A close-up photograph of a young man with dark hair and glasses, wearing a school uniform (white shirt, blue tie, and blue blazer). He is focused on assembling a LEGO Technic robot. The robot is primarily grey and blue, with a prominent orange Technic beam. The background is a blurred classroom setting with a computer keyboard visible. A large white circle is overlaid on the image, containing the text.

# Course Guide 2020

MIDDLE SCHOOL



**Kristin**  
MIDDLE SCHOOL





“The best way to predict your future is to create it.”

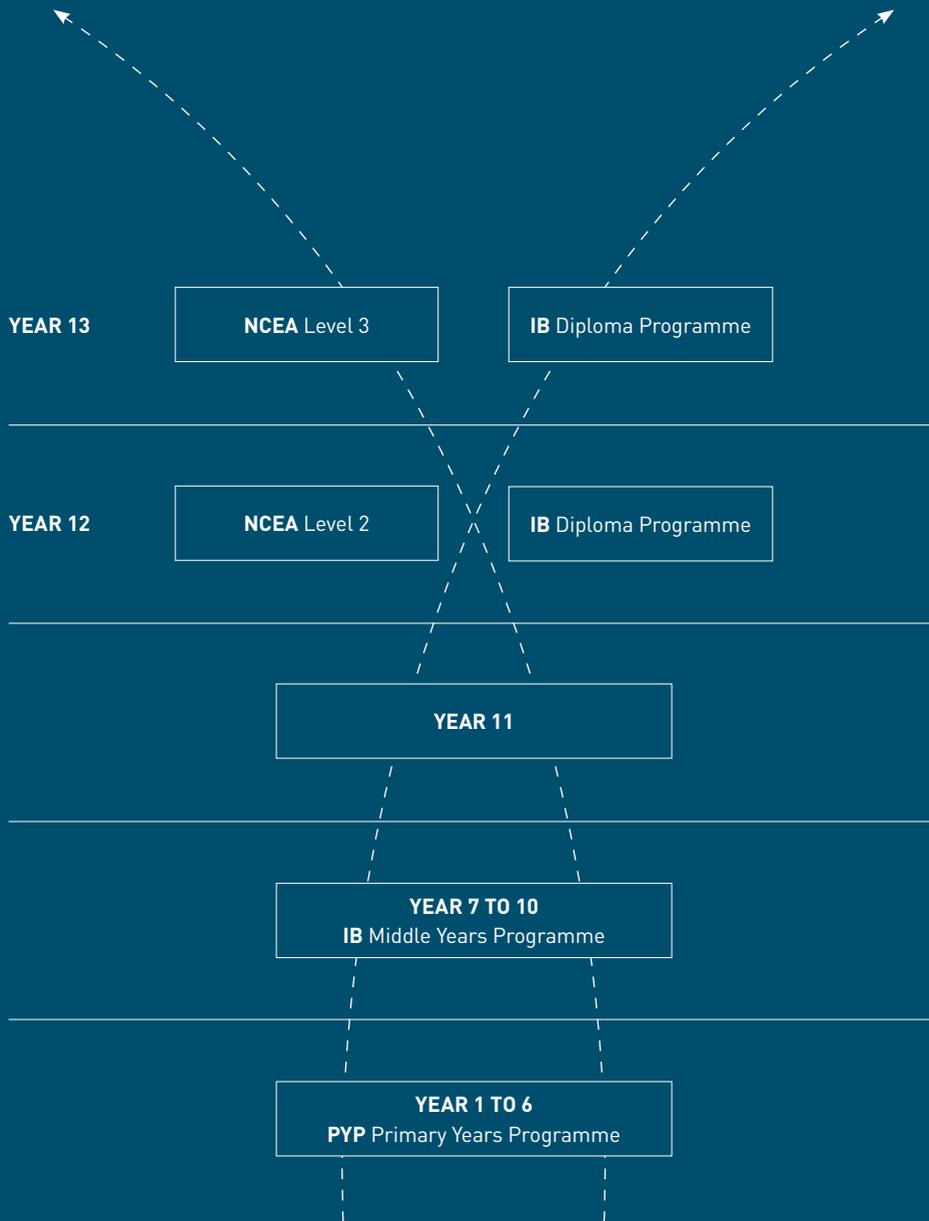
ABRAHAM LINCOLN

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**NOTE:** All Year 10 students will be issued with a 2020 Senior School Course Guide, which contains information on Senior School courses, the NCEA and the IB Diploma programmes and entry requirements for tertiary courses. Copies of this booklet are available for interested parents with children in Year 7-9, in the Senior School office.

# Our Dual Educational Pathway



## Foreword

The middle years are important transition years for all of our students as they move from primary into the middle then senior years of schooling. The International Baccalaureate (IB) Middle Years Programme (MYP) at Kristin is designed to provide a rich and varied learning experience.

We focus on personalising and tailoring the learning journey of each student through these crucial years into the next phase of their learning and the dual-pathway options (IB and NCEA) available in the Senior School.

Kristin Middle School recognises and acknowledges the increasing complexity of the changing world in which our students live, and we work alongside our students to design experiences which address holistically student's intellectual, social, emotional and physical wellbeing needs. Students are supported through varied and engaging learning experiences. These experiences encourage students to develop as life-long learners, discover their passions and build their capacities for responsible action and service within their many life contexts.

The Middle School programmes are built upon the Kristin Mission and Values, and place the student at the centre, with the emphasis on the interconnectedness of learning and a balanced education, on being future ready and by progressing with vision, integrity and love.

Middle School students are encouraged to develop clear and sophisticated understandings of how they learn best and how they can evaluate the effectiveness of their learning. All students are provided with opportunities to develop their ability

to reflect purposefully on their learning in safe and cooperative learning environments. Our integrated approach allows students to maximise their learning and develop self-awareness, independence and resilience. This will support students to develop a strong foundation and academic independence in preparation for Year 11, 12 and 13.

The development of these skills and attributes through the learning experiences offered in the Middle School at Kristin are relevant and desirable outcomes for our students. The capacity to experience change and the ability to function effectively both independently and collaboratively are critical as students face the opportunities and challenges of adolescence in our complex contemporary context, as well as their future career and education pathways beyond school.



**Dave Scott**

Middle School Principal

## Staff who can assist with course selection

Executive Principal .....	Mark Wilson
Middle School Principal .....	Dave Scott
Assistant Principal, Teaching and Learning Year 7-10 .....	Jason Gurney
Assistant Principal, Communication and Administration .....	Kate Pollard
Assistant Principal, Pastoral Care .....	Mark Haslam

### HEADS OF FACULTY (HOF) - YEARS 7-13

Faculty of Technology and Design .....	Andrew Churches
Faculty of Visual and Performing Arts .....	Nick Duirs
Faculty of Humanities and Commerce .....	Roger Lewis
Faculty of Mathematics .....	Freya England
Faculty of English .....	David Shaw
Faculty of Languages .....	Maureen Gottard
Faculty of Health and Physical Education .....	Trevor Hayes
Faculty of Sciences .....	Matthew Campbell

### MIDDLE SCHOOL YEAR LEVEL AND ASSOCIATE DEANS

Year 7 Dean .....	tba
Year 7 Associate Dean .....	Megan Bennett
Year 8 Dean .....	Patrick Page-Wood
Year 8 Associate Dean .....	Nicola Hackett
Year 9 Dean .....	Deborah Plummer
Year 9 Associate Dean .....	Thomas Lim
Year 10 Dean .....	Mike Badger
Year 10 Associate Dean .....	Simone Small

### MIDDLE YEARS PROGRAMME

IB MYP Co-ordinator .....	John Osborne
Community Projects .....	Helen Mansfield

### SPECIALIST ADVISERS

Senior School Assistant Principal – Tertiary Futures .....	Gillian McCaskey
Senior School Deputy Principal .....	Geoff Burge
Senior School Assistant Principal (IB Diploma Programme Senior School)..	Debbie Dwyer
Gifted and Talented Education (GATE, Year 7-10) .....	Raewyn Casey
Director of International Services .....	Jenny Taylor
International Student Manager .....	Helen Kim
International Services Co-ordinator .....	Cindy Tong
Enhanced Learning Co-ordinator .....	Megan Darby
Chaplain .....	Rev. Rodney Ramsay
Guidance Counselor (Year K-13) .....	Chanel Houlahan
Head of Diverse Learning .....	Charlotte Tweedale

### YEAR 10 2020 OPTION COUNSELLING – SENIOR SCHOOL DEANS

Apollo .....	Richard Darrow	Jupiter .....	Jessica Moses
Mariner .....	Jacqui Navarro	Saturn .....	Caleb Brindle

## Middle School Year 7-10

### PRINCIPLES OF EFFECTIVE MIDDLE SCHOOLING

Our aim is to offer a developmentally appropriate, holistic programme (academic, personal development, sporting, cultural, spiritual) that is responsive to the specific individual needs of our students.

### THE MIDDLE SCHOOL AT KRISTIN WILL:

- Provide a positive, secure and supportive atmosphere in which the students' education will show balance between their cognitive and affective needs
- Focus on the processes of learning
- Be delivered by staff who respect and understand this age group.

### MIDDLE SCHOOL CULTURE

- Teachers who value working in the Middle School because they enjoy and are skilled in working with this age group
- High expectations of themselves and of each other held by students, staff and parents
- Courageous, collaborative leadership
- Every student has at least one adult advocate
- A shared vision that guides decisions and direction
- Close relationships with families and with the wider community, nurtured through strong communication.
- A positive, safe and supportive environment for staff and students

### SPECIAL FEATURES

- A curriculum that is relevant, challenging, integrative and exploratory
- A diverse guidance and support network
- Diverse learning and teaching approaches that utilise digital technology effectively
- Programmes that promote health, wellness and safety for our students
- Assessment and reporting procedures that promote quality learning
- Emphasis on service as action
- Organisational structures that promote relationships and appropriate Middle School learning
- Student centered rather than subject centered programme.

## Important Information for Parents

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An integral element of the Middle School learning programme is choice, particularly at Year 9 and 10 when Option Subjects become available.

In selecting subjects at each level, we recommend that parents and students keep in mind the following:

- Ensure that they select subjects which hold great interest for them
- Avoid specialising too early and maintain a broad range of subjects for as long as possible throughout the Middle School
- Do not drop a subject that may be needed later
- Assess carefully their skills and their areas of interest and try to develop these
- Plan their possible option choices, not just for the next year but for the years following
- If they have a future career in mind attempt to choose subjects that allow them to gain an insight into that field
- Seek advice from the many people at Kristin and at home who are able to provide guidance on subjects and career planning.

Parents and students need to be aware that some courses may not run if, for example, there are insufficient student numbers. Furthermore, with the large number of courses we offer, it is not always feasible to provide every possible combination of subjects.

Year 8 and 9 students will be counseled by Tutors/Coaches on their option selections in Term 3. Year 10 students will be counseled by their respective House Deans in the Senior School for 2020, on their option selections in Term 3, for the following year (*see page 8*).

## Middle School Student Needs & Characteristics

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The period of Middle Schooling (10 to 15 years) involves immense change for students. In planning educational outcomes for them, the paramount emphasis must be on the students' healthy growth and development in all areas – academic, social, sporting, cultural and spiritual.

Adolescents have social, physical, emotional and intellectual needs that can only be met through specific educational experiences that are different from either the Junior School or the Senior School. Students undergo huge changes during the time they are in the Middle School and their education during this time must directly address their needs.

**What are the needs of these young people in our Middle School? The following seven needs are based on research by Gael Dorman, a renowned American educationalist. All our programmes must be based on these needs.**

- The need for a diversity of experiences
- The need for self-exploration and self-definition
- The need for meaningful participation in school and community
- The need for positive social interaction with both peers and adults
- The need for physical activity
- The need for competence and achievement
- The need for structure and clear boundaries

# Middle School Curriculum Design

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Teaching programmes are designed to complement and stimulate learning as the student moves through the progressive sequence of physiological, academic and emotional developmental stages. Students in Year 7 and 8 are required to follow a set programme and in Year 9 and 10 students are offered choices as Option Subjects.

## FEATURES OF MIDDLE SCHOOL PROGRAMMES

- A strong emphasis on being explicitly taught superior literacy and numeracy skills
- Programmes that are adapted to the needs of adolescents
- A structured pastoral care programme and the assurance that a caring adult is assigned to each student
- A variety of programmes involving the creative arts, music, languages and leisure activities
- Opportunities for negotiation, goal setting, self-evaluation and reflection
- Programmes that provide a sense of immediate feedback and practical outcomes (hands on)
- Emphasis on high-level communication, thinking and problem-solving skills
- Education Outside the Classroom (EOTC) programmes – camps, trips, visitors, community involvement, service learning and special school events.

## DIGITAL TECHNOLOGY

In Kindergarten to Year 13 Kristin School runs programmes which exploit the rich learning potential of digital technology. During the middle years the use of technology is an integrated part of the curriculum. Students are exposed to a wide variety of technologies ranging from their tablets and laptop computers to robots and 3D printers. The students are taught to choose the best tools for their learning from a basis of personal experience and skills.

Developing student's ability to manage themselves safely and appropriately online also lies at the heart of the digital learning program. A significant focus is Digital Citizenship.

## BASE PROGRAMME

Kristin is a non-denominational school founded on traditional Christian values, one of the core values of the school. All Middle School students take part in the BASE programme. Year-level Chapel services are held several times each term encouraging worship and reflection and allowing for a high degree of student participation.

In this programme students are given the opportunity to explore issues of life and faith. Students think critically about their lives: past, present and hopes for the future. They are challenged to explore their values, ethics and world views. Students are exposed to the religions of the world and reflect on their tolerance and respect for all peoples, cultures and religions. They are given the opportunity to search for answers to some of life's big questions.

The principles of BASE are an inclusive environment of respect, care and sensitivity, understanding where all people have the right to their beliefs and world views. Though much of the teaching is Christian based, world religions and views will be included in an open way.

The BASE programme is not part of the regular timetable, but is given two full school days a year, one in the first semester and one in the second.

## ENHANCED LEARNING

Continuous support for students who have identified learning challenges is available from Year 7 through to Year 13. A team of experienced teachers work within classroom programmes, to support students in developing independent learning strategies, specific to their individual challenges. The Enhanced Learning team also work alongside subject teachers to help them understand and meet student needs within their classrooms. Year 9 students are assigned to each of the Enhanced Learning teachers, who remain with them through to the end of their schooling at Kristin.

The team also looks after Special Assessment Conditions for NCEA. Trials begin in Year 9 and 10 and applications are made to NZQA. Applications can only be made if a student meets the criteria through an Educational Psychologist report (less than 3 years old) or School-Based Evidence.

Screenings are completed to identify possible areas of strengths and weaknesses in students learning. These are administered after referrals and consultation with Deans.

At times, students can require further support in the classroom and a Teacher Aide will be recommended. This is an additional cost to parents. All of our Teacher Aides are very experienced in working with students who have learning challenges. Every effort is made to group students together to reduce the costs involved and the aim is to reduce Teacher Aide hours as students become more independent in their learning.

## DIVERSE LEARNING

At Kristin, we have adopted the term Diverse Learning to describe the multiplicity of our gifted and talented learners. Our core business for Diverse Learners is to ensure their individual learning and social/emotional needs are being met.

Students who are gifted in intellectual, sporting, creative and expressive communication, emotional intelligence and critical and creative thinking domains are all catered for in the classroom via differentiated teaching and learning opportunities. We also provide additional support and programming to cater to specific student needs. Additionally, the Enhanced and Diverse Learning teams work closely to provide for the needs of twice exceptional students.

The education and fostering of diverse learners is a highly complex area. Striking the balance between the needs of the students, the classroom, specialist gifted programmes and social development is something that comes with experience.

The Middle School has, over many years, developed considerable practical expertise. It also has the advantages and depth that come with a large school, having the facilities of the Junior, Middle and Senior schools within its physical amenities: rich information and research facilities, laboratories, theatres, specialist learning areas and teachers, Diverse Learning personnel, counsellors, education psychologists and a holistic inquiry-based curriculum can all be drawn upon by the Middle School.

Our first priority in Middle School Diverse Learning is to correctly identify gifted students, starting in Year 7. The process relies upon a range of available data: psychometric testing (where available), past and current teacher feedback, diagnostic learning information (where available) and parent, peer and self-nomination.

Parents are encouraged to provide information concerning their child's diverse learning needs to their child's teacher, Dean or the Diverse Learning team. These sources are all analysed together by the Diverse Learning team. This identification is a fluid and ongoing process and the task is regularly revisited throughout the student's time in the school.

The Middle School has extensive programmes in place to cater for students which allow for depth and challenge. These include:

- Differentiation in the classroom through the Middle Years Programme (MYP)
- The use of a heavily inquiry-based approach to the curriculum
- A series of different workshops that provide for particular needs and which are specifically designed for Diverse Learners. These include:

YEAR 7	Critical Thinking Workshops	Debating	Mathex	Philosophy
	Children's Literature Quiz	Video Making	Creative Writing	Mentoring
	Subject-specific acceleration	Robotics	Art	
YEAR 8	Critical Thinking Workshops	Debating	Mathex	Philosophy
	Children's Literature Quiz	Video Making	Creative Writing	Mentoring
	Subject-specific acceleration	Robotics	Art	Future Problem Solving
YEAR 9	Critical Thinking Workshops	Debating	Otago Maths Problem Solving	Philosophy
	Children's Literature Quiz	Creative Writing	Art	Mentoring
	Subject-specific acceleration	Photography	Market Share Game	Future Problem Solving
	Robotics			
YEAR 10	Critical Thinking Workshops	Debating	Otago Maths Problem Solving	Philosophy
	Children's Literature Quiz	Creative Writing	Art	Mentoring
	Subject-specific acceleration	Market Share Game	Ethics Olympiad	Future Problem Solving
	World Scholar's Cup	Robotics		

These are just a sample of some of the specialist opportunities we offer each year. We strive to create and match opportunities to specific student needs.

One of the great advantages of gifted pupils at Kristin is the high number of students with abilities in a wide variety of areas, ranging from high intellectual ability and potential. Through artistic and musical talent, to sport. This means that students can be clustered, if appropriate, with others of like skills and interests for educational purposes both within the regular classroom and outside of traditional teaching boundaries. The numbers involved allow us to run programmes that would be all but impossible in other circumstances.

One way we work to meet our diverse learners' need to work with like-minded others is the Critical Thinking workshops. Here, we provide students an opportunity to collaborate with others on an area of thinking that interests them.

## FORENSICS@KRISTIN

The annual Forensics Camp was introduced in 2011. It caters for Year 7 and 8 students who are enrolled as detectives in a programme run by Year 9 and 10 students in an exciting crime scene analysis and subsequent trial, all of which takes place over a five-day period during the July holidays.

Year 8 students get to learn forensic techniques and use teamwork to solve the crime and run the trial. Year 9 students learn management and teamwork skills in order to create and run scenarios.

Year 10 students learn leadership skills. The Year 9 and 10 Logistics team also learn to project-manage, cater and run a small business.

## ENGLISH LANGUAGE ACQUISITION

This is an option choice for students who speak English as a second language. However, students who are assessed as requiring support will be directed to this subject.

## CAREER SERVICES

Career Education and Guidance programmes are being implemented within the curriculum at each level in accordance with the Ministry of Education guidelines. Students may also be referred to the Senior School Assistant Principal of Tertiary Futures for individual career counseling. Further information on subject selection and minimum entry levels is in the section "Entry to Tertiary Courses" (*see the Senior School Curriculum Handbook*).

## HOW ARE STUDENTS ASSESSED?

Teachers organise continuous assessment over the course of the programme taking account of specified criteria that correspond to the objectives for each subject.

The MYP offers a criterion-referenced model of assessment. This means that students' results are determined by performance against set standards, not by each student's position in the overall rank order.

Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These may include:

- Open-ended, problem-solving activities and investigations
- Organised debates
- Hands-on experimentation
- Reflection
- Analysis

Assessment strategies, both quantitative and qualitative, provide feedback on the thinking processes as well as the finished piece of work. There is also an emphasis on self-assessment and peer-assessment within the programme.

## MYP ASSESSMENT CRITERIA

Each subject area has a set of unique criteria that are used to assess student work. The maximum grade awarded for each criteria is 8.

SUBJECT	CRITERIA A	CRITERIA B	CRITERIA C	CRITERIA D
Language & Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communication	Using language
Individuals & Societies	Knowing and understanding	Investigating	Communication	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communication	Applying mathematics in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical & Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Planning	Reflecting
Interdisciplinary	Integrating knowledge and understanding	Learning in context	Communicating	Reflecting

# IB Learner Profile



The aim of all IB programmes is to develop internationally-minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

## IB LEARNERS STRIVE TO BE:

### Balanced

We understand the importance of balancing different aspects of our lives - intellectual, physical, emotional and spiritual - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

### Courageous

We approach uncertainty with forethought and determination. We work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### Inquirers

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We work with enthusiasm and sustain our love of learning throughout life.

### Communicators

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### Open-Minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### Thinkers

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

## Academic Honesty

### They are principled and always:

- Aim to write in their own words rather than 'copy and paste'
- Subject their own work in tests and assessments
- Acknowledge the use of other peoples' words and works
- Include an APA formatted bibliography with their research and inquiry
- Respect copyright laws when they are photocopying and downloading files

# International Baccalaureate Middle Years Programme

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The IB Middle Years Programme (MYP) provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world, and become critical and reflective thinkers.

In the MYP, students study eight subject groups. Distinctive features of the MYP include:

- Key and related concepts are big ideas, which form the basis of teaching and learning in the MYP. They promote learning within and across traditional disciplines.
- Global contexts provide shared starting points for inquiry into what it means to be internationally minded, framing a curriculum that promotes multilingualism, inter-cultural understanding and global engagement.
- Approaches to teaching and learning are skills which help students manage their own learning. They provide a foundation for success in further education and the world beyond the classroom.
- Service as action (community service). Students take action when they apply what they are learning in the classroom and beyond. IB learners strive to be caring members of the community who demonstrate a commitment to service – making a positive difference to the lives of others and to the environment.
- Language and identity – MYP students are required to learn at least two languages, their mother tongue and one other. Learning to communicate in a variety of ways is fundamental to their development of inter-cultural understanding and crucial to their identity affirmation.

Assessment in the MYP is criterion referenced, so students around the world are assessed against pre-specified criteria for each subject group. A variety of assessment strategies are used to enable students to best demonstrate the learning that has taken place. Tasks are set by teachers throughout the course of the programme and are assessed internally in the school.

# The IB Community Project

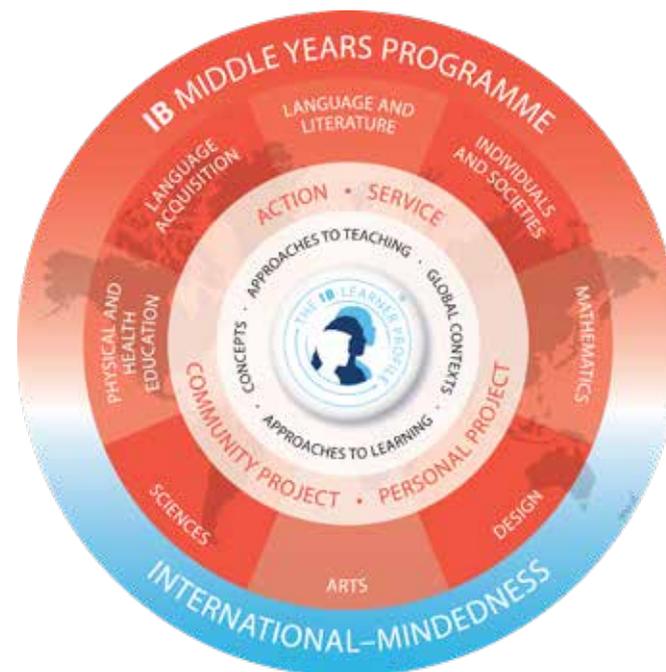
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As the culmination of the MYP, students are expected to complete a Community Project. This is a major project with a focus of their choice, completed under the close guidance of a supervising teacher.

This is a rewarding opportunity for Year 10 students to undertake a service and action project that inspires them, demonstrates their abilities as good learners, and practically facilitates social responsibility. The Community Project offers students the opportunity to collaborate, if they choose, to complete their inquiry and service with one or two other students.

The process, expectations and requirements of the Community Projects are presented to students through regular workshops, although this significant project is essentially extra-curricular and is completed during students' own time. Each year the Community Project resource is published as a complete online guide for students and their parents.

An information evening is also held in Term 1 for parents of Year 10 students. The common theme is that the Community Project has intrinsic worth that will benefit the student and others, and is a project approached through one of the MYP's Global Contexts. The projects culminate with a presentation to an audience of peers, teachers and parents. Parents are most welcome to discuss any queries about the Community Project with the co-ordinator, Mrs Helen Mansfield.



# Middle School Homework Policy

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Middle School students at Kristin are provided with a wide range of opportunities. Staff acknowledge that Middle School students require a balanced and healthy lifestyle which involves academic, sport, culture, social life and family. Therefore, the amount of time provided for homework will reflect this balance. *(Lillico, 2014)*

## HOMEWORK SHOULD BE A BALANCE OF:

- Physical activity
- Cultural pursuit
- Revisiting what is learned at school
- Learning household tasks.

Homework enables our students to become independent learners. It also provides students with the chance to reflect on their day's learning.

## HOMEWORK WILL:

- Be introduced and explained by teachers who are mindful and supportive of the fact that students and their families lead busy lives. Homework tasks will recognise and value the vast learning opportunities that already take place within the home
- Incorporate a diverse range of activities which promote lifelong learning
- Encourage all students to pursue an active lifestyle, by valuing sports and other physical activities that students engage in
- Develop students' study habits e.g. organisation, persistence, time management, responsibility and independence
- Inspire and motivate students and encourage their creativity when presenting and documenting their evidence
- Support current classroom learning or what is about to be learnt
- Provide opportunities for students and their families to interact in the learning process
- Encourage the use of resources available outside the school environment e.g. community members, local libraries and the media
- Have clear learning intentions and suitable success criteria
- Provide a positive link between home and school that enhances a child's learning
- It is better for student learning to do small amounts of homework (chunks) regularly rather than a large amount all at one time *(Hattie)*.

## ADMINISTRATION

The amount of homework set will be at the discretion of the teacher, but in general terms, a student's total homework schedule from all subjects will **not exceed the following:**

### YEAR 7

Home Room teachers monitor all homework. Focus for all homework per week is a maximum of:

Language acquisition 35 minutes /  
Literacy 35 minutes / Numeracy 35 minutes

The balance of all other homework will be at the discretion of the homeroom teacher, the student and the student's parents.

#### This could include such things as:

- Physical activity
- Revisiting what is learnt at school
- Cultural pursuits
- Learning household tasks
- Reading for pleasure
- Learning a musical instrument

### YEAR 8

Home Room teachers monitor all homework. Focus for all homework per week is a maximum of:

Language acquisition 35 minutes /  
Literacy 35 minutes / Numeracy 35 minutes

The balance of all other homework will be at the discretion of the homeroom teacher, the student and the student's parents.

#### This could include such things as:

- Physical activity
- Revisiting what is learnt at school
- Cultural pursuits
- Learning household tasks
- Reading for pleasure
- Learning a musical instrument

### YEAR 9

No student in Year 9 will exceed 3 hours of homework per week. The balance of all other homework will be at the discretion of the student and the student's parents.

#### This could include such things as:

- Physical activity
- Revisiting what is learnt at school
- Cultural pursuits
- Learning household tasks
- Reading for pleasure
- Learning a musical instrument

### YEAR 10

No student in Year 10 will exceed 5 hours of homework per week. The balance of all other homework will be at the discretion of the student and the student's parents.

#### This could include such things as:

- Physical activity
- Revisiting what is learnt at school
- Cultural pursuits
- Learning household tasks
- Reading for pleasure
- Study for examinations
- Community Project
- Learning a musical instrument

## HOMEWORK FEEDBACK

- All work should be acknowledged by the teacher in writing (tick, comment etc) or verbally to the student
- Where possible and appropriate, precise feedback should be provided relating to what the student needs to do to effect improvement
- Staff will monitor students who do not complete required homework and alert the Dean about any students they have concerns about
- If a student is under-performing, it is required of staff that they take action. Staff will talk to the student, talk to the parents and talk to the Dean.

## ASSESSMENT CALENDAR

An assessment calendar is created each term for every year level, outlining all the term's subject assessments and the dates due.

The Assessment Calendar is a means by which students are supported with their personal planning and organisation so that not only can their assessments be completed on time but also to a high standard. The assessment calendar for each year level is located on myChild on the school website and on the student's myKristin class calendar.

## HOMEWORK CLUB

The Middle School Homework Club runs three times a week and provides the opportunity for students to practise good homework habits and to gain support with specific subjects and areas of difficulty.

# Student Welfare

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The fundamental goals of Kristin's Student Welfare programme are to promote involvement between teachers and students and to ensure that each student's individual welfare is promoted. Every student needs to have a relationship with at least one adult that is characterised by warmth, concern, understanding and openness.

Each student is placed in a tutor group whereby, on a daily basis, they meet with the same student group and tutor teacher for the calendar year. Each year level has a Dean and an Associate Dean, who has overall responsibility for the year group and works with all staff involved with students at that year level. Each Dean begins with a group at Year 7 and moves up each year with the group to the next level. The Associate Dean remains at the same year level.

The Middle School Principal, Assistant Principals, Counselors and the Chaplain are also key players in the Student Welfare programme. The Guidance Counselors work with students and their families to provide support for learning, behavioural and emotional issues.

## COMMUNICATION WITH PARENTS

A close relationship between home and school is essential for student success. Parents are urged to contact the year-level Dean about any matter affecting the welfare of their child. If in doubt parents should phone or email.

## REWARDING STUDENT ACHIEVEMENT

We place the highest priority on ensuring that not only are our students given the opportunity to succeed in a wide range of activities but that their achievements in these activities are acknowledged.

- **Treasure Chest stickers** are awarded for excellent pieces of class work. When students collect 20 stickers, they are entitled to a voucher for the Express Cafe.
- Following each set of reports, Middle School students can gain awards based on their attitude and perseverance displayed towards their learning.
- We have an extensive range of trophies and prizes handed out to Middle School students at the Cultural, Sports and Academic Prize-givings. They cover achievement, leadership potential, fair play and social skills.
- Each week, the Principal invites at least one student from each tutor group in a year level for morning tea at the '**Learner Profile Award**'. The students are selected because they have completed a piece of quality school work during the previous month.
- **Great News Postcards** – these handwritten notes are posted to students to acknowledge individual achievements.

With such a range of awards, each and every student has the opportunity to be recognised. Staff at Kristin want to be 'good-finders'.

# Kristin Attitude Profile Award Criteria



## MOTIVATION

- Show curiosity and a zest for learning
- Takes pride in learning has high aspirations
- Applies positive thinking and mindfulness
- Takes initiative to ensure purposeful learning and goals reached



## PRINCIPLES

- Acts with honesty and integrity
- Display a strong sense of fairness and justice
- Open minded and respects the dignity of others
- Takes responsibility for their own actions



## ORGANISATION

- Set goals that are challenging and appropriate
- Plans and balance time effectively to meet deadlines
- Is punctual and brings necessary resources to class
- Selects and uses technology effectively



## PERSEVERANCE AND RESILIENCE

- 'Bounce back' after adversity, mistakes and failure
- Is flexible and accepts change
- Stays focused on tasks to reach goals
- Embraces challenging experiences



## COLLABORATION AND CARING

- Communicates effectively and expresses ideas
- Learns effectively alongside others
- Respects diversity and considers perspectives
- Works effectively in teams
- Is helpful, show empathy and acts on it

## Kristin Library Information Centre (LIC)

The LIC supports the Middle Years Programme by providing a place, resources and skills for students to learn through inquiry and reading successfully. We have an award-winning library with break out rooms dedicated to fostering a love of quality literature in all its variety, areas for easy laptop use for Internet searching and word-processing as well as a fully functioning centre for all resources in different formats for all inquiry units and a comprehensive collection of fiction and magazines for young adults' enjoyment.

Our librarians are all fully qualified and are eager to help students with information services to help find relevant information and generally to answer any queries about the way information is organised. They work collaboratively with teachers across the curriculum to meet the information and reading needs of students. A group of students volunteer to be Student Librarians. They help and advise on the running of the library on a weekly roster and organise functions, competitions and events for students.

The library at Kristin is a place where staff and students are regular borrowers and where they come in classes, in small groups or individually to study, to read or to browse the displays and the Internet. The library webpages in the myKristin provide links to essential inquiry resources, websites that support curriculum learning and recreational reading promotions.

The library welcomes students from 8am-4.30pm each school day.

## Education Outside the Classroom (EOTC) – Camp Week

EOTC is a key feature of Middle School education. Within the first few weeks of Term 1, all Middle School students experience Camp Week. Students will gain new knowledge and understandings, skills and abilities, and attitudes, as well as build on those they already have. Key outcomes from this week:

- To provide students with opportunities for enjoyment, adventure and challenge, both close to home and far away
- To develop students' skills so they can move with confidence and safety in urban, rural and wilderness settings
- To help students develop respect for themselves and others by providing them with opportunities for personal and social development
- To develop independence and interdependence and to provide opportunities to strengthen links between students and staff.

## Middle School Course Chart

YEAR 7	YEAR 8	YEAR 9	YEAR 10
Language and Literature	Language and Literature	Language and Literature	Language and Literature
Individuals and Societies	Individuals and Societies	Individuals and Societies	Individuals and Societies
Mathematics	Mathematics	Mathematics	Mathematics
Science	Science	Science	Science
Physical Education/Sport	Physical Education/Sport	Physical Education	Physical Education
Language Acquisition*	Language Acquisition*	Language Acquisition*	Language Acquisition*
Health	Health	Health	Health
BASE	BASE	BASE	BASE
Arts Music/Art/Dance/Drama	Arts Music/Art/Dance/Drama	<b>Choose AT LEAST ONE arts option from the list</b>	<b>Choose ONE OPTION from the list below</b>
Technology Design Food/Materials/Hard/Soft	Technology Design Food/Materials/Hard/Soft	Music	Music
		Art	Art
		Dance	Dance
		Drama	Drama
		<b>Choose AT LEAST ONE design option from the list below</b>	Visual Design
		Digital Design	Food Product Design
		Visual Design	Textiles Product Design
		Materials Product Design	Engineering Design
		Textiles/Food Product Design	Digital Design
		<b>Select any option above or below to make up a total of four options</b>	<b>Choose one option from the list below</b>
		Consumer Economics	Future Problem Solving
		Digital Design	Visual Design
		Future Problem Solving	Second Foreign Language
		Visual Design	Sport Studies
		Outdoor Education	Engineering Design
		Sport Studies	Textiles Product Design
		Materials Product Design	Food Product Design
		Textiles/Food Product Design	Music
		Sports Academy (by invitation only)	Dance
			Food Product Design
			Digital Design
			Enterprising Economics

- **\*Languages available;** Chinese, French and Spanish
- **Sports Academy counts as two option choices.** Selected students then choose two other option subjects.

“

GIVE A MAN A FISH  
AND YOU FEED HIM  
FOR A DAY.

TEACH A MAN TO FISH  
AND YOU FEED HIM  
FOR A LIFETIME.

MAIMONIDES

”



# Year 7

CURRICULUM OVERVIEW

## Year 7 Curriculum Overview

### SUBJECTS TAUGHT BY CLASS TUTORS AS PART OF THE CORE PROGRAMME

English
Individuals and Societies

### SUBJECTS TAUGHT BY SPECIALIST TEACHERS

Mathematics
Science
Arts - Visual/Drama/Music/Dance
Physical Education/Sport
Language Acquisition
Health
BASE
Technology Design

**Note:** All subjects are compulsory in Year 7. Options are introduced in Year 9.

## Special Features of Year 7

### DIGITAL DESIGN

Basic operating procedures are taught in unison with the curriculum to provide students with effective learning skills and to meet the demands of an increasingly computer-literate society.

### EDUCATION OUTSIDE THE CLASSROOM (EOTC)

Year 7 attend a five-day camp in February and are also involved in EOTC activities during the year. Activities undertaken encourage group co-operation, initiative and personal development. Social interaction between the old and the new Kristin students in Year 7 and the building of new and existing friendships are key themes of EOTC.

### STRUCTURE OF CLASSES

There are six mixed-ability gender-balanced classes. The student's language choice determines, to some extent, which class they will be in. Mathematics classes are organised in mixed ability groupings, which may change throughout the year.

### SPECIAL EVENTS

TERM 1	TERM 2	TERM 3	TERM 4
Orientation Day	Anzac Service	Character Monologue	Community Service Day
Outdoor Education Week	Electives	Year 7 Formal	Celebration of the Year (COY)
Swimming Sports	Auckland Museum Visit	Visit to Stardome	Sports & Cultural Assemblies
Cross-Country	House Singing	Science Roadshow	Athletic Sports
	Options Day	AIMS	Auckland Theatre Company
	International Languages Wk		

# Year 7 Compulsory Subjects

### ART

The Year 7 course encourages nurturing creativity in students as well focusing on their ability to be organised and reflective. Topics and themes change from cycle to cycle and students have the opportunity to create art in both two and three-dimensional forms. Students are introduced to a range of artist models and art from different cultures is discussed. Students keep a developmental workbook to document their ideas and reflections.

Students may use their laptops to create digital art, research from websites, write reflections, make videos or presentations that document their artistic journey. In addition, the students are introduced to a range of interactive art websites.

### BASE (RELIGION, ETHICS AND PHILOSOPHY)

In the first BASE day for Year 7 the students are encouraged to explore their lives, 'My Story'. The aim is for the students to identify the uniqueness of their families and life events that have formed them and their world view.

The second BASE day will challenge students to continue exploring their 'story' through identifying and understanding the values that they live by. The day explores how values are formed and how they impact the way we live our lives.

### DANCE

Year 7 dance is a creative, athletic and highly collaborative course, that introduces students to the world of dance around them. Whole class and small group activities are structured to enable students to build their confidence in a variety of fun movement styles, ranging from hip hop, street jazz, martial arts, and kapa haka.

Students will learn about the elements of dance and how to choreograph original dances. They will experience being part of a whole class performance, and create a developmental journal that captures their reflections over the course. Topics covered include:

- What is dance?
- Warming up and cooling down
- View and respond to dance videos
- Choreography basics
- Performance techniques
- Rhythm and use of props in dance

## DRAMA

Drama provides an opportunity for the individual to develop important life skills (for example self-confidence, critical thinking, self-evaluation, creativity, teamwork and self-discipline)

It is also a collaborative process that allows us to understand ourselves and the world in which we live. Through practical experience, students in this course will work in small groups to develop a range of performance skills. They will have an opportunity to experience a variety of dramatic processes including:

- Approaches to script work
- Ensemble work
- Evaluating and reflecting on their own and others' work
- Character building
- Movement and body awareness

## LANGUAGE AND LITERATURE

In the Year 7 programme, we explore the ways in which storytelling has permeated cultures and histories around the world. We look at the value of story and storytelling, helping to explain who we are, where we have come from and what we value. Our writing skills are focused on producing both creative and persuasive pieces, improving our use of vocabulary, and including stylistic features.

## LANGUAGE ACQUISITION

At Year 7 a foreign language is studied from a choice of Chinese (Beginning or Continuing), English Language Acquisition, French or Spanish. Students will generally continue with their chosen language to the end of Year 10. The language is studied following the Accelerative Integrated Methodology (AIM) which uses a story-based approach to learning and provides an immersion experience in the classroom. The introduction of high-frequency vocabulary combined with the use of visual gestures accelerates oral production from an early stage. Activities include:

- Lessons conducted entirely in the target language from the first day
- Participating in a play in the language being studied
- Completion of listening, speaking, reading and written exercises
- Using a range of interactive websites to develop and practice vocabulary
- Learning to appreciate and develop a respect for the culture and traditions of the language

## HEALTH

Activities are designed to identify, develop and practice skills for positive social behaviour. These skills will focus on the family and friends. Students will develop strategies to promote communication, problem-solving and conflict resolution which will strengthen self-esteem and sense of well-being. Topics will include:

- Hauora – well-being
- Pubertal change
- Positive communication and friendships
- Healthy lifestyle

## INDIVIDUALS AND SOCIETIES

The aim of the study of Individuals and Societies in Year 7 is to encourage and enable students to develop and inquiring mind and basic research skills, whilst developing awareness and understanding of people and cultures in a variety of places and times. This is studied through understanding related concepts. The following will be studied:

- **Exploring our World** – history of exploration and the development and recording of maps. Leading on to general world geography and map reading skills
- **Scars on the Heart** – how hardships of WW1 contribute to change. This is a transdisciplinary unit with English
- **New Frontiers** – an interdisciplinary unit with Science where students explore the challenges, innovations and leadership styles of explorers
- **We Live on a Hotspot** – a trans-disciplinary unit with English whereby students explore Auckland's unique landscape brings its own challenges requiring societies to adapt and respond accordingly.

## MATHEMATICS AND STATISTICS

Mathematics is all around us and, in Year 7, students are encouraged to become more aware of this by learning to apply logic and reasoning in real life situations; to reflect on the usefulness of understanding relationships between numbers; to gain insight into the development of patterns. Students will:

- Discover the usefulness of understanding probability in order to have a better chance at winning a game like Cluedo
- Use a range of number strategies to answer questions quickly and easily
- Find patterns and relationships in natural events and learn to express these using words, symbols or rules.

## MUSIC

A dynamic and exciting music programme covering performance, appreciation and composition has been developed for Year 7 students. They are catered for at their ability level and are exposed to the use of a wide range of musical skills. They will perform original works and be challenged to explore a variety of musical experiences. Year 7 students can join the Year 7 and 8 choir or the Middle School orchestra as well as form rock bands and perform in Kristin's musical events.

## PHYSICAL EDUCATION

The aim of our Physical Education programme in Year 7 is:

- To develop and build skills and knowledge that enable students to participate successfully across a range of different activities
- Students will have a basic introduction into the importance of warm-ups and related aerobic activities, allowing students opportunities to increase base fitness levels
- Striking skills utilising the driving range
- Continue to develop the essential run, jump and throw skills through an athletics module
- Provide opportunities to explore different movement patterns and forms.

## SCIENCE

In Year 7 Science the emphasis is on encouraging students to develop an inquiring mind into the scientific world through hands-on fun and meaningful investigation. Students will be introduced to all of the scientific disciplines throughout the year where they will become familiar with scientific knowledge, language and skills.

### In Year 7 students cover the following topics:

- **Building Blocks of Science** – an introduction into the scientist’s workplace, laboratory practice and skills
- **Change Matters** – a look at what makes up the world around us. Students look at how acids and alkali can be used in everyday life
- **Our Place in Space** – investigating the challenges of space exploration in our solar system and beyond
- **We Live on a Hotspot** – a look into New Zealand’s geological features and how they are continually changing

## SPORT

One Sport lesson per 7-day cycle provides an opportunity to encourage competition across a variety of activities reinforcing and building on the Physical Education programme. This provides a healthy competitive environment and helps reinforce the Middle School House Points competition as they compete in House groups. Games include:

- Large and small ball team games
- Climbing/Bouldering
- Dance
- Traditional and non-traditional games
- Fencing
- Sports Fitness

## TECHNOLOGY DESIGN

Students are encouraged to become confident in using a variety of materials. They will address needs and opportunities through the use of skills and processes to solve practical design problems. This course emphasises basic technology skills and is timetabled into Materials Product Design and Food Product Design. There are two lessons per cycle in each of the six month courses.

### Topics covered:

- **Materials Product Design** – basic construction and experimenting with construction
- **Food Product Design** – simple meals and basic nutrition.



# Year 8

## CURRICULUM OVERVIEW

## Year 8 Curriculum Overview

### SUBJECTS TAUGHT BY CLASS TUTORS AS PART OF THE CORE PROGRAMME

English
Individuals and Societies

### SUBJECTS TAUGHT BY SPECIALIST TEACHERS

Mathematics
Science
Arts - Visual/Drama/Music/Dance
Physical Education/Sport
Language Acquisition
Health
BASE
Technology Design

**Note:** All subjects are compulsory in Year 8. Options are introduced in Year 9.

### SPECIAL EVENTS

TERM 1	TERM 2	TERM 3	TERM 4
Cross-Country	Anzac Service	Year 8 Formal	Community Service Day
Swimming Sports	Elective Programme	Science Roadshow	Long Bay Reserve
Camp Week (Raglan)	Auckland Zoo Trip		Athletic Sports
Tiritiri Matangi Trip	House Music Competition		
	International Languages Wk		

## Special Features of Year 8

### DIGITAL DESIGN

The Year 8 programme is a continuation of the one begun in Year 7 and further refines the students' computer skills. Digital technology is integrated into all curriculum areas. By the end of Year 8, students will have exposure to making a podcast, a video, a Prezzie, infomercial and using publishing techniques and creating a digital portfolio. A major focus will be ensuring that students also regularly back up their work using various methods, such as Google Drive.

### EDUCATION OUTSIDE THE CLASSROOM (EOTC)

Year 8 attend a five-day camp at Raglan, in February, involving a variety of cultural and physical activities. Group co-operation, initiative and personal development are encouraged. The students' experiences focus on, and develop an appreciation for, our bicultural diversity.

### STRUCTURE OF CLASSES

There are six mixed-ability gender-balanced classes. The student's language choice determines, to some extent, which class they will be in. Mathematics classes are organised in mixed ability groupings, based on test results, numeracy and classroom observations.

### THE WILLIAM PIKE AWARD

All students in Year 8 will take part in The William Pike Challenge Award. Leadership opportunities, volunteering and mentoring experiences build the strength and resilience of young people, and give them access to new experiences, people and skills.

This is an inspiring youth development programme that assists individuals, schools and their teachers in fostering personal development among students through;

- Five outdoor activities
- 20 hours of community service
- 20 hours of passion projects
- For positive youth development to occur, young people need a range of experiences including opportunities to:
  - Contribute towards one's community
  - Build and master skills – specifically through outdoor activities and passion projects
  - Develop a sense of mattering – through community service and passion projects
  - Learn how to form close, durable human relationships by engaging with one's community and working closely with peers and parents

# Year 8

## Compulsory Subjects

### ART

The Year 8 course continues to nurture creativity using a range of topics and artistic processes. There is a focus throughout the programme of maintaining good organisational and reflective skills while also encouraging risk-taking. A variety of media is introduced throughout the cycle and the emphasis is on 'having a go' and enjoying the experience. Year 8's have the opportunity to create both two and three-dimensional art and have the extra fun of using clay to create a ceramic sculpture.

Artist examples and art from different cultures are discussed, compared and contrasted. The students use a developmental workbook to organise their research, ideas and reflections throughout the process.

Students may use their laptops to create digital art, research from websites, write reflections, make videos or presentations that document their artistic journey. In addition, the students are introduced to a range of interactive art websites.

### BASE (RELIGION, ETHICS AND PHILOSOPHY)

In Year 8 the BASE programme continues to challenge students to explore aspects of their own lives. It starts on the first BASE day where, through fun activities, they are challenged to identify what they believe about right and wrong and the impact that their decisions have on people around them. On the second BASE day, students are encouraged to be thoughtful about how they portray themselves to other people, especially in social media.

### DANCE

Year 8 Dance is an opportunity for students to expand their experience in dance as an art form. Students will experience the basic elements of dance, explore movement, choreograph and present their own dance sequences as well as experiencing a variety of styles. Students will explore dance in greater depth through tasks and activities with a focus on choreography. Students will view, respond to and understand a range of dance styles from a variety of cultures and contexts. Through this collaborative exploration of performance and choreography, they will develop a class dance for performance, incorporating costumes and props. Topics covered include:

- Warming up and cooling down
- Cultural dances
- Choreography skills
- Viewing and responding to dance
- Costumes and props in dance
- Performance techniques

### DRAMA

Drama is the expression of ideas, feelings, and human experience which enriches the lives of individuals and gives voice to communities. In drama, real or imagined actions and events are created and enacted. Building on the subject-specific and life skills developed in the Year 7 curriculum, Year 8 Drama is designed to give students an opportunity to develop a collaborative ethos while extending their skills in the following areas:

- Working in groups
- Selecting and applying Drama conventions
- Devising effective drama
- Evaluating and reflecting on their own and others' work

### LANGUAGE AND LITERATURE

During the course of the year we will develop and enrich our literacy skills through an increasing range of texts from New Zealand and overseas. Students gain an insight into moral, social, and environmental factors which are impacting teenagers and writers around the world. Research skills are beginning to increase in complexity with students evaluating the credibility of information and sources.

### LANGUAGE ACQUISITION

At Year 8 students continue to study the language chosen in Year 7 following the AIM programme which provides an immersion experience. The focus remains on accelerating oral fluency in their chosen language and broadening their knowledge of high frequency vocabulary. Students complete the following activities:

- Extension of their listening, speaking, reading and writing skills
- Continuation of lessons conducted in the target language
- Broadening cultural understanding of their chosen language
- Use of digital technology to further their understanding
- Participation in a longer play conducted entirely in the language they are studying and written work based on the play.

### HEALTH

Activities are designed to increase student's skills in maintaining their own well-being and caring for others. Students will be encouraged to keep a balance in life while recognising the influences of peers, social stereotypes and lifestyle factors on personal identity and self-worth. Topics include:

- Well-being and mental health
- Friendships and resiliency
- Social media and personal safety
- Nutrition
- Puberty and peer pressure

## INDIVIDUALS AND SOCIETIES

The aim of the study of Individuals and Societies in Year 8 is to encourage and enable students to develop an inquiring mind and good research skills when investigating perspectives, values and attitudes towards the environment and society. This is studied through the understanding of related concepts. The following units of work will be studied:

- **New Zealand, our Place** – appreciate the role that NZ’s unique environment and bicultural heritage has on the evolution of our Kiwi identity. This is a transdisciplinary unit with science
- **Debate of Our Time** – issues surrounding the impact economic and technological advancement, have on the balance earth’s ecosystems as stakeholders compete for limited environmental resources. This is also an Interdisciplinary unit, combining humanities, mathematics and English
- **Children in Crisis** – issues surrounding children and their rights as a global concern
- **Mapping and Field Work** – Reading, drawing and interpreting a variety of maps including orienteering activities.

## MATHEMATICS AND STATISTICS

Mathematics is all around us and, in Year 8, students are encouraged to become more aware of this by learning to apply logic and reasoning in real life situations; to reflect on the usefulness of understanding relationships between numbers; to gain insight into the development of patterns.

### Students will:

- Observe how shapes move and turn and see how shape can be found in Maori crafts
- Use mathematics to investigate how we can help save our planet
- Help our school community by posing relevant and interesting questions in order to collect useful data.

## MUSIC

A dynamic and exciting music programme covering performance, appreciation and composition has been developed for Year 8 students. They are catered for at their ability level and are exposed to the use of a wide range of musical skills. Students will perform prepared pieces and be challenged to explore a variety of musical contexts. Year 8 students can join the Year 7 and 8 choir and the Middle School orchestra.

## PHYSICAL EDUCATION

The aim of our Physical Education programme in Year 8 is:

- Continue to develop and build skills and knowledge that enable students to participate successfully across a range of different activities, utilising a Games for Understanding approach
- Expand students’ knowledge of the basic principles of training and how these relate to them individually, including monitoring their heart rates and the effects of exercise, and allowing students opportunities to increase base fitness levels
- Explore and investigate the basic levels of strategic and tactical thinking in game play through hockey and touch rugby
- Continue to develop the essential run, jump and throw skills through an athletics module
- Provide opportunities to explore the value of cooperation, planning and teamwork.
- Continue to build on golf and striking skills from Year 7

## SCIENCE

The emphasis in Year 8 is on developing scientific method and observations in investigations, along with improving scientific literacy. Contexts for study are:

- **Unique NZ** – a trans-disciplinary unit with Humanities about the unique features of New Zealand’s flora and fauna and the importance of conservation
- **Energy Forever?** – a look at energy in our world and how we can integrate more efficient energy resources into our daily lives
- **Elements of Our Future** – investigating the periodic table and the properties of the metals we use
- **Active Body** – a focus on how our body systems work together to create an efficient machine.

## SPORT

One Sport lesson per cycle provides an opportunity to encourage competition across a variety of activities, reinforcing and building on the Physical Education programme. This healthy, competitive environment reinforces the Middle School House Points competition. Games include:

- Large & small ball team games
- Climbing/Bouldering
- Dance
- A variety of traditional and non-traditional games
- Fencing
- Sports Fitness

## TECHNOLOGY DESIGN

Students are encouraged to become confident in using a variety of materials to address needs and opportunities. Through the use of technology skills and processes, students solve practical design problems using the design process. This course emphasises basic skills and covers areas in Food Textiles Materials from the curriculum.

- **Materials Product Design** – Basic construction techniques using hand tools and machinery
- **Textiles Product Design – Sustainable Design** – design & create a product reusing recycled materials.

“

EDUCATION IS NOT  
PREPARATION  
FOR LIFE;  
EDUCATION IS  
LIFE ITSELF

JOHN DEWEY

”

A young woman with light brown hair, wearing a white short-sleeved shirt and a dark green and white striped tie, is sitting at a desk in a classroom. She is focused on painting with a blue brush. In front of her is a palette with various colors of paint. The background shows a classroom setting with a window and some posters on the wall.

# Year 9

CURRICULUM OVERVIEW

## Year 9 Curriculum Overview

COMPULSORY SUBJECTS	CHOOSE AT LEAST ONE ARTS SUBJECT	CHOOSE ANY OF THE OPTIONS BELOW TO MAKE UP A TOTAL OF FOUR OPTIONS
English	Art	Consumer Economics
Individuals and Societies	Dance	Digital Design
Mathematics	Drama	Future Problem Solving
Science	Music	Visual Design
Physical Education	Choose AT LEAST ONE design option from the list below	Outdoor Education
Language Acquisition*	Digital Design	Sport Studies
Health	Visual Design	Engineering Design
BASE	Engineering Design	Textiles/Food Product Design
	Textile & Food Design	Sports Academy**

\*\* Sports Academy by invitation only

\* All students take one or two foreign languages, chosen from:

- Chinese
- English Language Acquisition
- French
- Spanish

A foreign language is compulsory at Year 9 level and is continued to the end of Year 10.

### OPTION CHOICES

All options are half-year courses. All students take a language and then make **FOUR** option choices, ensuring they meet the option guidelines described. Those taking two language options choose only two options from the list, ensuring that they meet the option guidelines described.

**All Year 9 students are required to take at least one design subject and one arts subject.**

## Special Features of Year 9

Students are in a period of rapid physical and mental maturity. We recognise the need to give students every assistance to cope with this important period of transition in their lives. A number of new students also enter the school at this time; therefore a key goal is to provide new students with a welcoming introduction to the school. The development of all Year 9 students is ensured through:

- A tutor system allowing close support for student progress in all areas
- A challenging camp, allowing for development of personal responsibility
- A buddy system for students new to Kristin.

### PASTORAL CARE

It is very important that students receive support, encouragement and advice in academic, emotional, social and spiritual areas. To this end, students take part in the Year 9 Pastoral Care programme. This takes place within the teaching day and covers areas such as:

- Chapel services
- Dean's Assemblies which are organised by the Class Captains
- Showcasing student work
- Study skills workshops and careers counseling
- Guest speakers who present on curriculum-related topics
- Academic Honesty
- Cyber-safety
- Experiencing how they personally learn most effectively
- Leadership and service

Year 9 students have two Pastoral Care periods per teaching cycle. Students alternate between assembling as a House or working with their Pastoral Care teacher.

### SPECIAL EVENTS

TERM 1	TERM 2	TERM 3	TERM 4
Outdoor Education Wk	Anzac Service	Formal Speech Competition	Community Service Day
Swimming Sports (optional)	"Get a Life" Presentation	Family Planning Session	Celebration of the Year (COY)
Cross-Country	Cross-Country	Year 9 Formal	Sports & Cultural Assemblies
Athletic Sports	International Languages Wk	Maritime Museum Visit	Rainbows End Visit
Foundation Day			Prize-giving
North Shore Beach Visit			9 Lives Video Camp (selected students)

## SELECTION OF CLASSES

This is undertaken on the following basis:

- Assessment tasks from the previous year's work
- Acknowledgment of the need for gender balance in the Year 9 classes
- Social groupings from the previous year will be considered
- The student's academic record from the previous year
- All students entering Year 9 will complete a placement test at the Orientation Day held in Term 4.

## 9 LIVES SHORT MOVIE CREATION

Nine students from Year 9 are selected to take part in a short movie creation. The selected nine students will learn how to use the sophisticated Canon video equipment, green screen and video editing equipment.

They will experience three intense days of filming in and around Auckland. The team will be supported by Kristin School's video production expert Ian Robinson and the Assistant Principal Jason Gurney who will join the students for the duration of the production.

## Sports Academy Programme

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In 2020 a selected number of students will have the opportunity to develop their sporting prowess, as well as develop their core strength and movement competency, within the Year 9 Sports Academy class. The class of 2020 will be limited to between 18 - 20 students who play for Kristin in our main team sports. Students with a passion for sport outside of the main team sports will be welcome if space permits. In partnership with AUT Millennium and Athlete Development, students will have five periods per seven day cycle as a subject option within the curriculum.

### Timetable implications for those selected for the Sports Academy option:

- Students will complete the Sports Academy over the course of the year (two semesters)
- This will count as two of their option choices. Selected students are then able to choose two other option subjects of their choice
- Due to the complexity of timetables and option lines, there is the possibility that some students will not be able to take some of their chosen options. If a student's options do clash with the Sports Academy Programme, they will be contacted by the Director of Sport once the option selection process is completed. They will then need to consider other option subjects
- Students will be tested on speed, power, strength and fitness (yo-yo) and individualised training programmes will then be developed
- All students will be retested thorough each term or 8-week training period
- Benchmarks and targets will be set and students are expected to reach these. Any student who does not may be removed from the programme
- Training on core strength, basic movement, speed and power, agility and individual skills training will take place throughout the year
- All students are expected to maintain an accurate training diary recording dates and details of every training session
- All students are expected to also identify any areas of weakness and strength so that they are able to train accurately and with a focus
- The focus will be on long term development of both skill sets and physical conditioning
- The theory side of the course, will include education on nutrition, goal setting, mental toughness, the importance of stretching, meditation/visualisation and latest sport theory along with a focus on learning about yourself and how different personalities work
- There will be cross training, including boxing, orienteering and climbing. Access to sports testing through the AUT Millennium will also feature in the programme
- The emphasis will be on building from within Kristin Sport, students who will go on and represent Kristin at first team level. This pathway, will ensure Kristin is recognised as a school, with a sports programme prepared to challenge and motivate our own students in their chosen sport.

# Year 9

## Compulsory Subjects

### BASE (RELIGION, ETHICS AND PHILOSOPHY)

In the Year 9 BASE programme the students are encouraged to start evaluating some of the 'big' issues of life. On their first BASE day, they are taken on a tour of places of worship where the focus is on symbols and rituals that express what the religions believe about life and how they interpret the realities of life. In the second BASE day, students are drawn to how they see life, their world view. This is done by asking students to consider where they find meaning and purpose in life.

### LANGUAGE AND LITERATURE

In the Year 9 programme, we explore the ways in which societal issues are represented through a range of texts. We look not only what writers have to say about the big issues which confront society but also how these texts challenge the thinking and actions of the reader. A literature study is undertaken by every student, which aims to expand the boundaries of what the student is thinking about.

### LANGUAGE ACQUISITION

All students continue to study their language chosen at Year 7. In special circumstances they may change their language choice with the permission of the Principal and Assistant Principal Teaching and Learning.

New students to Kristin study a language from a choice of Beginning Chinese, French or Spanish until the end of Year 10. These beginning classes are offered at the discretion of the Principal of the Middle School and are subject to numbers.

#### Activities in Year 9 include:

- Intensive oral practice with a native speaker
- Use of a range of digital media including videos, audio files and interactive websites to develop understanding and vocabulary
- Developing an appreciation and respect for another culture
- The study of differences between cultures including food and daily routines
- Continued development in listening, reading, speaking and writing skills.

### HEALTH

Students will learn skills, knowledge, strategies or managing challenges in everyday life and their relationships with others. They will make choices relating their individual wellbeing which will include food and physical activities to ensure they have a healthy, happy and fulfilling life.

#### Topics include:

- Mental health and hauora
- Food and physical activities
- Sexuality
- Drugs and safe choices

### INDIVIDUALS AND SOCIETIES

The aim of the study of Individuals and Societies in Year 9 is to encourage and enable students to develop an inquiring mind and effective research skill when investigating perspectives, values and attitudes towards the environment and society in a variety of places and time. This is studied through the understanding of related concepts. The following units of work will be studied:

- **Life's a Beach** – through an inquiry into the interaction between coastal environments and human societies, students will understand that sustainable natural environments require individual and community responsibility, focus will be identifying issues facing North Shore beaches
- **Lost Civilisations** – how civilisations and societies have developed over time and across space evolving into modern day societies
- **Melting Pot** – a contemporary investigation into New Zealand immigration and how it both challenges and enriches New Zealand society
- **Change** – inquiry into the concept of change involving understanding and evaluating causes, processes and consequences.

### MATHEMATICS AND STATISTICS

The Year 9 mathematics and statistics course uses the foundations of the previous years to further extend the students' logical thinking and reasoning. They are encouraged to see and make connections, both within and across the strands covered, giving plausible justification for their arguments.

#### Students will:

- Become familiar with the everyday arithmetic of financial matters
- Develop a deeper understanding of probability in order to make relevant predictions and give helpful advice to the community
- Understand mathematical relationships by being able to interpret graphs and symbols.

## PHYSICAL EDUCATION

The aim of our Physical Education programme in Year 9 is:

- Reinforce and extend skills and knowledge that enable students to participate successfully across a range of small ball activities, utilising a Games for Understanding approach
- Students will apply knowledge of the basic principles of training and how these relate to pre-game/activity warm ups in both a practical and theoretical nature
- Provide opportunities to explore different movement patterns and forms through parkour and use them to respond to their surroundings.
- Provide opportunities to apply strategic and tactical thinking in game play at a higher level in both modified and traditional games

## SCIENCE

In Year 9, students continue to develop their understanding of the scientific process and how science influences our lives at a local and global level. Appropriate contexts and learning experiences are used to help students understand the key concepts and ideas.

### The following topics are studied:

- **Water for Life** – a study of the chemistry of water and its' importance for life. Students reflect on the issue of the global water crisis and look at ways that clean fresh water can be accessed by all
- **Plantastic** – a focus on the importance of plants on our planet. Students look at all aspects of the plant from seed growth to providing us with food for our table
- **Growing Up** – a study into the scientific processes of adolescence and the nutrition needed to fuel a growing body
- **Fun Park Physics** – a focus on how forces and energy are used to thrill us.

# Year 9 Option Subjects

All options are half-year courses.

Students **must** take a language and then make **FOUR** option choices.

Those taking two language options choose only two options.

Students in Year 9 are required to take at least one **design** subject and one **arts** subject.

## ART

The Year 9 course is an optional course for students where they are encouraged to become open-minded and knowledgeable about art. Again, their natural creativity is encouraged. Artist models and art from different cultures are discussed, compared and contrasted. Students are also encouraged to begin looking at the world around them and to investigate galleries and artistic styles in more depth.

Students continue to use a developmental workbook and their laptop to document their research, ideas and reflections. Students may use their laptops to create digital art, research from websites, write reflections, make videos or presentations that document their artistic journey.

## CONSUMER ECONOMICS

This course provides students with an understanding of fundamental economic concepts, a broad appreciation of how markets work and the skills and knowledge to be discerning consumers.

Within the global context of Fairness and Development, students are introduced to the concepts of scarcity, inequality, choice and consumption. They are encouraged to analyse the economic choices they make, and to justify potential consumer decisions appropriate to their age.

## DANCE

The Year 9 Dance programme is an introductory course aimed at students of all abilities and experience. Students sample a diverse range of dance styles, discover tools to create imaginative and original dances and learn how to perform confidently on stage. There is a particular emphasis on experimentation and learning to take artistic risks through collaborative and structured group activities. The course complements performance skills learned in dance lessons outside of school and leads to Year 10 Dance.

### The curriculum covers:

- What is Dance?
- The elements of dance
- Choreographic skills and devices
- Performance skills and technique
- Investigating the history and features of hip hop and haka
- Sample lessons in a range of theatre, social and ethnic dance styles
- Exploring rhythm and props in dance
- Safe dance practice and stage etiquette
- Reflection methods and rehearsal logs

## DIGITAL DESIGN

This DT programme is a dynamic and varied half-year optional course. Building and expanding on their ICT skill base, students will explore some of the diverse aspects of IT and apply these in practical, engaging, creative mediums.

**Website Design and Production** – build a website that develops a product or solution for the Kristin Community using QR codes and graphic/image components.

**Animation** – Rich media and animation can improve digital communication. Explore animation as an effective, creative and innovative communication tool.

Leads to: Year 10 Digital Technology curriculum.

## DRAMA

This half-year course is designed to encourage students to be creative and to explore real life contexts in a dynamic and practical way through drama. This class is for those who are both passionate about theatre as well as those who simply want to work physically in a classroom without desks. This course leads to Year 10 Drama.

Texts and ideas are explored through hands-on experience, allowing students to develop important subject and life skills such as performance skills, self-confidence, critical thinking and creativity. Students work in small groups and sometimes in full class workshops.

Assessment is based on developing performance and creation skills, collaboration and teamwork as well as reflections and evaluations throughout the course. The course includes:

- Exploring Scripts: using Drama techniques to explore and perform a range of scripts
- Devising: creating their own performances using
- Theatre Form: exploring different ways of making theatre

At the discretion of the Year 9 Drama teacher, opportunities may be available for extra performances in Deans and Middle School Assemblies. Students are also encouraged to become involved in co-curricular activities such as the Sheilah Winn Shakespeare festival and the Middle School Production as either cast or crew.

## FUTURE PROBLEM SOLVING (FPS)

Future Problem Solving is an exciting, academically challenging programme which enables students to develop critical and creative thinking, communication skills, problem solving, research skills, team skills and time management. These techniques enhance the student's abilities and learning in all other curriculum areas.

This internationally-based programme encourages students to critically examine and explore the implications of current and future global issues with a positive emphasis on identifying potential solutions.

## VISUAL DESIGN

This is an introductory course that develops an understanding of design and visual communication. The curriculum covers:

The course develops design thinking and drawing skills through short focused tasks. Students are also guided through two design projects:

- **Typographic design** – this unit consists of various creative tasks that teach divergent thinking and introduce students to the design process.
- **Product design** – In this project students learn to translate sketched ideas into digitally generated graphic layouts and produce 3D prototypes.

The curriculum covers:

- Sketching and rendering techniques
- Computer graphics
- Generating and developing ideas
- 2D and 3D drawing using instruments
- Presentation techniques
- Typographic design

The course extends the skills and knowledge taught in Year 7 and 8 and is a good lead into Year 10 Visual design and or Materials Product Design

## MUSIC

This is a general music course for students of all abilities. The emphasis is on practical involvement and students who already play instruments are given ample opportunity to use them in groups or as a whole class. The curriculum covers:

- Solo and group performance
- Listening
- Composition
- Improvisation

Students also have the opportunity to learn a musical instrument through the itinerant music scheme and join extracurricular groups, e.g. Kristin Orchestra, Jazz Band, Rock Band, Euphony (Girls choir), Boystrous (Boys choir). All students intending to follow Music through to the NCEA course are expected to have private instrument or voice tuition throughout this preparatory year.

## OUTDOOR EDUCATION

The Year 9 Outdoor Education course is a comprehensive introductory programme designed to build foundations for a future of enjoying the great outdoors. The course aims to enhance opportunities for examining, theorising, experiencing, and applying processes of learning in the outdoors through adventure, challenge, environmental sustainability and leadership opportunities. There is a strong emphasis on making special connections to our own 'backyard'. There is a commitment to an off campus experience involving 3 days out and an overnight camp. Topics include:

### 100% Pure NZ

- **Focus:** Understanding and significance of National Parks and Marine Reserves in New Zealand. Exploring the recreational opportunities and management within these wilderness environments
- **Skills:** Snorkeling /scuba pool lessons, weather and tidal interpretation, tourism brochure design
- **Key Experience:** Day out snorkeling at Leigh Marine Reserve.

### Auckland's Backyard

- **Focus:** Understanding and significance of Regional Parks in Auckland. Exploring the recreational opportunities and management within these wilderness environments
- **Skills:** Abseiling school wall, Waitakere case study, plan, implement and review a day out in a regional park with family
- **Key Experience:** Canyoning in the Waitakere Ranges.

### My Very Own Backyard

- **Focus:** Developing a special connection with Kristin's backyard. Exploring Kristin's native plants, wetlands and waterways. Community service projects of rubbish collections and tree plantings. Getting creative with traditional crafting activities using natural resources from within Kristin's own environment
- **Skills:** Firelighting, flax craft and weaving, camp cooking, knots, whittling and carving, paracord bracelets, raupo dolls
- **Key Experience:** Overnight minimal gear camp using only gear created in lessons at school.

## SPORT STUDIES

This course is aimed at all students who enjoy physical activity in their learning and like a variety of sports and challenges. Key ways are to provide relevance, fun, a sense of spontaneity, adventure and 'real-life' learning in an inter-disciplinary environment, encouraging the students to see connections in their learning.

Trips to different Auckland sports venues keep motivation high and link students to the community. Trips include rock-climbing, ice hockey, trampolining and athletics. Students are required to keep a journal reflection of their activities and will have a variety of assessments each term. This course leads to Year 10 Sport Studies.

### Topics covered include:

- Sport as a basis for a healthy lifestyle
- Sports, world and local issues
- The psychology of sport
- Physical testing and analysis
- Anatomy
- Critical and creative thinking
- Peer teaching

## TEXTILE AND FOOD DESIGN

**Fabric:** Students design a logo for the ultimate 'camp week' backpack. These logos are inspired by the Koru pattern which the students screenprint onto their fabric, before learning construction techniques in the making of a colourful creative backpack.

**The Humble Potato:** Students learn cooking skills, nutrition and design different dishes from the humble potato.

In Textiles/Food Product Design students complete two units for work, one related to textiles and one related to food.

## ENGINEERING DESIGN

The Year 9 Engineering Design Course introduces students to the field of Engineering and provides a taster for the subject which runs through to Year 13 as an NCEA course. The subject is a balanced, practically oriented programme centred on the core disciplines of a modern engineering degree. It is an excellent background to prepare students for both professional and trade pathways in an ever more complex, cross-disciplinary and technological world. The course will immerse the students in a problem-solving environment that will help to provide context for learning in the core areas while developing integrated design and systems thinking. The Engineering Design course aims to develop critical thinking, problem solving and the teamwork skills essential for the modern world.

Students complete two units of work in the semester-long Year 9 course as follows:

- **CO 2 Dragsters.** This unit introduces students to the use of scientific method in design. Aspects such as the elimination of variables, fair testing and graphical data analysis are covered together with the practical examination of the laws of physics relating to the activity. Students analyse CO2 drag car performance data from previous classes to inform the design of their car. They then design and make a CO2 drag car to compete with their peers. Students are introduced to sketching and Computer Aided Design. They fabricate their design, developing skills and knowledge in hand and machine tools as well as modern techniques such as 3D printing. They then measure parameters such as the weight, aerodynamic drag, wheel friction and alignment of their car prior to racing their peers and evaluating the results.
- **Rocketry.** In this unit of work, students work in competitive teams to launch and safely recover a fragile payload to a target altitude of 100 meters. Teams are required to organise themselves into sub-teams responsible for the various sections of the rocket which must come together to meet a launch window. Teams use software to both design their rocket and run simulations to test the accuracy of their design. The teams use an onboard video camera and a flight data recorder to record the results and are required to produce a video of their entire process.

“

THE MORE  
THAT YOU READ  
THE MORE THINGS  
YOU WILL KNOW.

THE MORE  
THAT YOU LEARN  
THE MORE PLACES  
YOU'LL GO.

DR. SEUSS

”



# Year 10

CURRICULUM OVERVIEW

## Year 10 Curriculum Overview

COMPULSORY SUBJECTS	CHOOSE ONE OPTION FROM THE LIST BELOW	CHOOSE YOUR SECOND OPTION FROM THE LIST BELOW
Language & Literature	Art	Enterprising Economics
Individuals and Societies	Dance	Visual Design
Mathematics	Drama	Music
Science	Music	Future Problem Solving
Physical Education	Digital Design	Sport Studies
Language Acquisition (Chinese, French or Spanish)	Food Product Design	Textiles Design
Health	Textile Design	Engineering Design
BASE	Engineering Design	Digital Design
	Visual Design	Food Product Design
		Art
		Dance
		Drama
		A second Foreign Language

### OPTION CHOICES

**Two choices are made. Each of these subjects is a full-year course.**

Due to option blocking on the timetable, students may not always be allocated to their first choice of subject.

## Special Features of Year 10

### EXPECTATIONS OF YEAR 10 STUDENTS

- Role-modeling appropriate to 'student leaders' of the Middle School
- Involvement in a range of academic, social, sporting, cultural and service activities.

### FEATURES

- Completion of the IB Community Project
- An appropriately increased level of academic rigor is expected of students at Year 10 as they look towards the Senior School and the greater number of external examinations
- Students should regard the curriculum at school as one encompassing all areas of school life - academic, social, sporting, cultural and service to others
- Students who involve themselves positively in all areas of their school life will benefit enormously from the Year 10 experience
- Students are expected to have good academic work habits, both in school and at home
- Many opportunities for leadership
- Students are encouraged to develop an enthusiastic approach, and to seize all opportunities
- Students have the opportunity to get involved in the Duke of Edinburgh scheme.

### SPECIAL EVENTS

TERM 1	TERM 2	TERM 3	TERM 4
Outdoor Education Wk	Anzac Service	Speech Competition	Community Service Day
Swimming Sports (optional)	Sheilah Winn Shakespeare Festival	Year 10 Formal	Auckland Zoo Visit
Cross-Country	House Music Competition		Celebration of the Year (COY)
Ambury Farm Science Trip	International Languages Week	Economics Market Day (selected students)	Sport and Cultural Assemblies
			Prizegiving
			Year 10 Graduation Evening

## PASTORAL CARE

It is very important that students receive support, encouragement and advice in academic, emotional, social and spiritual areas. To this end, students take part in the Year 10 Pastoral Care programme. This takes place within the teaching day and covers areas such as:

- Chapel services
- Dean's Assemblies which are organised by the Class Captains
- Showcasing student work
- Study skills workshops and careers counseling
- Guest speakers who present on curriculum-related topics
- Academic Honesty
- Cyber-safety
- Experiencing how they personally learn most effectively.
- Transition to the Senior School
- Community Project
- Leadership

Year 10 students have two Pastoral Care periods per teaching cycle. Students alternate between assembling as a year level and working with their Pastoral Care teacher.

## LEADERSHIP

Leadership is an essential and integral part of the Year 10 programme at Kristin. All Year 10 students are provided with training and given the opportunity to join a leadership team. Leaders are responsible for organising many Middle School events and make shared decisions about the future development of the school.

Teams Include:

- Alliance Team
- Chapel Team
- Cultural Team
- Dance Team
- Girls Leadership Team
- ICT Tech Angels
- International Committee
- Library Events Team
- Assembly Team
- Community and Service Team
- Curriculum Team
- Editorial Team
- Good Guys
- Environment Team
- Kristin Television (KTV)
- Magazine Team
- House Captains
- Student Services Team
- Sports Team
- Student Mentor Team
- Student Events Team
- Student Council

## STUDENT EXCHANGES

Year 10 students may apply to spend up to six weeks in one of our exchange schools in either Australia or France.

## SELECTION OF CLASSES

This is undertaken on the following basis: Assessment tasks from the previous year's work, acknowledgment of the need for gender balance in the Year 10 classes, social groupings and academic record from the previous year.

## FOREIGN LANGUAGES

All students continue to study their language chosen at Year 9.

## YEAR 10 COMMUNITY PROJECT

As the culmination of the MYP, students are expected to complete a Community Project. This is a major piece of work in a subject of their choice, completed under the close guidance of a supervising teacher.

This is a rewarding opportunity for Year 10 students to undertake a service and action project that inspires them, demonstrates their abilities as good learners, and practically facilitates social responsibility. The Community Project offers students the opportunity to collaborate, if they choose, to complete their inquiry and service with one or two other students.

The process, expectations and requirements of the Community Projects are presented to students through regular workshops, although this significant project is essentially extra-curricular and is completed during students' own time.

Each year the Community Project Resource is published as a complete online guide for students and their parents. An information evening is also held in Term 1 for parents of Year 10 students. The common theme is that the Community Project has intrinsic worth that will benefit the student and/or others and is a project approached through one of the MYP's Global Concepts.

The projects culminate with a presentation to an audience of peers, teachers and parents. Parents are most welcome to discuss any queries about the Community Project with the Community Project Coordinator, Mrs Helen Mansfield.

## SENIOR SCHOOL AND BEYOND

All Year 10 students will be issued with a Senior School Course Guide which contains information on Senior School courses, the NCEA and the IB Diploma programme and entry requirements for tertiary courses.



A PESSIMIST  
SEES  
THE DIFFICULTY  
IN EVERY  
OPPORTUNITY;  
AN OPTIMIST  
SEES THE  
OPPORTUNITY  
IN EVERY  
DIFFICULTY.

WINSTON CHURCHILL



# Year 10 Compulsory Subjects

## **BASE (RELIGION, ETHICS AND PHILOSOPHY)**

In the Year 10 BASE programme students are encouraged to challenge their view of the world by exploring first the concept that life may not always be fair, but still very good. In doing this students discuss the concept of suffering and ways in which life can be managed in order for it to be good. Secondly, students are given the opportunity to explore some of the bigger questions and concepts that make up their world view. The aim is not to give answers, but to help students to identify the important questions.

## **LANGUAGE AND LITERATURE**

In the Year 10 programme, we explore the ways in which humans communicate through literary and non-literary texts. We look to develop an appreciation for the nature of language and literature, the influences on language and literature, and of its power and beauty. We incorporate creative processes which inspire the imagination and self-expression of students. Opportunities exist for independent investigations of context, ideas, or authors.

## **LANGUAGE ACQUISITION**

All students continue to study their Year 9 chosen language. Topics taught at Year 10 enable students to:

- Develop target language skills of speaking, listening, reading and writing
- Extend grammatical understanding and vocabulary
- Integrate digital technology to enhance learning
- Appreciate different cultures to gain an international perspective
- Learn language through real-life topics to build skills needed for future study, work and travel
- Participate in an exchange to Argentina, China or France.

Leads to: NCEA and IB Language B.

## HEALTH

Discussion, research and reflection on the impact of societal views of a range of issues affecting the health and well-being of adolescents. The activities in the programme are designed to prepare students for a physically and mentally healthy life. Students will focus on taking responsibility, showing leadership, problem-solving and communication skills. This will positively impact on their own well-being while recognising the impact of their behaviour and the well-being of others.

### Topics will include:

- Stress and change
- Nutrition and body image
- Aggression and assertion
- Sexuality and drugs

## INDIVIDUALS AND SOCIETIES

The aim of the study of Individuals and Societies in Year 10 is to encourage and enable students to develop an inquiring mind and effective research skills when investigating the causes and consequences of change through physical and human actions and processes. This is studied through the understanding of related concepts. The following units will be completed:

- **Global Issues** – barriers to growth of developing nations
- **Abuse of Power** – leadership styles and political systems focusing on inequalities and how abuse of power impacts on generations past, present and future
- **Pacts** – a consideration of the effectiveness of treaties
- **Eco-Tourism** – international and domestic and eco-tourism.

This course leads to: NCEA History, Geography, Economics and Business Studies.

## MATHEMATICS AND STATISTICS

The Year 10 mathematics and statistics course uses the foundations of the previous years to further extend the students' logical thinking and reasoning

Mathematics is promoted as a universal language and a tool for analytic reasoning and problem solving, to empower students to become useful citizens.

### Students will:

- Use mathematical techniques to calculate dimensions in real life situations
- Learn how to deal with everyday financial matters such as planning and saving for a holiday
- Pose useful questions in order to collect relevant data on important issues that need to be addressed, such as our obesity problem.

## PHYSICAL EDUCATION

The aim of our Physical Education programme in Year 10 is:

- Students will apply knowledge of the basic principles of training and how these relate to themselves in a fitness unit in both a practical and theoretical nature. Allowing the students to improve their personal fitness levels
- Provide opportunities to explore, create and refine different movement patterns through circus arts
- Provide opportunities to apply advanced strategic and tactical thinking in game play at a higher level in both modified and traditional games and how these can influence game play
- Continue to reinforce and extend skills and knowledge that enable students to participate successfully across a range of different activities, utilising a Games for Understanding approach and empowering them to remain active beyond their years in school.

## SCIENCE

The aim of the Year 10 Science course is to deliver Science through local and international examples and applications, including te tiriti o waitangi. An example of this is the trip to Ambury Farm in Term 1. The Science faculty aims to provide an enjoyable and worthwhile educational experience for all learners, and to prepare them for science beyond this level.

Year 10 students will acquire knowledge and understanding to become caring and principled citizens in a technological world, and will be motivated to develop an informed interest in scientific matters.

It will also allow learners to recognise that science is evidence based and to develop skills that are relevant to the study and practice of Biology, Chemistry and Physics.

Attitudes relevant to Science in Year 10 are concern for accuracy and precision, objectivity, inquiry, open-mindedness and inventiveness.

In **Biology** students will study Genetics and inheritance, Microbes and the immune system, classification and an ecological research project.

In **Chemistry** students will study Atomic Structure, Ionic bonding, Chemical reactions, Covalent bonding and Organic chemistry;

In **Physics** students will study motion, electricity and light.

# Year 10 Option Subjects

Students in Year 10 are required to take a minimum of one **arts** or one **design** subject.

## ART

The Year 10 course extends students to apply their skills learned previously and also encourages them to become independent and knowledgeable learners. There is a variety of topics and themes used throughout the year. Students can be risk-takers and are encouraged to develop their imagination through a personal creative journey. Printmaking, mixed-media and construction processes are also taught during the year.

The developmental workbook is a necessary tool where students document their thoughts and ideas. Art through the ages as well as art from different cultures are compared and contrasted and students are taught how to think critically about art.

Students may use their laptops to create digital art, research from websites, write reflections, make videos or presentations that document their artistic journey. The Year 10 programme provides students with the necessary skills to participate in the 11 Art programme.

## DANCE

This course develops and extends on the skills and knowledge gained at Year 9, and complements performing arts experiences acquired within or outside of school. Students extend their ability to workshop original movement to choreograph and express their own ideas through dance. They broaden their performance skills in jazz and contemporary dance and conduct an in-depth inquiry into the features and history of a dance style of their choice. They continue to sample a wide variety of theatre, social and ethnic dance forms and develop an appreciation of dance in our society.

### The curriculum covers:

- Detailed exploration of the elements of dance
- Choreographic devices and structures
- Contemporary and jazz dance technique
- Using production technologies in dance eg. props
- Researching and learning a dance style of own choice
- Attending and reflecting on a live dance performance
- Reflection methods and rehearsal logs
- Safe dance practice and stage etiquette.

Students have the opportunity to present their choreographic and performance work to public audiences throughout the year. The course prepares students for dance studies in the Senior School. This course leads to NCEA Level 2 and 3 Dance; IB Diploma Dance.

## DIGITAL DESIGN

This full-year course consists of four one-term modules each investigating a different area of digital technology and leads to: Year 11 Digital Technology

### The modules covered are:

- **Creative Programming** – investigate, design and create an application for a mobile device
- **Ad Mad** – camera shots, camera angles, camera movement and a good narrative script are only some of the components of a successful advertisement. Make an ad to sell a product to a specific audience
- **Digital Video and Multimedia** – investigate the concept known as machinema. Using game environments, produce, film and edit a video that targets a specific audience with a clear communication purpose
- **Robotics** – in a small team, design, build and programme a robot to complete a set of advanced challenges and tasks.

## DRAMA

Drama is a dynamic subject where students explore physically in every period. This exploration ranges from drama games that develop self-confidence and performance skills through to formal role and theatre form exploration. Drama also enables students to link their own imaginations, thoughts, and feelings with drama practice in ways that give voice to their own personal experience.

This full-year course builds on knowledge gained in Year 9 and continues to develop individuals' life skills through the of study a broader range of practical experiences. It will suit anyone who has a strong interest in drama and theatre.

Students extend their abilities to work with scripts, explore different theatre forms and also learn to develop their own performances through rich devising activities. Students who achieve highly in Year 10 Drama are motivated, creative and enjoy working in groups.

### The course includes:

- **Devising:** creating their own performances
- **Working with scripts:** using Drama techniques to explore and perform a range of scripts
- **Theatre Form:** exploring and performing in a specific style such as Clowning, Greek Theatre or Shakespeare
- **Full class devising:** creating drama in small groups, such as site specific drama or drama based on real events.
- **Full class production:** preparing and performing a full play to an invited audience

At the discretion of the Year 10 Drama teacher, opportunities may be available for extra performances in Deans and Middle School Assemblies. Students are also encouraged to become involved in co-curricular activities such as the Sheilah Winn Shakespeare festival and the Middle School Production as either cast or crew.

## ENTERPRISING ECONOMICS

Within a variety of global contexts, this one year course enables students to see the economy from the producers' perspective. In the first term the programme looks at basic economic concepts and invites students to investigate the key attributes of successful entrepreneurs.

During Term 2 students focus on corporate social and environmental responsibility and how firms interact with local communities. The theory and practice of marketing is the key concept for Term 3. This culminates in market day where students apply their marketing skills to successfully sell their own food products. Term 4 provides opportunities to develop their financial literacy skills, reflect on their learning from the year and undertake some practical business-orientated tasks.

Throughout the course students visit business outlets and have the opportunity to listen to and question visiting speakers from the business world. This course leads to Year 11 Economics and Business Studies.

## FUTURE PROBLEM SOLVING (FPS)

FPS is an exciting, academically challenging programme which enables the student to develop critical and creative thinking, communication skills, problem solving, research skills, team skills, higher-order thinking and time management. These techniques enhance the student's abilities in all other curriculum areas.

Students may take the course as beginners, or continue to add to previously gained experience in Year 9. They need to be motivated learners with sophisticated reading skills, have an interest in creative thinking and digital research and be prepared to be an effective team member, playing an integral part in decision-making.

This internationally-based programme encourages students to critically examine and explore the implications of current and future global issues with a positive emphasis on identifying potential solutions.

## VISUAL DESIGN

This course develops the understanding visual communication using graphical techniques and the design process.

The course begins with skill development through focused tasks followed by four projects exploring packaging, product, spatial and presentation design. The projects cover a wide range of design situations that provide scope for students to explore and experiment with alternative approaches based on their own interests and motivations. Students are taught how to initiate, interrogate, develop and refine ideas into feasible outcomes.

## MUSIC

All students enrolling in this option course should be learning an instrument or voice, either privately or through the school's itinerant scheme during Year 10. Those students who are expecting to continue their music studies through to Level 1 in Year 11 should have already completed one year's tuition.

The Year 10 course is an enriching year of exploring sound, and creativity through various musical concepts. The course comprises solo performance, group performance, composition, listening skills, musical and theory and music technology. Students are assessed continuously in the principal areas of the subject.

For most students, this course leads on naturally to the Year 11 course. Students are also encouraged to utilise their skills and creativity in any of the co-curricular performing opportunities which are offered.

## SPORTS STUDIES

This course covers both theoretical and practical aspects of sport.

### Topics include:

- Basic first aid and sports injuries
- Anatomy and exercise physiology
- Learning how to learn and thinking tools
- Adventure-based learning.
- Leadership, coaching, umpiring
- Disability in sport
- Careers in sport

A highlight of the year is the newly introduced Sports Studies leadership camp at the end of Term 4. The students spend a night at Kawau Island after sailing from the viaduct on Peter Blake's historic yachts Steinlager 2 and Lion New Zealand. The students not only study leadership but the environment in the magnificent Hauraki Gulf National Park.

Another highlight is the Careers Day where students spend a day with a sports professional or learn about a career associated with physical activities. The trips include sailing, underwater hockey, squash and wind-surfing.

Students will keep a journal of reflections and analysis over the year in their sports studies notebook and will have a variety of assessments each term. The subject is taught in an integrated way with a wide range of approaches to maintain high interest and maximum benefit to the students.

This course leads to Year 11 Physical Education, IB Sports Science, Outdoor Education.

## FOOD DESIGN

This course is a hands-on course, students learn basic skills, nutrition, food safety, hygienic practise, organising meals and food preparation, what chopping board to use and knife skills.

**Term 1: Cooking with care** – with our new commercial kitchen and the use of a Griddle students start the year looking at unhealthy fast food and how they can create healthier options.

**Term 2: Barista** – Students are taught Barista skills and receive a Kristin Barista Certificate. Coffee is accompanied by a small baked option. Students take this idea out of the classroom into the Kristin caravan to sell to staff and students.

**Term 3: Cultural food with a twist** – Students look at traditional foods, cultural foods and the ingredients and modernise 'bring in the twist'. Students are given 'mystery boxes' to create meals from, if ingredients is missing they have to barter with each other to create the ultimate twist.

**Term 4: Celebration time** – What would a celebration be without food? Students research celebrations to find the most unusual foods and ideas to experiment with and present to the class for their own celebration. A final family celebration is held at the end of the year.

## ENGINEERING DESIGN

The Year 10 Engineering Design Course introduces students to the field of Engineering and is suitable for students who have not completed the Year 9 course. Engineering Design continues to Year 13 as an NCEA course.

Engineering Design is a balanced, practically oriented subject centred on the core disciplines of a modern engineering degree. It is an excellent background to prepare students for both professional and trade pathways in an ever more complex, cross-disciplinary and technological world.

The course will immerse the students in a problem-solving environment that will help to provide context for learning in the core areas while developing integrated design and systems thinking. Timeless knowledge in areas of materials, structures, mechanics, mechanisms and control technology are combined with sketching, and computer aided design (CAD).

Students will learn in a project-based environment that can be steered towards their interests and motivations. The course is well suited to self-motivated students who want to stretch themselves. It aims to develop the critical thinking, problem solving and the teamwork skills essential for all areas of the modern world.

Students complete two units of work in the year-long Year 10 course as follows:

- **The Made World.** This multifaceted unit of work runs until the early part of Term 2 and introduces students to the key areas of the subject so they can develop these in preparation for their own project choice during the remainder of the year. It is designed to develop the student's skills and knowledge in materials and structures; sketching and Computer Aided Design and in control technology and programming. Students engage in a variety of small projects such as a bottle opener, competitive team-based bridge building and an illuminated sign.
- **Student Project.** Starting in Term 2 and concluding mid Term 4, students research, design and complete a project of their own choice where they can apply their knowledge and skills. Students need to constantly balance and organise resources of time, money, materials, skills required and equipment available to complete their project.

## TEXTILE DESIGN

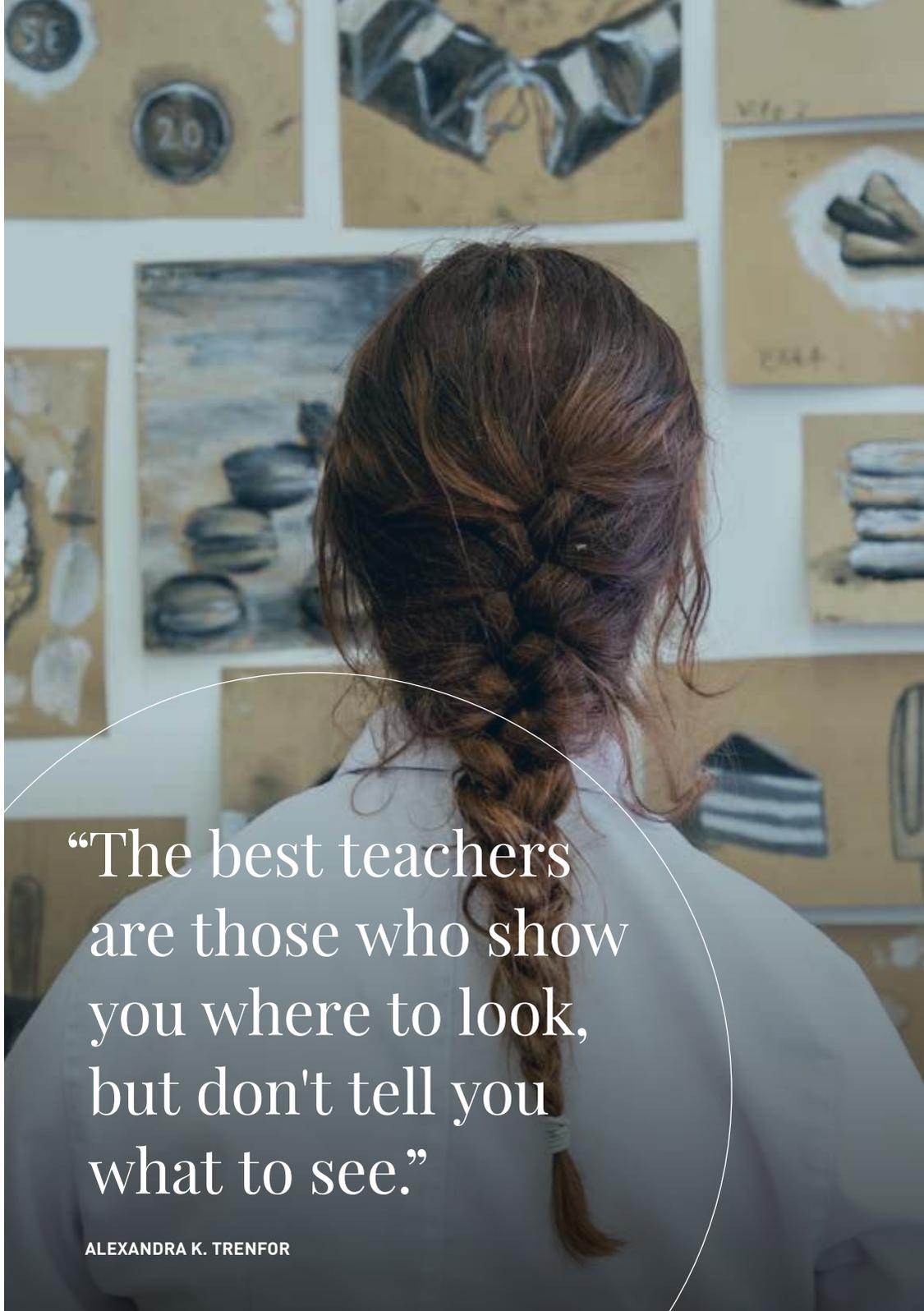
This course uses the design process of researching, designing and developing ideas for a prototype. Students learn about fabric, patterns, following a set of instructions, how to construct a garment, embellish and finishing's for a well-constructed and presented garment.

**Dress a girl around the world** Is a company that focusses on 3rd world countries and providing new dresses for children who have never had a new garment before. Students learn about girls less fortunate than themselves. They design and develop their own ideas for a pretty dress for a third world child.

**The history of fashion** – the last hundred years and the amazing movements ie. Art deco – Art Nouveau – Modernism – Minimalism – Bauhaus – Pop Art – Memphis Design, Paco Rabanne, New Look - Christian Dior etc. One lesson per cycle to give students an understanding of fashion through the ages. Students learn that designers take from history and fashion repeats.

**Good and the bad in the fashion industry** – Sustainability and working conditions – sweat shops - child labour – upcycle recycle what can be made from preloved garments. Look at Zero waste construction – zero waste pattern making. **Trash to fashion show.**

**Fabric designing** – Pattern repeat design in the Adobe Photoshop. Taking inspiration and ideas from nature and art, students learn to use a digital programme to make their own fabric.



“The best teachers  
are those who show  
you where to look,  
but don't tell you  
what to see.”

ALEXANDRA K. TRENFOR



**Kristin**

EARLY LEARNING - SENIOR SCHOOL

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