Junior Curriculum Handbook 2020

Overview

Haere mai, talofa lava and welcome to Wellington High School—Te Kura Tuarua o Taraika ki Pukeahu

This handbook describes how we organise learning in Years 9 and 10.

In Year 9 you study:

- 'Core' subjects: English, Mathematics, Science, Te Ao Māori, Social Studies, Health & PE, and Digital Technologies
- A language
- Taster courses in a range of options

The taster courses are to help you find your passion for further study. Taster courses are offered in:

- Art
- Classical Studies
- Design and Visual Communication
- Design Technology Workshop
- Drama
- Fashion
- Financial Literacy
- Food Technology
- Music

Before the end of Term 1 you choose a language in which to specialise, from:

- Japanese
- Mandarin Chinese
- Spanish

In Year 10 you study:

- 'Core' subjects: English, Mathematics, Science, Social Studies, Physical Education and Health, Digital Technologies, and
- Choose up to FOUR options (either half year or full year).

In Year 10 you can choose from the following option classes (the ones marked * are for a full year):

- Art
- Business Studies
- Chinese*
- Classical Studies
- Computer Science
- Digital Media
- Drama
- Design Visual Communication
- Fashion Technology
- Food Technology
- Industrial Arts Technology
- Japanese*
- Media Studies
- Music
- Spanish*
- Sports Science
- Te Reo Māori*

Taster Options at Year 9

In Year 9, you will experience 'taster' courses:

Visual Arts (9ART)

You will explore art making techniques in this course. You gain knowledge in the elements of art through the use of materials and different art making processes.

Classics (9CLS)

You will explore the mythological stories and beliefs of ancient Greece, focusing on Gods, heroes and monsters. Particular focus is given to ancient and modern ideas and values associated with these stories. You will develop your written, oral and visual communication skills, as well as make critical readings of sources.

Design and Visual Communication (9DVC)

You learn about and practise a range of drawing techniques such as perspective and creating floor plans in order to design your own architectural project. Creativity, innovation and pride in quality visual communication are emphasised in a fun setting.

Design Technology Workshop (9DTW)

Through the delivery of the basic principles of technology, you create a piece of jewellery or a pewter logo using many workshops skills. This involves making unique moulds, heating up molten pewter with gas torches, shaping and polishing the final products.

Digital Technology (9DTE)

You will create a 2 dimensional programmed texture or fractal image, a scratch maze game and a 3D virtual world in Alice. The aim is to introduce you to technical knowledge and threshold concepts in computer science.

Drama (9DRA)

In Drama, you will have the opportunity to develop personal performance skills and group work activities. You study aspects of drama such as improvisation, mime, voice projection and physical movement to create meaning in your own work.

Fashion (9DTF)

In this course you learn how to take your drawn design idea and embellish it using a range of different techniques. Printing, stitching and deconstruction are all used to make a creative item. We look at fashion trends, the world of music and street style to find innovative ideas and developments.

Financial Literacy (9FIN)

This course aims to build your financial capability, so you can make informed judgements and effective decisions regarding the use and management of money now and into the future. You will study how individuals and whānāu establish financial and non-financial goals, earn an income, budget, borrow (e.g. credit cards) and invest (e.g. the sharemarket and Kiwisaver).

Food Technology (9FTE)

This course emphasises different cultures and the foods that they eat. You will look at NZ and Pacific cultures to develop essential practical skills used in cookery and an understanding of hygiene and safety principles. You then have the freedom to explore a culture of your choice and create a dish based on that culture. Students choices have ranges from French macaroons to Vietnamese rice paper spring rolls!

Music (9MUS)

This course begins with basic skills in making music and music theory. If you already have a good knowledge of music and have ability with an instrument, you will be given extension. You are given the opportunity to express, develop, and refine your musical ideas.

Wellington High School Citizenship (9WHS)

In addition, at the start of the year you will undertake a brief course on being a citizen at Wellington High School. You'll explore key ideas that are important at Wellington High School such as our WERO values, being a responsible digital citizen and an exploration of what success looks like for you at secondary school.

Languages

In Year 9 you will explore Te Ao Māori, a course that combines language and tikanga as a core subject, and an international language.

Te Ao Māori

This course provides students with an opportunity to become immersed in language and cultural experiences as well as providing a foundation for further study in te reo Māori. You will learn how to introduce yourself through pepeha, talk about everyday routines and build conversational skills. You will also learn about aspects of tikanga such as pōwhiri, mana, tapu and noa. This class take place in our marae, Taraika.

International Languages

You will do a taster of each of the international languages we offer in Term 1 before choosing which of these to study for the remainder of the year.

Chinese (9CHI) — Chinese is spoken by over a billion people and has a rich cultural tradition. Students who take Chinese will not only learn to read and write simple sentences and some characters, they will also learn how to count, bargain and use a wide range of language to communicate with. You will become more knowledgeable in Chinese culture, customs, and history as well.

Japanese (9JAP) — Japan has a fascinating culture that blends the technology of the modern world (robots, anime, fashion) with the traditional (ninja, samurai, Zen Buddhism). Students who take Japanese will not only learn to speak and maintain a basic conversation about themselves, they will also learn to read and write in another alphabet, hiragana.

Spanish (9SPA) — Spanish is the second most spoken language in the world, so learning Spanish will allow you to communicate with people from over 20 different countries. Students who chose to do Spanish will be able to speak and maintain a basic conversation in Spanish, exchange basic information and read and understand brief Spanish written passages.

Literacy (9LIT)

This course is for you if you need some extra time, assistance and practice with literacy. It will cover reading, writing, speaking and associated language skills. You will have the opportunity to develop skills in positive and stimulating contexts including some trips into the city.

Faculty Learning Areas

The Arts

Students study three aspects of the Arts curriculum: Drama, Music and Visual Arts. Our Arts course offers an introduction to deeper investigation of the Arts in Year 10.

- **Visual Art:** Visual Art explores a range of art-making skills. Students investigate art from a range of cultural origins and develop ideas to produce artwork , such as sculpture, collage, drawing, and painting.

- **Music:** Students are introduced to musical instruments, composing and performing. They investigate different musical genres and learn music theory. ***Note***: Wellington High School employs itinerant music teachers so that tuition in strings, drums, wind instruments, the guitar and voice are available for an affordable fee.

- **Drama**: Drama provides students with the opportunity to develop a wide range of personal and performance skills. Students will workshop and investigate theatre forms such as improvisation and devised work, building towards a group performance.

English

The English curriculum rests upon the belief that everyone has a story, and that language is an expression of our individual and shared identities. The junior English program gives students a wide range of learning experiences connected to Making Meaning (reading, listening and viewing) and Creating Meaning (writing, speaking and presenting). We want to give students rich opportunities to communicate their stories using a variety of modes; visual, oral and written. We also wish to foster a love of reading and an appreciation of the way writers, orators and film directors use language to communicate valuable ideas.

Languages

In Year 9 and 10 students learn languages through a task-based language learning approach that focuses on using communicative language in authentic situations. Developing cultural understanding through learning about that language's culture and customs is also a key part of our courses. The languages we offer are Chinese, Japanese, Spanish, te reo Māori as well as English Language course for non-native English speakers.

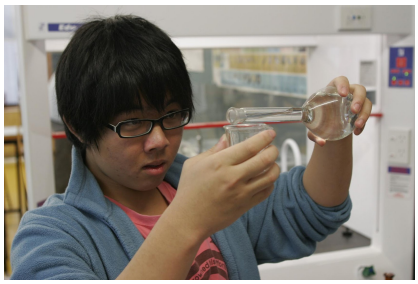
Mathematics

Mathematics in the junior school involves learning and developing skills in the areas of Number and Algebra, Geometry and Measurement and Statistics and Probability which have a broad range of applications in everyday life. Students develop the ability to estimate and think logically. They learn to process and communicate information, create models and predict outcomes in order to solve a variety of problems.

Physical and Health Education

The Year 9 and 10 PHE develops students' ability to make informed decisions for their own well-being and that of society. Students are assessed across a variety of areas such as movement skills, positive attitudes, building relationships and making informed choices about future physical activity. In our practical setting, students learn through sports such as athletics, touch rugby, softball, ki o rahi and many more. The health units focus on 'Hauora', the philosophy of total well-being. It includes areas such as sexuality, drugs and alcohol, change loss and grief, resilience, relationships and nutrition.

Science



Yr 9-10 Science is a practical course. Students carry out investigations that involve generating and testing ideas, gathering evidence, and communicating and debating ideas with others in order to develop scientific knowledge and understanding. Students gain an understanding of the nature of science by studying the "big Ideas" of science – cells, particles, interdependence of living things, energy, forces and earth and space systems.

Social Sciences

Year 9 and 10 Social Sciences we strive to teach students about the world around them and how they can be active participants in society. We study the physical, social, political and natural world and human impact upon it. Besides Social Studies, we also offer Business Studies, Classical and Media Studies.

Technology

In Year 9 and 10 technology classes, students rotate through five different aspects of the technology Faculty. They all have design and problem solving at their heart, but they give you a chance to gain and practice skills. For example, you might work in the workshop with hard materials and electronics, work with fashion materials, graphical design projects, prepare a range of food products and develop computer programs with computer based design.

Tukutahi — Your whānau group

In Year 9 and 10, you will belong to a Tukutahi whānau of up to 60 students, **your most important connection will be a rōpū (group) of about 15 students**, and you will be working closely with a teacher who will support you, coach you to improve your learning performance and really get to know you as a person.

Why is this important?

As a successful learner you will be working with other young people and your teacher, while you will cooperate with them to discuss important ideas and develop new learning targets. You will be able to negotiate some of what you want to learn and select from a full range of learning tools to do the work. Tukutahi will encourage you to be an active learner, to question and inquire and have your ideas supported and challenged by others.

How does Tukutahi work?

Connected students

- You are a member of a Tukutahi group (50-60 students) and a small rōpū (12-15 students) for two years.
- At least four core subject teachers share the teaching across rōpū.
- A Dean oversees the year level and works with rōpū teachers to ensure academic and pastoral care.
- The key competencies outlined in the New Zealand curriculum are at the centre of your learning.
- You are encouraged to reflect on your learning through rōpū and subject programmes. Your ideas about how we design the learning with you are encouraged.
- Learning Services work closely with Tukutahi teams to support learners and assist with scaffolding learning.

Connected Curriculum

- Tukutahi teaching teams meet weekly to discuss the learning needs of their students
- Teachers plan collaborative units of work connected by an issue, problem, question or universal theme, where possible.

Connected Community

- Students and their whānau share a school tikanga and values based on WERO: whānau, excellence, respect and ora.
- Face-to-face as well as online relationships with parents and caregivers are encouraged.
- 'Learning conversations' are held twice a year, as well as Parent-Teacher interviews
- Whānau can access the school website and the online parent portal to see daily notices, your student's timetable and attendance data, assessment results, reports, and donation payments.
- Keep up-to-date with school events via Facebook, Twitter, the school website and the school app.

Learning and assessment in the Junior School

Schools base their curriculum on the principles of the New Zealand Curriculum, to encourage and model the values, and to develop key competencies at all year levels. The Tukutahi system does this seamlessly.

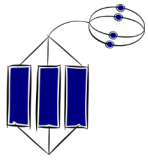
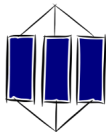
At WHS we also take seriously our responsibility to prepare students for the senior school. We use a school-wide assessment framework so students have a clear understanding of what they need to do to progress. We help students ask: What am I learning? How is it going? What do I do next?

Wellington High School uses the SOLO taxonomy to achieve this.

What is the SOLO taxonomy?

Solo Taxonomy (Structure of Observed Learning Outcomes) provides a simple, reliable and robust model for three levels of understanding – surface, deep and conceptual (Biggs and Collis 1982).

These levels of thinking are broken into categories with a different symbol for easy recognition. We assess learning using the SOLO taxonomy across all learning areas. Students are graded from 1 (pre-structural) through to 8 (Extended abstract) with clear reference to help the student identify the next steps needed for improvement.

Grade	Descriptor	SOLO	Explanation
8 7	Extended Abstract		At the extended abstract level the new understanding at the relational level is re-thought at another conceptual level, looked at in a new way, and used as the basis for prediction, generalisation, reflection, or creation of new understanding.
6 5	Relational		At the relational level, the aspects of the task are known and are linked, integrated, and contribute to a deeper and more coherent understanding of the whole.
4 3	Multistructural		At the multistructural level, several aspects of the task are known but their relationships to each other and the whole are missed.
2	Unistructural		At the unistructural level, one aspect of the task is picked up, and student understanding is disconnected and limited.
1	Prestructural		At the prestructural level of understanding, the task is inappropriately approached, and the student has missed the point or needs help to start.

SOLO taxonomy and NCEA

SOLO also provides the perfect platform for students as they move into the senior school. Much of the thinking behind the NCEA Achievement Standards is modelled on the same scaffolding SOLO taxonomy offers.

By introducing students to SOLO taxonomy in the junior school, students are better equipped to unpack exactly what is expected of them in the senior school and demystify how to approach Achievement Standards. Also, they should be able to express their level of understanding, discuss how to move forward and track their own progress.

Reporting in the Junior School

Reporting to students and parents aims to be informative and timely so that students are provided with information to advance their learning.

At WHS, we report in a number of ways:

- **Learning profiles**: each term teachers assess students against key learning habits – these profiles are made available through the parent portal **each term**
- **Online reports**: these are summative reports available for download as .pdf at the end of Term 3 for senior students and **the end of Term 4 for junior students.**
- **Learning Conversations (twice a year):** These are a 20 minute conversation between student and teacher in term 1 and term 3 where student learning is reviewed and goals are set.
- **Parent-Teacher evenings (twice a year)**: These are five minute 'check in' conversations to get a quick snapshot of a student's learning in subjects.

The Parent Portal

There is a direct link to the parent portal from our school website (http://www.whs.school.nz) under **the Whānāu menu**. Usernames and passwords are sent home and emailed to families early in the school year.

You can access: daily notices, student details and timetable, student attendance, NCEA summary, assessment results, extra curricular groups, reports, pastoral items, awards, payments and Flo2Cash (there is a secure facility where you make payments), profile (containing a record of your learning conversation interview in the 'Interviews' section, course selection (this will be needed later in the year for Y9-12 students). Read about communications at WHS here: http://www.whs.school.nz/communications-with-whs/

Learning with digital technology — and 'BYOD'

Digital technology is a vital tool for learning in Years 9 and 10 at Wellington High School. Students use their own devices (usually laptops or Chromebooks) to access information, create their own pieces and collaborate with others.

For example, students may:

- access activities through Google Classroom
- critique online information
- create movies, podcasts, rich media through specific software
- collaborate on shared writing through Google docs

There is a time and a place for using technology to aid learning in the classroom. Sometimes it will be appropriate; at other times teachers will use alternative strategies.

You can read more about what this looks like on our website at http://www.whs.school.nz/learnwithtech/ and find out about recommended devices at http://www.whs.school.nz/byod-recommendations/

Possible Study Pathways | 2020 - 2023

Essential Learning Areas	Year 10 ➔	NCEA Level 1 ➔	NCEA Level 2 ➔	NCEA Level 3
ARTS	Art Drama Music	Art Drama Music	Visual Art Painting Sculpture Design (Art) Photography Printmaking Drama Theatre Studies Music	Contemporary Art Painting Sculpture Design (Art) Photography Printmaking Drama Theatre Studies Music
ENGLISH	English	English	English Eng w Science Fiction English for Writers Painted Word	English English for Writers English and Philosophy Painted Word
LANGUAGES	Chinese Japanese Māori Spanish English Language	Chinese Japanese Māori Spanish English Language	Chinese Japanese Māori Spanish English Language	Chinese Japanese Māori Spanish English Language
MATHEMATICS	Mathematics	Maths with Algebra Maths with Statistics Numeracy	Maths with Algebra Maths with Statistics Bridging Mathematics	Calculus Statistics Mathematics
PHYSICAL EDUCATION AND HEALTH	Health & PE Sport Science Health Education	Sport Science Outdoor Education Recreation Health Education	Sport Science Outdoor Education Recreation Health Education	Sport Science Outdoor Education Recreation Health Education
SCIENCE	Science	Science Horticulture	Agriculture/Horticulture Biology Chemistry Physics	Agriculture/Horticulture Biology Chemistry Physics
SOCIAL SCIENCES	Social Studies Business Studies Classics Media Studies	Business Studies Classics Geography History Media Studies	Business Studies Classics Geography History Psychology Journalism Moving Image Culture	Economics Classics Transition Studies Geography History Sociology Legal Studies Journalism Moving Image Culture
TECHNOLOGY	Computer Science Digital Media Industrial Arts Tech Design Visual Com Fashion Tech Food Technology	Computer Science Practical Computing Digital Media Furniture & Cabinet Making Mechanical Engineering Design Visual Com Fashion Technology Food Technology Practical Food & Nutrition Crest	Computer Science Practical Computing Digital Media Practical Workshop Mech Engineering Design Visual Com Electronics Fashion Technology Food Technology Hospitality Barista Skills Crest	Computer Science Digital Media Practical Workshop Design Visual Com Electronics Sonic Arts Fashion Technology Food Technology Hospitality Crest

Contact details:

Wellington High School—Te Kura Tuarua o Taraika ki Pukeahu
PO Box 4035
Wellington 6140
New Zealand
admin@whs.school.nz
Phone: 04 385 8911

Senior Leadership Team

Dominic Killalea	(Principal)
Megan Southwell	(Deputy Principal)
Karen Spencer	(Deputy Principal)
Shaun Tavernor	(Deputy Principal)
Julie McDonald	(Deputy Principal)
Caroline Lewis	(Assistant Principal)

Head of Faculty

Jania Bates	(Arts)
Caitlin Reilly	(English)
Sharon Henry	(Languages)
Carly Elder	(Learning Services)
Caroline Lewis	(Mathematics)
Randal Wakefield	(Physical Education)
Nicola Dow	(Science)
Henry Hollis	(Social Sciences)
Peter Jessop	(Technology)