fun range of art skills and introduces you to lots of cool ways to make artworks!

You will be supported to explore drawing approaches and painting techniques, large-scale artworks, and playful art media experiments. Your explorations with new or messy materials will lead to awesome outcomes! This course will have something for everyone.

Learn how to use techniques inspired by well-known artists and develop tricks to make your artworks look fantastic! By the end of "Mix and Match," you'll have a better idea of what art you like to create and the confidence to keep making it.

See **Ms Cameron** with any questions.

### 5. Art All Around

Art can reflect our lives and the spaces we live in. In this course, we will look at the world around us to inspire our art projects.

We will look at what we share our world with - animals, plants, and environments - gorgeous creatures and tricks to create awesome artworks based on them. Learn how to see, draw, and paint amazing surfaces - fur, scales, feathers, etc. Pull this learning together to make artworks to display in our school environment.

This course includes working on a large-scale mural project, which will be displayed on our KVC campus.

See **Ms Cameron** with any questions.

**Learning Area: Learning Languages - optional courses**

1. **Japanese Life and scripts (for Year 10 students)**

こんにちは (Konnichi wa)

This course will further develop the language skills learned in Year 9.

Students will be exposed to more everyday themes and topics that will extend their Listening, Speaking, Writing, and Reading skills. More focus is put on learning the written scripts - Hiragana, Katakana, and Kanji. Their written skills will start to include the easier Kanji from NCEA Level 1. They will also begin learning the vocabulary they might encounter in NCEA Level 1.

The students will work through a series of topics that focus on everyday Japanese expressions. These will include expressing how they feel (I'm sick, tired, or hungry), describing others, asking for directions, and talking about the weather, to name a few. The focus is on balancing preparing them for when they might visit Japan with starting to cover topics at NCEA Level 1. Of course, they will continue to learn about the interesting culture that Japan has to offer:

- Themes
- Numbers, Times, and Dates
- Shopping in Japan
- Dining out
- Tourist attractions
- Weather
- Japanese homestay
- School in Japan
- Health
- Katakana
- Kanji

Having completed Level 4 of the curriculum by the end of the year, the students are then ready for NCEA Level 1.

See **Ms Lydiate** with any questions regarding this course.

2. **Whāia te reo - Pursue the Language**

Embarking on an introductory Māori language course is an enriching journey that transcends linguistic boundaries, offering profound personal and cultural benefits.

By engaging in this course, you not only acquire a new language but also gain insights into the rich tapestry of Māori culture, fostering a deeper understanding and appreciation for New Zealand's indigenous heritage.

Learning te reo Māori enhances communication skills, promoting cultural sensitivity and inclusivity. It provides a unique lens through which to perceive the world, encouraging a holistic worldview and a stronger connection to the land and its people.

In Year 10, you are required to gain a very broad and extensive understanding of the grammar and vocabulary that will be required for success at NCEA Level 1. Students will work through their grammar

booklets, together with other learning resources such as Quizlet, FLIP videos, podcasts, online animations, te reo apps, in-class resources and games, and much more.

Despite the heavy grammar load, we will take sojourns into different aspects of Māori life, such as eeling, haka, Ngāi Tahutanga, and legends. There is also a field trip component to this course, either to a site of significance here in Ōtākou or to a food gathering site.

In order to achieve at NCEA Level 1 and beyond, the kaiako (teacher) expects a high level of commitment from each and every student.

See **Mr Tate** for more information.

# Learning Area: Physical Education - optional courses

1. **Moving, Moving, Moving**

This is a practical-based unit requiring full participation in a variety of Physical activities, including Athletics, Ball skills, Te Reo Kori, and Gymnastics.

Students will develop basic movement skills that will enable them to perform to their potential in their chosen sport or activity. Students will need to bring a positive attitude and their best efforts to the Gym every day.

Key skills in this course will be a positive attitude towards physical activity, regular physical activity, and how to maintain and enhance well-being for self and others.

Equipment needed for this Course: PE gear, Chromebook.

Pathway to Year 11-13 Physical Education.

See **Mr Scott, Mr Reddington, or Mrs Hendry** with any questions.

2. **Sports Academy**

This course will involve theory and practical lessons and is aimed at students who play competitive sports for Kaikorai Valley College.

Students will develop movement skills, theoretical knowledge, and fitness that will enhance their performance in sports.

Key skills covered in this course will include fitness testing and development, training techniques, sports nutrition, and sport-specific skill development.

Pathway to Year 11-13 Physical Education.

Equipment needed for this Course: PE gear, Chromebook.

Students must play a sport for Kaikorai Valley College to take this course.

See **Mr Reddington, Mr Scott, or Mrs Hendry** with any questions

### 3. Sports Education

Students will examine and participate in several Sports Events, performing different roles, including player, referee, administrator, and coach.

This course is mainly based in the Gym with some theory lessons. We will look at reasons why (or why not) people choose to be physically active as part of developing their physical dimension of Hauora in their daily lives. We will also look at promoting physical activity for others by running an event.

This course will suit students interested in becoming competitive athletes and developing their leadership skills.

Equipment needed for this Course: PE gear, Chromebook.

Pathway to Year 11-13 Physical Education, Coaching, Administration, and Leadership.

See **Mr Scott or Mrs Hendry** with any questions.

# Learning Area: Technology - optional courses

### 1. Become a Fashion Designer

Would you like to understand the process fashion designers go through and the opportunity to design and make something unique to wear? In addition, you will have the opportunity to enter your creation in a fashion competition!

You will learn the skills needed to construct professional-looking clothing. You will have the opportunity to explore ways to personalise your designs with unique logos and labels.

Key skills include understanding and sewing knit and woven fabrics, adapting a commercial sewing pattern, and learning techniques that give clothing a professional finish.

This course is suited to students who enjoy fashion-forward clothing and working with fabric.

See **Mrs Wilson-Dale** for more information.

### 2. Colour and Make Clothing

Do you love getting creative with fabric? Do you love the idea of using dyes and other fabric-dyeing techniques to create unique and interesting clothing?

You will learn about how to use colour effectively and gain the skills needed to construct professional-looking clothing. Through this course, you will produce some items of clothing to showcase your own personal style.

Key skills include understanding and sewing knit and woven fabrics, using a commercial sewing pattern, and learning techniques that give clothing a professional finish.

This course is suited to students who enjoy fashion-forward clothing and working with fabric.

See **Mrs Wilson-Dale** for more information.

### 3. Food by Design

Do you love getting creative with food? Could you imagine yourself designing recipes to wow your friends and family?

This course is hands-on and gives you the opportunity to explore food design. You will start to develop lifelong skills and enthusiasm for cooking, recipe design, and food presentation. This will lead you to design and build your own sandwich, biscuit, and ice cream. You will have the opportunity to host your own lunch with guests at the end of the semester.

Key skills in this course will include safe food handling, using and writing recipes, food presentation, and photography.

Students who enjoy working with food are suited to this course.

See **Ms Hunter** or **Mrs Wilson-Dale** with any questions about this course.

### 4. Better Breakfasts

Is breakfast boring? Breathe life into breaking the overnight fast!

This course is hands-on and gives you the opportunity to explore breakfast patterns across different cultures and to look at past generations, right through to modern trends in eating, such as smoothie bowls. You will investigate various breakfast options and learn about the potential health benefits of eating breakfast every day.

Key skills in this course will include safe food handling, using and writing recipes, food presentation, and photography.

Students who enjoy working with food are suited to this course.

See **Ms Hunter** or **Mrs Wilson-Dale** with any questions about this course.

### 5. Web Design

Would you like to create exciting, colourful websites using powerful online tools? Utilise programmes such as Atom, Balsamiq, Microsoft FrontPage, Chrome, Firefox, and more to design and create your own website and publish it to the internet.

In this course, you will spend two terms designing and creating a website using a variety of different programs. You will learn HTML, CSS, and maybe even a little JavaScript to create your own website on a variety of topics.

This course is suited to students interested in web design, programming, or general computing.

See **Mr Dyer** for any questions.

## 6. Digital Artistry

Would you like to learn how to use Digital Technology to turn imagery into artistry with powerful editing tools? In this course, you will learn how to use tools such as Adobe Photoshop, Piskel sprite editor, and Blender 3D modelling. You will create your own original art in Photoshop, design and develop animated game art for 2D platforms using Piskel and create 3D models in Blender.

Students interested in manipulating images and creating digital assets for game design, websites, movies, digital media, and other IT areas are best suited for this course.

See **Mr Dyer** or **Mr Cook** with any questions.

## 7. Let's Build Metal-Based Projects

Have you ever wanted to create something out of metal? This course will be an introduction to metalwork in the workshop and is designed to provide you with a good understanding of working with metal in a workshop environment. By combining theoretical knowledge and practical hands-on experiences, you will use the basic concepts, techniques, and safety protocols required to work effectively and safely with metal.

This course will develop your skills in metal fabrication, basic welding, and the use of hand and power tools commonly found in metalworking workshops. Students who enjoy having a go at making things in a metal workshop should enrol for this course.

See **Mr Stevens** if you have any questions.

## 8. Design and Construct Wood-Based Projects

Have you ever wanted to learn how to construct projects using wood? The workshop skills learnt in Year 7 can now be further developed in this course.

The course will introduce you to the fundamental concepts and skills involved in designing and constructing basic wood-based products. You will learn about safety procedures and the tools and techniques required to create your wood-based items. This will provide you with a hands-on approach, allowing you to engage in practical activities and develop your problem-solving skills. You will be able to work with recycled timber to construct well-designed products that will last you a lifetime.

Students who enjoy having a go at making things in a woodwork workshop would be best suited for this course. Work hard and work well, and you will be proud to complete a valuable project to take home.

See **Mr Viggo** if you have any questions.

### 9. Learning to become a Designer

Have you ever wanted to develop your skills using design?

This course aims to develop your understanding and skills in visual communication, design thinking, and problem-solving. Through a combination of theoretical knowledge and practical projects, you will explore the principles of design, learn about various design tools and techniques, and apply your learning to create visually appealing and effective designs.

This will foster your creativity, critical thinking, and collaboration skills. This will provide you with a solid foundation in design and visual communication. This course will lead to Level 1 NCEA for DVC (Design and Visual Communication).

See **Mr Stevens** if you have any questions.

# Learning Area: Urban Farm - optional courses

### 1. Urban Farm/ Agriculture and Sustainability – Semester 1

This course will change depending on the season, what is happening on the farm, and the areas of interest of students taking the course.

It will include these topics:

- Horticulture - Cultivate soil using hand tools, recognise sources of fertiliser, and prepare a seedbed for sowing. Seed germination. Taking cuttings. Planting for the season and relevant produce. Understanding soil temperature and PH. Recognising growing containers and potting mix and their best usage. Knowledge of organic pest control (eg, companion planting) and the chemical options and usage. Harvesting and cooking using the fire pit.
- Agriculture - Animals and how to look after them. Looking at the lifecycle of chickens and bees and how these sit within an agriculture/horticulture business. Consider the health and well-being of chickens, free-range vs barn, and differences in egg/meat quality. Looking at the process of egg laying and how to deal with any issues arising. Basic beekeeping necessities: keeping the hive healthy, feeding the bees in winter, and planting for bees.
- Health and safety - Looking at the risks and dangers around our school farm, how to mitigate them, and how to protect ourselves using the correct PPE gear.
- Environmental science - Cycles and sustainability - How to get the most out of the farm environment. Building sustainable projects for the farm - benches, picnic tables, sensory walls, and creating a sensory garden. Leaving a legacy for future students.

Oranga whānui - Well-being survey before and after module. How to recognise good health and mental strength. Green prescriptions. Te whare tapa whā.

Each week, we will spend some time in class learning skills and planning projects. The rest of our time will be spent at the Urban Farm, working on practical tasks and caring for the space.

This course would suit students with an interest in Agricultural and Horticultural sciences and in working outside on practical projects.

**GUMBOOTS AND RAINCOATS ARE ESSENTIAL FOR THIS COURSE.**

See **Mr Smith** with any questions about this course.

2. **Urban Farm/ Agriculture Semester 2**

This course will change depending on the season, what is happening on the farm, and the areas of interest of students taking the course. Due to the nature of farming and the cyclical nature of the topics, there will be some overlap with semester 1, as caring for the farm is one of our kaitiaki priorities.

It will aim to include these topics:

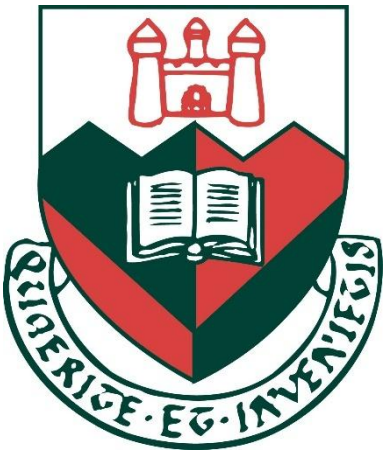
- Horticulture - Looking at the relationship between growing vegetables and food on the table. Plants and how to look after them. Pruning and grafting.
- Agriculture - Life processes - Animals and how to look after them. Looking after our spring lambs. How to deal with issues that arise. Large animal vets and their role.
- Health and safety - How to use tools safely and what skills you might need for future career planning. PPe gear and what is appropriate for the situation.
- Environmental science - Cycles and sustainability - How to get the most out of the farm environment. Design and engineering - Creating sustainable projects for the farm.
- Mātauranga Māori - Consider the roles of Ranganui and Papatūānuki and their offspring, and how this might impact on Agriculture. Planting protocols for the Māori lunar calendar vs planting for the season.
- Oranga whānui - Considerations for well-being from being outside.

Each week, we will spend some time in class learning skills and planning projects. The rest of our time will be spent at the Urban Farm, working on practical tasks and caring for the space.

This course would suit students with an interest in Agricultural and Horticultural sciences and in working outside on practical projects.

**GUMBOOTS AND RAINCOATS ARE ESSENTIAL FOR THIS COURSE.**

See **Mr Smith** with any questions about this course.




# PRIDE

**Participation Respect Inquiry Diversity Environment**