



SEEK THE HEIGHTS

# Massey High School

## Year 9 2022

# Pathways Booklet



Massey High School grows aspirational leaders who influence their community to lead happy and successful lives.

# Vision

Massey High School grows aspirational leaders who influence their community to lead happy and successful lives.

## Kia Ora, Welcome

Greetings  
Bonjour  
Shalom

Kia Orana  
Dobro Dosli  
Goeie Dag

Talofa  
Fakalofa atu  
Malo e lelei

Guten Tag

We welcome all prospective students and parents to the Massey High School community. We hope that this pathways booklet will assist you in the decisions that you will be making about your future journey at Massey High School.

Tena koutou e nga tauira hou, koutou ko o koutou matua. Haere mai, Haere mai, Haere mai. Haere katoa mai koutou ki te whanau o Massey High School. Korero kei roto i tenei pupapuka, hei awhina i a koutou i nga wa kei te haere mai.

E matou te faafeiloai aloaia atu i tamaiti ma matua ole aoga i Massey High School. Matou to faamoemoe ole a avea lenei tusi e fai ma taiala ma fesoasoani malosi i lau filifiliga e uiga ilou lumanai lelei o le a e iai, ao e auai ile aoga a Massey High School.

## This information booklet includes four sections.

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Pages 7 to 10 include notes about special programmes.

Page 12 is a listing of current Massey High School subjects for all levels

Pages 12 to 24 include more detailed notes about the subjects you will take in 2022

# Section One

## General Information

### Main Features of Massey High School

*You will find life at Massey High School very different from life at your Primary or Intermediate School. Some special features are outlined below.*

In 2022 there will again be about 350 Year 9 students on the campus at Massey High School, and a total roll of about 1600. The Massey High School Principal is Mr Denham. Mrs Bashford and Mr Jones are Associate Principals, and the Deputy Principals are Dr Cranston, Mr Fairley, Mr Riseborough, Mr Taura, Mr Tinling and Mr Warriner. Assistant Principals are Mr Curran, Ms Garratt-White, Mr Hackett, Ms Triggs and Mr Williams.

The Massey High School campus is organised into four individual houses, each named after a part of the school crest – Hiranga, Karearea, Matauranga, and Turama. Each house is led by two Deans, who are responsible for the day-to-day running of their school. There is also a Ākina Leader for Year 9 who will look after the administrative needs of Year 9 students and will oversee their Achievement.

- **SPECIAL NEEDS**

Massey High School offers comprehensive programmes for students with special needs. These include the Summit classes for gifted students, literacy programmes, classes in English as a second language, and specially tailored study programmes for students with physical or learning disabilities. The Sports Performance and Development Programme is again offered at all levels including Year 9 in 2022, aimed at assisting elite sport performers in reaching their potential in both sporting and academic pursuits.

- **WHO MOVES?**

In Year 9 you can expect to have up to twelve different teachers during the year with the opportunities to study a wide range of subjects, although during each week you will have only about six or seven different teachers. The teachers mostly stay in their rooms and you (and your Tutor Class) will move from teacher to teacher. (You take all your books with you and will need to have a sturdy bag)

- **WHAT SUBJECTS DO YOU TAKE?**

Year 9 students are required to take subjects from each Learning Area of the National Curriculum. The subjects and choices are explained later in this booklet.

- **UNIFORM**

The School uniform is a symbol of the school to which students belong and of which they can be proud. The school expects students to maintain a high standard of uniform and grooming at all times. It follows that complete school uniform should be worn and in a way that reflects credit on both the school and the wearer. Personal cleanliness and tidiness are automatically expected of students at Massey High School. The uniform details for Year 9 students in 2022 are included in the enrolment pack.

# Bring your own device at Massey High School

Massey High School's integrated eLearning means it is recommended that students bring a device to school each day to support their learning. Students will access the internet using the wireless network on campus, and access learning materials provided by the school. This includes access to Office 365 and the school's printing services. The most suitable device for learning is a laptop or similar with a keyboard, with a reasonable screen size. **A smartphone is not suitable for BYOD.**

At Massey High School, eLearning is utilised in classrooms to promote student engagement and to further enrich student outcomes. Furthermore, an interactive, digital learning environment, allows students to further develop digital literacy skills and 21<sup>st</sup> century competencies such as communication, collaboration, problem solving and creative thinking. The curriculum and learning activities in Year 9 have been adapted to ensure that devices supplement students classroom learning.

Each student will be issued with a network username and password, which will allow them to log onto the school's network when onsite. All students have access to the cloud-based Microsoft Suite – Office 365, which provides each student with an Outlook email account, document storage (OneDrive), and the ability to utilise all Microsoft Office applications (Word, Excel, PowerPoint, OneNote etc).

Students engage in eLearning through Microsoft Teams and OneNote Classroom Notebooks. They will also be able to install the Microsoft Office suite (Word, Excel, PowerPoint, OneNote, etc.) on their Windows device. Most subjects also utilise Education Perfect, the cost of which is met by the school.

Massey High School's recommended requirements are:

- A Laptop (or equivalent hybrid).
- At least 12" (30cm) screen size.
- 8-10 hour battery life from one charge (minimum).
- Preferably light and robust.
- A protective carrying case.
- Operating Systems: Windows 10
- The ability to install and run the Microsoft Office Suite (free for students). Chromebook not suitable in this regard.<sup>1</sup>
- CPU: Minimum dual core or above.
- RAM: Minimum 4gb (8gb Recommended).
- Memory: 128GB solid state drive or more.

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<sup>1</sup> 2022 Year 9 students only – We are aware that some students already have a Chromebook. Whilst these are not recommended for use, they can be utilized as a transitional device for Year 9 only. However, please note that there are some issues with network connectivity, and the device must be capable of accessing the Office365 online suite.

The curriculum and subjects offered to Year 9 students reflect:-

- ▶ **The New Zealand Curriculum with its Key Competencies and multiple Learning Areas.**
- ▶ **The Massey High School Charter which recognises the importance of a school curriculum reflecting the unique character of the school.**

Year 9 students at Massey High School study a range of more than ten different subjects, which opens up a breadth of possible vocational pathways opportunities and study in later years.

All students take at least one subject from each of the Learning Areas of the National Curriculum.

In some Learning Areas there is only one subject offered, while in others there is some choice available.

The following pages indicate the subjects that a Year 9 student must take and the areas where there is some choice.

Our Year 9 Curriculum has **eight** Learning Areas. In some Learning Areas there is no choice of subjects, while in the Arts and Learning Languages there is choice available. Year 9 students study at least one subject from each Learning Area.

**Learning Areas where there is no choice of subject:**

<i>Learning Area</i>	<i>Subject Taken</i>	
English	English.....	<input checked="" type="checkbox"/>
Health & Physical Education	Health and Phys Ed.....	<input checked="" type="checkbox"/>
Mathematics	Mathematics.....	<input checked="" type="checkbox"/>
Science	Science.....	<input checked="" type="checkbox"/>
Social Science	Social Studies.....	<input checked="" type="checkbox"/>
Technology	Technology.....	<input checked="" type="checkbox"/>

**Learning Areas where a choice of subject is available:**

<p><b>The Arts</b></p> <p><i>Two subjects to be studied from Arts courses</i></p>		Art.....	<input type="checkbox"/>
		Dance.....	<input type="checkbox"/>
		Drama.....	<input type="checkbox"/>
		Music.....	<input type="checkbox"/>
		Advanced Music.....	<input type="checkbox"/>

<p><b>Languages</b></p> <p><i>One subject to be studied from these courses</i></p>		Chinese.....	<input type="checkbox"/>
		English* (2 <sup>nd</sup> Language).....	<input type="checkbox"/>
		French.....	<input type="checkbox"/>
		Japanese.....	<input type="checkbox"/>
		Literacy and Numeracy Enrichment Programme..	<input type="checkbox"/>
		Spanish.....	<input type="checkbox"/>
		Te Reo Maori.....	<input type="checkbox"/>

**Other Subjects\*** Leadership (for the Summit Leadership class)

**\*Note 1** English Speakers of Other Languages (ESOL) students who do not meet minimum English requirements must take English (2<sup>nd</sup> Language) in addition to English. Such students will be placed in an English (2<sup>nd</sup> Language) option based on their entry test results. Literacy and Numeracy Enrichment will also be provided by invitation as an alternate every day class for students who need to enhance their literacy and numeracy skills.

**\*Note 2** Special Programmes, such as the Summit Classes, Sports Programmes, and Focus Learning Programmes can involve a variation in the subjects studied by students in those programmes.

# Vocational Pathways

Vocational Pathways is a concept introduced by the Ministry of Education to provide a framework for curriculum structure in schools and to assist students in course and career planning. At Year 9 level, individual course selections can begin to define future pathways for students, although what is offered at Year 9 provides broad opportunities to study a range of subjects. As Year 9 students later progress into the senior school they can select courses which will provide a sharper focus along specific pathways. As they reach Years 12 and 13 it is important that their studies and course selections begin to focus more on their future vocational planning aligned with their interests, aptitudes, and natural abilities.

There are many possible vocational pathways within the six Vocational Pathway Sectors defined by the Ministry of Education.

The six Vocational Pathway Sectors are as follows:

- Construction and Infrastructure
- Creative Industries
- Manufacturing and Technology
- Primary Industries
- Services Industries
- Social and Community Services

It is good for Year 9 students to be aware of these Vocational Pathway Sectors.

This diagram illustrates that there is a degree of overlap between the sectors during the school years before students branch out beyond school on their chosen pathways.



# Section Three

## Special Programmes

### Year 9 Literacy Programmes 2021

Academic success at secondary school requires that students have functional literacy levels. The Focus Learning Department currently runs four programmes designed to target the specific needs of our students and to assist the school in reaching its academic goals. Depending on staffing and resources, FLD usually offers the following programmes to our Y9 students:

<b>YEAR 9 PASIFIKA LITERACY PROGRAMME (PLP)</b>	<p>The Year 9 <b>Pasifika Literacy Programme (PLP)</b> aims to improve the reading, writing and vocabulary skills of Pacific Island students so that they are able to function successfully in mainstream classes across the curriculum. PLP runs for three terms each year and students attend sessions in either period 1 or period 2 for four days of each school week.</p> <p>Parent support is crucial to PLP and parents will be asked to give permission for their child to attend the programme.</p> <p><b>NOTE:</b> Participation is by invitation only. This programme cannot be selected as an option during the enrolment process.</p> <p><b>COST/EQUIPMENT:</b> Two 1B5 exercise books. No extra costs.</p>
<b>YEAR 9 MAORI LITERACY ENRICHMENT PROGRAMME (MLE)</b>	<p>The Year 9 <b>Maori Literacy Enrichment Programme (MLE)</b> aims to improve the reading, writing and vocabulary skills of Maori students so that they are able to function successfully in mainstream classes across the curriculum. Students attend MLE for approximately six weeks. There are four sessions a week, during period 3. Students work in small groups, each with a tutor.</p> <p>Parent support is vital to MLE and parents will be asked to give permission for their child to attend the programme.</p> <p><b>NOTE:</b> Participation is by invitation only. This programme cannot be selected</p> <p><b>COST/EQUIPMENT:</b> One 1B5 exercise book. No extra costs.</p>
<b>YEAR 9 COMMUNICATION &amp; THINKING SKILLS PROGRAMME (CATS)</b>	<p>The Focus Learning Department runs a literacy programme which aims to improve students' ability to gain information from text. Students learn a range of strategies designed to help them cope with the complexity of texts/tasks required at secondary school.</p> <p>Targeted Year 9 classes participate in CATS with each class scheduled to attend 3 sessions per week over 4-5 weeks. Each class is accompanied by their subject teacher and the students work in small groups with a tutor. The programme not only improves literacy skills, but also requires the students to think, communicate clearly and co-operate with others.</p> <p><b>COST/EQUIPMENT:</b> There are no extra costs.</p>
<b>YEAR 9 LITERACY ENRICHMENT PROGRAMME</b>	<p>Selected students are invited to participate in small groups to practise their reading, writing, listening and vocabulary skills in order to improve their overall literacy.</p> <p>Classes usually run four times a week in period 3 for a period of six weeks and are ability-based. Parents will be asked to give permission for their child to attend the programme.</p> <p><b>COST/EQUIPMENT:</b> One 1B5 exercise book. No extra costs.</p>





Summit (sŭm'īt) *n.* **1.** The highest point or part; the top.  
**2.** The highest level or degree that can be attained.

The Massey High School Summit Programme for Gifted and Talented Education works to identify giftedness and talent across a range of areas, both academic and performance based. We understand that gifts and talents shine through students in a variety of ways, and our Summit Programme aims to nurture gifted and talented students across the areas of Science, Mathematics, the Arts, Literature, and Leadership.

**Special Programming Offered:**

- Acceleration in Mathematics and English, with pathways to Scholarship
- Enriched Science curriculum in Years 9 and 10
- Leadership option classes from Years 9 and 10
- Leadership camps and conferences
- Advanced Art and Music classes
- Custom timetables as needed
- Pathways and courses to support NZQA Scholarship and early university study in Years 12-13

**Each Summit class aims to:**

- Promote personal excellence
- Provide acceleration and/or enrichment in designated areas of giftedness and talent
- Provide students with extracurricular opportunities for personal and academic growth
- Allow parents and students the opportunity to choose pathways according to the gifts and talents they would like to pursue

Throughout the year, students are encouraged to inform our Gifted and Talented Co-ordinator of any areas they would like to pursue further, where they need more extension or where they require additional support.

## **SUMMIT Entry Criteria:**

1. **All interested students should submit a completed application** indicating which area they would like to pursue as their main focus (Mathematics, Arts and Literature, or Leadership).
2. Interviews and letters of reference will be required for those who wish to be part of our **Leadership programme**.
3. A strong commitment to personal excellence.
4. Pre-entry assessment results in the top 5%, a school record of high achievement and effort, as well as achievement in areas of special character, will be considered as part of entry into the Summit Programme.

Note: Selection for the Summit programme will be made based on a combination of application and entry testing data, and in some cases invitations may be extended to students who have not applied to the programme.

**Cost/Equipment:** The programme outlined above incurs additional expenses in relation to out-of-school activities, entry fees for competitions and exams such as the ICAS English, Maths and Science Competitions. Opportunities for workshops, conferences, and camps may also incur fees.

Application forms are available as part of enrolment packs. Students who wish to be considered for the Summit Programme must first be enrolled.

# **Massey High School Bilingual SUMMIT**

Here at Massey High School we offer a bilingual summit programme which has been named Te Whare Āhuru (The house of warmth). The programme offers students the chance to pursue their Secondary School education within a bilingual setting. Students that are apart of the programme will be a part of aspects that incorporate Te Ao Māori i.e te ao haka, pōwhiri.”

# Massey High School Sports Programmes

The Massey High School Sports Performance & Development programme is included in the course structure at Massey High School to provide support and guidance in both academic and sporting arenas for talented student athletes.

## **Sports Performance & Development Programme**

The Sports Performance & Development Programme includes practical sessions on Strength, Aerobic Conditioning, Speed and Power, Flexibility, Muscular Endurance, and Sport-Specific Skill Coaching. Also included are theory sessions on Goal Setting, Fitness Components, Nutrition for Sport, Functional Anatomy, Sport Safety, Injury Management and Rehabilitation, Assessment and Evaluation, and Team Building.

Sports Performance & Development Programme is a full year programme which replaces one of the two Year 9 half-semester Art option courses and one of the two Year 9 half-semester Technology courses as well as replacing the normal one semester PE/Health programme.

In accepting the challenge of “Seek The Heights”, academy participants adopt roles of leaders in sports, helping them to gain opportunities for success in future endeavours.

## **Eligibility**

1. Sports Performance & Development Programme participants should have the ability, attitude and potential to compete at the highest level for their age group, and **MUST** represent Massey High School in a winter sports code. (i.e. Basketball, Football, Hockey, Netball or Rugby).
2. Students must adhere to the school rules and follow the guidelines of The Massey Way.
3. Students must follow Massey High School Player Expectations on Fair Play in their sporting endeavours.

## **Cost / Equipment**

Sports Performance & Development Programme, Uniform fees \$70 (Shirt \$35, Shorts \$35)

## **Application**

An application form for Sports Performance & Development Programme is included in the enrolment pack, to be filled in along with the course selection form at the time of enrolment at Massey High School. Please also bring testimonials, CVs of sporting achievements and letters of support for sporting achievements to your enrolment interview. A selection process will take place near the end of 2021.

## Section Four Curriculum

### Massey High School Curriculum Model

The current Massey High School timetable involves Year 9 students studying five subjects each day. Subjects are studied several days of each week. Some courses continue over the whole year, some are studied over one semester, some over a half-semester.

[Note: A semester course is a half-year course of approximately two terms or 18 weeks. A half-semester course is a quarter-year course of approximately one term or 9 weeks.]

In the current timetable, English, Mathematics, Science and Social Studies continue throughout the entire school year at Year 9, studied 3 or 4 periods a week. This places a major emphasis on Literacy and Numeracy for the first year at Secondary School to assist students in all learning areas

Phys Ed / Health, and a Language subject are also studied through the year on alternating days. Two other subjects from the Arts or local curriculum are studied by each student as half-semester options, and all the Technology subjects are studied each over the duration of the year.

A similar model applies in Year 10, and all other Year 10 subjects are studied on every second day throughout the year.

[Note: Phys Ed and Health are counted as two separate subjects but they share a semester of study. This applies to both Years 9 and 10.]

#### Examples (Years 9 and 10)

Year level	
<b>Year 9</b>	English Mathematics Science Social Studies Drama/Music (or Art/Dance etc.) Technology Health/Phys Ed
<b>Year 10</b>	English Mathematics Science Social Studies Drama/Music (or Art/Dance etc.) Technology Health/Phys Ed

Students in Year 11, 12 and 13 generally study five subjects for the entire school year, each subject being studied for an hour every day during the course of the year.

The 2021 subject list (to be updated later in 2021 for 2022) is included on the following page to assist with initial long-term planning for incoming Year 9 students and parents.

# 2021 MASSEY HIGH SCHOOL SUBJECTS

SUBJECT AREAS		YEAR 9	YEAR 10	LEVEL 1 / YEAR 11,12	LEVEL 2 / YEAR 12,13	LEVEL 3 / YEAR 13
COMPULSORY SUBJECTS	CORE	English, Mathematics Science, Social Studies Health & Physical Ed	English, Mathematics Science, Social Studies Health & Physical Ed	English, Mathematics Geography or Science (including Semester Sciences)	English	
	OPTIONS	Arts ( <i>Art, Dance Drama, Music, Advanced Music</i> ) Language ( <i>Chinese, ESOL, French, Japanese, Spanish, Te Reo Maori</i> ) Technology ( <i>Fabric, Food, Graphics, Resistant Materials, Digital Technology</i> ) Leadership	Arts ( <i>Art, Advanced Art, Dance Drama, Music, Advanced Music</i> ) Technology ( <i>Digital Technology, Fabric, Food, Graphics, Resistant Materials</i> ) Plus 1 other subject	Plus 2 other subjects	Plus 4 other subjects	5 subjects
VISUAL ARTS		Art	Art Advanced Art	Art 101 Art Photography 101	Art 201 Art Photography 201	Art Photography 301 ● Art Painting 301 ●
COMMERCE			Business	Finance 101 Accounting, Business, Economics	Accounting 201 Finance 201	Accounting 301 ● Business 301 ●
COMPUTING & DIGITAL TECHNOLOGY		Digital Technology	Digital Technology ▲	Computer Science 101 Digital Technology 101	Computer Science 201 Digital Technology 201	Computer Science 301 ● Digital Technology 301 ●
DANCE		Dance	Dance	Dance 101	Dance 201 Dance Academy ▲	Dance 301 Dance Academy ●
DESIGN & VISUAL COMMUNICATION		Design 7 Visual Comm	Design & Visual Comm	Design & Visual Comm 101	Design & Visual Comm 201	Design & Visual Comm 301 ●
DRAMA		Drama	Drama	Drama 101	Drama 201	Drama 301
ENGLISH & ENGLISH LANGUAGE DEVELOPMENT (ESOL)		English	English	English 120, 101, 103 ▲	English 201,203 ▲	English 301 ●, 303 ▲,
		ENGL1 (ESOL)	ENGL2 (ESOL)	ENGL3, ENGL4 (ESOL)	ENGL4, ENGL5 (ESOL)	ENGL4, ENGL5 (ESOL)
FABRIC		Fabric Technology	Fabric Technology	Fabric Technology 101 Pre-Academy Fashion ▲	Material Technology 201 ● Early Childhood ■	Material Tech 301 ● Early Childhood ■
FOOD		Food Science & Technology	Food Science & Technology	Food Science Tech 101 Pre-Academy Hospitality ■	Food Science Tech 201 ●	Food Science Tech 301 ●
HEALTH AND PHYSICAL EDUCATION		Health Physical Education Sports Science Sports Perform & Dev	Health Phys Ed Sports Science Sports Perform & Dev	Health 101 Phys Ed 101 Sports Perform & Dev 101	Health 201 Phys Ed 201 Sports & Outdoors 203 Sports Perform & Dev 201	Health 301 ● Phys Ed 301 ● Sports Leadership 302 ▲ Sports Perform & Dev 301 ●
INTERNATIONAL LANGUAGES		Chinese, French, Japanese, Spanish	Chinese, French, Japanese, Spanish	Chinese 101, French 101 Japanese 101, Spanish 101	Chinese 201, French 201, Japanese 201, Spanish 201	Chinese 301 ●, French 301 ● Japanese 301 ●, Spanish 301 ●
TE REO MAORI		Te Reo Maori	Te Reo Maori	Te Reo Maori 101	Te Reo Maori 201 ■	Te Reo Maori 301 ●
MATHEMATICS		Mathematics	Mathematics	Mathematics 101, 102, 103	Mathematics 200 Mathematics with Statistics 201 Mathematics 202	Mathematics with Calculus 301 ● Mathematics with Statistics 301 ● Mathematics 301 ●, 302 ●
MEDIA			Media Studies	Media Studies 101	Media Studies 201	Media Studies 301 ●
MUSIC		Music Advanced Music	Music Advanced Music	Music 101	Music 201	Music Studies 301 ● Making Music 301 & Academy ●
RESISTANT MATERIALS		Resistant Materials Technology	Resistant Materials Technology	Pre-Academy Engineering ■ Pre-Academy Building ■ Resistant Materials Technology 101	Resistant Materials Technology 201	Resistant Materials Technology 301 ●
SCIENCE		Science	Science	Science 101 Science 102 Semester Sciences: (double line) Earth&Space Science, Biology, Chem, Physics,	Science 201, Science 202 Biology 201 Chemistry 201 Physics 201	Science 301 ●, 302 ● Biology 301 ●, 302 ● Chemistry 300 ●, 301 ● Physics 301 ●
SOCIAL SCIENCES and HUMANITIES		Social Studies	Social Studies	Geography 10 History 101	Geography 201 History 201 Classical Studies 201 Tourism 203 ■	Geography 300 ●, 301 ●, 302 ● History 301 ● Classical Studies 301 ● Tourism 303 ■
AUCKLAND WEST VOCATIONAL ACADEMY (AWVA)		The Auckland West Vocational Academy offers secondary/tertiary courses for senior students from Massey High School as well as from other schools.		Pre-Academy Engineering ■ Pre-Academy Building ■ Pre-Academy Hospitality ■ Pre-Academy Fashion ▲	Automotive Academy ■ Early Childhood ■ Fashion Academy ■ Hospitality Academy ■ Radio Academy ■ Tourism Academy ■ Carpentry Academy ■	Automotive Academy ■ Early Childhood ■ Fashion Academy ■ Hospitality Academy ■ Radio Academy ■ Tourism Academy ■ Building Academy ■ Maori Performing Arts ■

Key: ● UE Approved Subject (Level 3) ▲ Course includes one or more Unit Standards ■ Course is all Unit Standards June 2021

# CORE LEARNING AREAS

English  Health  Mathematics and Statistics  Physical Education  
 Science  Social Sciences

*These Core Learning Area courses are compulsory.*

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## English

### MAIN AREAS OF STUDY

Reading and writing, speaking and listening, viewing and presenting.

### METHODS OF ASSESSMENT

Various written, oral and visual methods

### EQUIPMENT

2 x 1B5 exercise books, 1 x 14B8 Refill

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## Mathematics

### MAIN AREAS OF STUDY

Students will be working on the National Mathematics Curriculum in the areas of Number and Algebra, Geometry and Measurement, and Statistics. Practical applications of Mathematics are explored. Numeracy and mathematical literacy are a major emphasis throughout the course. A full range of abilities is catered for.

### METHODS OF ASSESSMENT

Tests, assignments, homework and projects

### COST / EQUIPMENT

Two 1J5 books, scientific calculator and a 30cm ruler are essential. Students in the Maths SUMMIT programme would benefit from having a graphical Calculator from Year 9. Some materials may incur extra costs.

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## Science

### MAIN AREAS OF STUDY

The Science programme at Massey High School covers a range of knowledge and practical skills that help students to understand what is going on in the world around them. Topics covered are: Science Skills, Matter, Energy and Light, The Body, Papatūānuku, Ecology, Elements, Magnetism and The Planets.

### METHODS OF ASSESSMENT

A mixture of written tests, practical assessments and project work throughout the course. All students sit an end of year exam at the end of the year.

### COST / EQUIPMENT

Highlighters, ruler, pencil and blue/black pens.

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## Social Studies

### MAIN AREAS OF STUDY

Studies are made which develop understandings of people, their actions and their activities in New Zealand and in other parts of the world.

Topics covered are: The Ancient World, Australia, NZ Geography, Current Events and Pacific Challenges (Climate Change)

### METHODS OF ASSESSMENT

Regular assessment of bookwork and projects. Test during each term. End-of-year examination. Assessment of knowledge, skills and understanding ideas.

### COST / EQUIPMENT

1 x 1B5 books, Some materials may incur extra costs.

# CORE LEARNING AREAS

*continued*

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## Physical Education

### MAIN AREAS OF STUDY

Year 9 students experience a range of physical activities. The programme for 2021 is based on the national Health and Physical Education Curriculum and major components include physical growth and development, motor skill development and personal and social development.

### METHODS OF ASSESSMENT

Students are assessed on managing self, personal performance, co-operation, communication and attitude.

### COST / EQUIPMENT

Massey High School Phys Ed T-Shirt \$30, PE shorts \$30 (can be purchased only from the SAS uniform shop)

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## Health

### MAIN AREAS OF STUDY

Through learning in Health Education, students will develop the knowledge, skills, attitudes and motivation to make informed decisions and to act in ways that contribute to their personal well-being, the well-being of other people, and that of society as a whole.

The Year 9 Health programme is based around the Maori philosophy Hauora, where we explore making health-enhancing decisions in the context of resilience, drug education, nutrition and sexuality education.

Health Education can be continued as a full academic option at NCEA Level 1, Level 2, and Level 3 and is a University Approved subject.

### METHODS OF ASSESSMENT

Assessment tasks will be conducted for three of the health topics explored.

### COST / EQUIPMENT

Some materials may incur extra costs.

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# THE ARTS

Art

Dance

Drama

Music

Advanced Music

*You will study **TWO** subjects from this learning area.*

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## Art

### PRE-REQUISITE

A general interest in Art and a willingness to improve their art making skills.

### MAIN AREAS OF STUDY

Students are introduced to a range of practical skills needed in Art including: drawing, painting and printmaking. They also begin to look at movements in art and other art approaches which may include contemporary art, Maori art and Polynesian art forms.

### METHODS OF ASSESSMENT

Practical work will be assessed as tasks are finished throughout the course.

### COST / EQUIPMENT

Students will be issued with a 4B pencil and a drawing wallet and are advised to bring their own eraser and colouring pencil set.

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## Advanced Music (1 semester course)

**NOTE: This is a 1 semester course and therefore fills the requirements to take 2 Arts subjects.**

### PRE-REQUISITE

Open to students who have had at least 1-year experience playing an instrument by either private tutelage or from a family member or as part of a school or church group. You must apply using the Advanced Music Course Application form and explain your experience on this instrument in detail. You will be selected on your merits and experience so please be detailed. You do not have to be able to read music notation to take this course. It is expected that you have access to your chosen instrument at home so you can practice.

### MAIN AREAS OF STUDY

Practical: Solo and group performances on your selected instrument with the opportunity to perform in assemblies or other school events as well as becoming a member of a school music group with the opportunity to compete in competitions and perform in the community.

Theory: Music reading skills in preparation for Year 10 Advanced Music and NCEA examinations

Aural: Listening to music of different styles and analysing the elements in preparation for Year 10 Advanced Music and NCEA.

Music in Context: Examination of 20<sup>th</sup> Century popular music styles and project-based research on a style of music of your choice.

Composition: Composing in groups for percussion instruments, and individual computer-based compositions.

Music Technology: Understanding of music notation software and Digital Audio Workstations and basic sequencing and recording techniques

### METHODS OF ASSESSMENT

Practical assessments and tests.

### COST / EQUIPMENT

1B5 exercise book, manuscript pad, Some materials may incur extra costs.

### INDIVIDUAL TUITION

The Music Department provides private and small group tuition through the Itinerant Music Teachers Scheme in Flute, Clarinet and Saxophone, Piano, Guitar, Drums and Bass Guitar, Violin, Cello, Trumpet and Trombone as well as Voice. Priority is given to option music students when there is an oversubscription for any of the above instruments



# THE ARTS

*continued*

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## Music

### PRE-REQUISITE

Open to all students, including those who do not read music in bass and treble clef and have not played an instrument before.

### MAIN AREAS OF STUDY

Practical: Beginner Keyboard and guitar skills.

Theory: Music reading skills

Aural: Listening to music of different styles and analysing the elements

Music in Context: Examination of 20<sup>th</sup> Century popular music styles and project-based research on a style of music of your choice.

Composition: Composing in groups for percussion instruments, and individual computer-based compositions.

### METHODS OF ASSESSMENT

Practical assessments and tests.

### COST / EQUIPMENT

1B5 exercise book, manuscript pad, Some materials may incur extra costs.

### INDIVIDUAL TUITION

The Music Department provides private and small group tuition through the Itinerant Music Teachers Scheme in Flute, Clarinet and Saxophone, Piano, Guitar, Drums and Bass Guitar, Violin, Cello, Trumpet and Trombone as well as Voice. Priority is given to option music students when there is an oversubscription for any of the above instruments.

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## Dance

### PRE-REQUISITE

You should feel comfortable with the requirement to be creative and energetic, and to bring a change of clothes. Full participation is expected.

### MAIN AREAS OF STUDY

You will learn about the Elements of Dance; Space, Time and Energy. You will participate in a range of creative activities to explore these areas. You will learn about a specific style of dance. You will perform both creative dance, and a style of dance in groups in front of your class. Further information will be given at the commencement of the course.

### METHODS OF ASSESSMENT

Practical work. Written journal, group work, creativity and performance.

### COST / EQUIPMENT

Nil

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## Drama

### PRE-REQUISITE

You should feel comfortable with the requirement to perform in front of others.

### MAIN AREAS OF STUDY

Practical work in such areas as improvisation, storytelling and scripted scene work. Personal skills will be developed including confidence, trust, teamwork, initiative. Language development in a range of contexts.

### METHODS OF ASSESSMENT

Practical work. Rehearsal and performance. Written reflections.

### COST / EQUIPMENT

One 1B5 exercise book, Worksheets supplied by department.

# TECHNOLOGY

☑ Design and Visual Communication    ☑ Digital Technology

☑ Food Science & Technology    ☑ Product Design

*All 4 Technology courses are compulsory.*

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## Design and Visual Communication (DVC/Graphics)

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

In this area, students learn to apply design thinking. They use visual communication to develop design ideas in response to a brief. By doing this, students develop visual literacy which they use to communicate and present their design ideas through using sketching, digital design programs and other modelling techniques.

### METHODS OF ASSESSMENT

Assignments, Project based folios of work.

### COST / EQUIPMENT

Some materials may incur extra costs

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## Digital Technology

Computers and Digital technology are everywhere and play an important (and growing) role in our society. In job surveys, roles in 'IT' are consistently at (or near) the top of the list in terms of earnings and future opportunities. Having a sound understanding of key Computer Science and Programming concepts has never been more important.

In this course students will develop skills in both Computational Thinking (programming and Computer Science) and Designing Digital Outcomes.

Students will learn the following:

- Programming
  - Decomposing a problem
  - Writing programs
  - Testing programs
- Computer Science
  - Human Computer Interfaces (ie: Usability)

The transferable knowledge and skills students learn are needed to successfully operate in our society as informed citizens.

### METHODS OF ASSESSMENT

Students will complete a range of assessment activities, all of which are submitted electronically.

### COST / EQUIPMENT

**Students are encouraged to bring their own headphones** to each class. All assignment submissions in this course are done digitally.

# TECHNOLOGY

*continued*

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## Food Science & Technology

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

This course will follow the Technology curriculum with the emphasis on the materials used in the manufacture of technological products. The course will give the students an understanding of the properties and functions of ingredients used in the manufacture of a range of baked goods, including cakes, scones, biscuits, and bread.

### METHODS OF ASSESSMENT

Assessment will be in a digital format, based on the students understanding of the materials (fat, sugar, flour, and eggs) used in the manufacture of these products.

### COST / EQUIPMENT

Students will need to provide a ruler, blue or black pen and a pencil. They will also need to bring a container from home to take their products away with them. We will no longer be providing single use plastic containers or forks for purchase.

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## Product Design

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

This course will follow the Technology curriculum with the emphasis on developing the knowledge and skills required when working with textiles or resistant materials. This will allow students to create both conceptual designs and prototypes of technological outcomes. Students will develop knowledge of systems, machines and techniques used in manufacturing products. They will use manufacturing and quality assurance processes to make a prototype.

### METHODS OF ASSESSMENT

Production of a functioning outcome and a knowledge book of evidence

### COST / EQUIPMENT

Students will need to provide colouring pencils, glue stick, scissors, ruler, blue or black pen and a pencil.

# LANGUAGES LEARNING AREA

- Chinese     English Language Development     French  
 Japanese     Literacy Enrichment Action     Spanish     Te Reo Maori

Select **ONE** subject from the Languages learning area.

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## Chinese

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

Listening, Reading, Writing, Speaking and Cultural Studies. This course will cover Levels one and two of the New Zealand Curriculum by dealing with the following topics: Myself and my friends, meeting people, dates and celebrations, classroom and immediate surroundings, family, pets, appearances and personalities, time, weather, school subjects, foods, sport and leisure.

### METHODS OF ASSESSMENT

Course work, ITC assignment, cultural projects, end-of-course assessments

### COST / EQUIPMENT

Students will need to provide 1B5 exercise books, colouring pencils, glue stick, scissors, ruler, blue or black pen and a pencil.

Some materials may incur extra costs i.e. cultural activities.

### EXTRA-CURRICULAR

Chinese lunch in class, calligraphy, Chinese animation, film and cultural DVD, Future Study Tour to China.

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## English Language Development

### PRE-REQUISITE

For students who do not have English as their first language or speak mostly their first language at home. Students may choose this option themselves, but some students may be placed in this subject as a result of testing or if support is specifically requested due to difficulties with English.

### MAIN AREAS OF STUDY

This course supports language acquisition across all subject areas through developing basic skills such as reading, writing, listening and speaking. As in English, our areas of study focus on reading and writing, speaking and listening, viewing and presenting. Our primary goal is to develop students' English literacy to the point where they can operate effectively in the mainstream.

### METHODS OF ASSESSMENT

Various oral and written methods.

### COST / EQUIPMENT

Some materials may incur extra costs.

# LANGUAGES LEARNING AREA

*continued*

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## French

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

Listening, Reading, Writing, Speaking and Cultural Studies. This course will cover Levels one and two of the New Zealand Curriculum by dealing with the following topics:

Myself and my friends, meeting people, dates and celebrations, classroom and immediate surroundings, family, pets, appearances and personalities, time, weather, school subjects and foods.

### METHODS OF ASSESSMENT

Vocabulary tests, videos, online writing projects, end of course assessment.

### COST / EQUIPMENT

Students will need to provide 1B5 exercise books, colouring pencils, glue stick, scissors, ruler, blue or black pen and a pencil.

Some materials may incur extra costs i.e. cultural activities.

### EXTRA-CURRICULAR

French breakfast, French restaurant, French film festival, French TV and French Music

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## Japanese

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

Listening, Reading, Writing, Speaking and Cultural Studies. This course will cover Levels one and two of the New Zealand Curriculum by dealing with the following topics:

Myself and my friends, meeting people, dates and celebrations, classroom and immediate surroundings, family, pets, appearances and personalities, time, weather, school subjects, foods, sport and leisure.

### METHODS OF ASSESSMENT

Course work, ITC assignment, cultural projects, end-of-course assessments

### COST / EQUIPMENT

Students will need to provide 1B5 exercise books, colouring pencils, glue stick, scissors, ruler, blue or black pen and a pencil.

Some materials may incur extra costs i.e. cultural activities.

### EXTRA-CURRICULAR

Origami, Japanese lunch in class, calligraphy, Japanese animation, film and cultural DVD, Future study tour to Japan.

# LANGUAGE LEARNING AREA

*continued*

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## Literacy and Numeracy Enrichment Programme (LNE)

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

This course is designed to provide enrichment to students who need extra support with their literacy needs. Students will be given the opportunity to improve their reading and writing mileage and will be encouraged while learning the foundation skills required when decoding and creating language.

### METHODS OF ASSESSMENT

Course work

### COST / EQUIPMENT

Some materials may incur extra costs

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## Spanish

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

Listening, Reading, Writing, Speaking and Cultural Studies. This course will cover Levels one and two of the New Zealand Curriculum by dealing with the following topics:

Myself and my friends, meeting people, dates and celebrations, classroom and immediate surroundings, family, pets, appearances and personalities, time, weather, school subjects and foods.

### METHODS OF ASSESSMENT

Course work, recorded conversations, cultural projects, end-of-course assessment.

### COST / EQUIPMENT

Students will need to provide 1B5 exercise books, colouring pencils, glue stick, scissors, ruler, blue or black pen and a pencil.

Some materials may incur extra costs i.e. cultural activities.

### EXTRA-CURRICULAR

Spanish cooking, Spanish Film and cultural DVD, Fiesta, Future study tour.

# LANGUAGE LEARNING AREA

*continued*

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## Te Reo Maori

### PRE-REQUISITE

Open entry

### MAIN AREAS OF STUDY

#### **Whānau and Kāinga (Family and Home)**

This is where students are taught the value of whanau as a concept through learning the importance of whakapapa (geneology), of tuakana/tenia (sibling dynamics) and the home as a source of knowledge.

#### **Kura (School)**

Students will be guided through the schools marae Te Mahanahana and taught the customs pertaining to it, also its relationship to the rest of the school.

#### **Rohe (Community) Pēpeha o Tiriwa, Ngā Kōrero o te Whenua**

To learn the local histories pertaining to the first inhabitants up to present day. To look at Maori and their place in the wider community of Massey and ultimately Aotearoa.

#### **Tikanga (Customs), Kawa, Karakia, Waiata**

'Tikanga' is integral to the whole course i.e. ethics and protocols from a Maori perspective throughout the wider school community.

### METHODS OF ASSESSMENT

Tuhituhi (Written), Korero (Oral), Whakamatautau (Practical Class Tests)

### COST / EQUIPMENT

Two 1B5 exercise books, one 14B8 refill.

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# OTHER SUBJECTS

## Leadership

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### Leadership

#### PRE-REQUISITE

This half-semester course is specifically for students who are in the Summit Leadership class.

#### MAIN AREAS OF STUDY

This course is part of the Summit Leadership programme designed to explore leadership styles, success as a leader, and to further develop leadership potential. This course focuses primarily on the *7 Habits of Highly Effective Teens* and their application in both a personal and leadership context.

#### METHODS OF ASSESSMENT

- Reflection journal followed by end-of-course presentation on habit formation and personal growth.
- Quizzes on 7 Habits reading and activities.
- Inspirational Leader case study and presentation.

#### COST / EQUIPMENT

No Cost