

# Thames High School Te Kura Tuarua O Hotereni

## 2019 Year 10 Course Selection Booklet

Curriculum Structure  
Stationery  
Digital Devices

Kete Selection

## Year 10 Curriculum – Kete Options 2019

*In 2019 there will be 4 parts to the timetable for all Year 9 and 10 taiohi (students):*

| <b>Part 1: Pastoral/ Guidance - Rōpū</b>  | <b>Part 2: Cross-curricula learning kete</b>  |               |               | <b>Part 3: Compulsory courses</b>  |   | <b>Part 4: HIP - High Interest Projects/extension and accelerated learning programmes</b>   |
|---|---|---------------|---------------|--|---|---|
|   | <b>Kete 1</b>   | <b>Kete 2</b> | <b>Kete 3</b> | <b>Compulsory Course 1</b>   | <b>Compulsory Course 2</b>  |   |
| <i>Taiohi (students) will meet with their rōpū kaitiaki (pastoral teacher) everyday except for Monday. This time is very valuable to develop an educational plan for each taiohi and to ensure that each taiohi is achieving at the best of their ability. The rōpū kaitiaki is the first point of contact for parents.</i> | <i>Cross-curricula courses are designed to be high-interest and authentic learning experiences that include two or more curriculum areas. Taiohi can choose 3 of these each term. Each kete runs for a term. Their choices need to cover all curriculum areas over the course of the year. Taiohi MUST choose one course that includes English and one that includes Maths each term.</i> |               |               | <i>Science<br/>Maths<br/>Social Studies</i>  | <i>Digital Technology<br/>Health<br/>English<br/>Te Reo Maori</i> | <i>During this time taiohi will be involved in individual or group projects that reflect their interests. These will include curriculum extension programmes where taiohi can explore a curriculum area in more depth and accelerated programme where taiohi will have the opportunity to 'catch-up' in literacy or numeracy.</i> |
|   |   |               |               | <i>Alongside the cross-curricula kete taiohi will be involved in two compulsory courses each term. These will change each term. Year 9 and 10 taiohi will be placed in these</i> |   |   |

*The New Zealand Curriculum has 8 learning areas: English, The Arts, Science, Mathematics, Languages, Social Sciences, Technology and Physical Education/Health. All of these except for Languages appear in the kete. Students should aim to cover ALL curriculum areas (7 of them) at least twice during the year. Te Reo Māori is included in the compulsory rotations during the single learning area lines(compulsory courses). The opportunity to learn other languages will be available through Distance Learning. These opportunities will be advertised as they come available.*

*Students choose a first and second choice from each line (different colours) in each kete (there are 4 kete, one for each term). These choices can be made on the final sheet (Page 7).*

*To be adequately prepared for year 11 Mathematics you should choose at least one of:*

*10Tahi3A - What's behind the mathematical?*

*10Wha1A What is the distance?*

*AND one of*

*10Rua 3B - Numbers don't lie*

The choices are due back **on Thursday 31<sup>st</sup> January but can be emailed in at any time**. Places will be filled in Term 1 in a 'first in' basis. Help to complete these is available on Wednesday 30<sup>th</sup> January in the school library from 9-1pm (no appointment necessary).


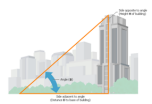

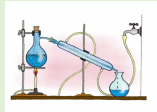

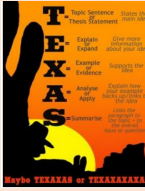
There will be two lines where students rotate through each curriculum area (the compulsory courses).

The High Interest Project (HIP) line will offer a range of options available for both Year 9 and 10. These options will be available to students closer to the start of the year.








|  |  |  |
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| <p><b>For stationery student will need:</b><br/><i>Pens (black, blue and green or red)</i><br/><i>Pencils (HB)</i><br/><i>Eraser</i><br/><i>Ruler</i><br/><i>Glue stick</i><br/><i>Scientific Calculator</i><br/><i>10 1B4 books (or similar)</i><br/><i>2 1E5 Maths book</i><br/><i>Useful: felt pens and coloured pencils</i></p> <p><i>Digital Device (highly recommended-see columns to the right for further information)</i></p> | <p>Thames High School uses a blended e-learning approach to both teaching and learning, ie. traditional teaching methods and modern e-learning techniques will combine to support all of our students with their learning programs. Our teachers will be using Google Education Apps.</p> <p>The recommended device for Year 9 &amp; 10 students is a chromebook. A Chromebook is a fast, easy to use and child-friendly computer that runs Google's Chrome Operating System and uses the Google's Chrome Web Browser as the principal user interface. They primarily support web applications and only require a Google Gmail account and an internet connection, making them perfect for students' cloud-based projects. All work is stored in the cloud rather than on the device so content can be accessed from anywhere at any time. At Year 12 and 13 a laptop is recommended, particularly for those students going on to further academic study.</p> <p>We do have a number of chromebooks available for student use where students are unable to bring their device (e.g. requiring repair). The school has a number of safe chargeable lockers that are free for student use. Students need to bring a small padlock to secure these.</p> | <p>The minimum specification for devices:</p> <ul style="list-style-type: none"><li>▪ We recommend Chromebooks for Years 9 and 10</li><li>▪ 10" screen (bigger is better)</li><li>▪ 4gb RAM and Minimum dual core processor</li><li>▪ At least 5 hours of battery power from a full charge, (due to limited charging at school)</li><li>▪ Internet capable (Wifi connectivity – 801.11N/ac preferred),</li></ul> <p>Strongly recommended features:</p> <ul style="list-style-type: none"><li>▪ Keyboard</li><li>▪ Mouse</li><li>▪ Durable bag/cover for protection.</li></ul> <p>While smartphones are wonderful for personal entertainment, social communication and short internet searches, the size of the screen makes them unsuitable as a serious tool for learning, the ability to work on and complete lengthy documents is very limited.</p> |
|--|--|--|

**These choices are correct as of 18 December 2018. Due to staff changes over the holiday break, there may be unavoidable changes to these options before the start of the term.**







**Kete 1 (10Tahi) – Choose 1st and 2nd choice for each colour. These kete will run for all of Term 1**

|  |   |   |   |   |   |
|--|---|---|---|---|---|
| <b>10Tahi 1A</b>   | <b>Title: Swim for your Life</b><br><b>Subjects: English, PE</b>  | <b>10Tahi 3A</b>  | <b>Title: What's Behind the Mathematical?</b><br><b>Subjects: Maths, English</b>  | <b>10Tahi 5A</b>  | <b>Title: Changing Cultures</b><br><b>Subjects: Art, Social Studies</b>   |
|  | Explore the history of New Zealand surf lifesaving, learn key techniques to be confident in the water, and share these ideas with your community. |  | Students will use Pythagoras and Trigonometry to understand buildings and structures around them, using the processes of research and formal writing to communicate their findings.                                 |  | Students will explore pacific cultures and how interaction with other cultures and societies has forced these pacific groups to adapt in order to survive and evolve.   |
|  | <i>Creative, Curious</i>  |   | <i>Critical, Communicative, Curious</i>   |   | <i>Critical, Creative, Curious</i>  |
| <b>10Tahi 1B</b>   | <b>Title: Materials Testing</b><br><b>Subjects: Science, Maths</b>  | <b>10Tahi 3B</b>  | <b>Title: What you put in is what you get out!</b><br><b>Subjects: PE, Technology (Food)</b>  | <b>10Tahi 5B</b>  | <b>Title: TEXAS Rangers</b><br><b>Subjects: Drama, English</b>  |
|  | Design an experiment where you will be testing the composition of different materials.  |  | Students will investigate how food choices impact on their ability to train and perform in sport. Students will finish by preparing a meal before a training session or sporting performance based around Aquatics. |  | In this kete we will use a combination of Drama and English to explore writing skills using TEXAS in the context of visual text. Students will be learning to write formally using a paragraph structure (TEXAS), responding to film and written text and describing how film combines elements, techniques, conventions and technologies to create structure and meaning |
|  | <i>Critical, Curious, Courageous</i>  |   | <i>Collaborate, Critical, Courageous</i>  |   | <i>Creative, Communicative, Critical</i>  |







**Kete 2 (10Rua) – Choose 1st and 2nd choice for each colour. These kete will run for all of Term 2**

|  |  |   |  |   |  |
|--|--|---|--|---|--|
| <b>10Rua 1A</b>  | <b>Title: Curving your Words</b><br>Subjects: English, PE  | <b>10Rua 3A</b>   | <b>Title: Being Creative with Cooking and Writing</b><br>Subjects: English, Technology (Food)  | <b>10Rua 5A</b>   | <b>Title: Parihaka</b><br>Subjects: Social Studies, English  |
|  | Students will use their minds and bodies together to present gymnastics demonstrations and descriptive pieces of writing. Students will have the opportunity to participate in gymnastics sessions and mindfulness and to use these practical sessions to inspire their creative writing.    |  | Investigate how to select ingredients to use in cooking to achieve the desired result. Be creative with your writing to describe your experiences. You will also have the opportunity to use creative language to design an exciting menu. |    | Students will learn about Parihaka, from a range of viewpoints and express their own opinion as to what happened, who was involved and how this event still has impact on Te Ao Maori today. |
|  | <i>Creative Courageous Connected</i>   |   | <i>Creative, Curious</i>   |   | <i>Creative, Curious</i>   |
| <b>10Rua 1B</b>  | <b>Title: Looking Inside &amp; Outside our Bodies</b><br>Subjects: Science, Maths  | <b>10Rua 3B</b>   | <b>Title: The numbers don't lie</b><br>Subjects: Maths, PE   | <b>10Rua 5B</b>   | <b>Title: Steampunk</b><br>Subjects: Art, Drama  |
|  | Students will be investigating the connections of food on our body. We will look at the impact of sugar on the heart rate, what happens with the main food groups, and how our body processes food. Along with this we will be doing statistical investigations comparing to our population. |  | Students will learn and then apply statistical knowledge to a sporting context to improve individual performance and also their team performance.  |    | Students to create a graphic short story with Steampunk as a context. Students will then expand this into performance via a short scripted dramatic presentation.                            |
|  | <i>Collaborate, Communicative, Curious, Courageous</i>   |   | <i>Collaborate, Critical, Creative</i>   |   | <i>Collaborate Creative Courageous</i>   |
|  |  |   |  | <b>10Rua 5C</b>   | <b>Title: Being Human</b><br>Subjects: Social Science  |
|  |  |   |  |  | Students will explore the ideas and events that have impacted on Human Rights and express them through performance.  |
|  |  |   |  |   | <i>Collaborate Creative Courageous</i>   |

**Kete 3 (10Toru) – Choose 1st and 2nd choice for each colour. These kete will run for all of Term 3**

|  |   |   |  |  |  |
|--|---|---|--|--|--|
| <b>10Toru 1A</b>   | <b>Title: Push Me, Pull Me</b><br><b>Subjects: Science, PE</b>  | <b>10Toru 3A</b>  | <b>Title: Rugby World Cup</b><br><b>Subjects: English, PE</b>  | <b>10Toru 5A</b>   | <b>Title: Making Change</b><br><b>Subjects: English, Social Studies</b>  |
|  | Through a variety of sporting activities including Softball, Athletics and Gymnastics the concepts of force and motion will be explored. These activities will highlight how Forces and motion, such as gravity, air resistance and applied force, are acting upon us and how we can use this knowledge to improve our performance.   |  | A beginner's guide to the Rugby World Cup! Students will have the opportunity to play, umpire, research and present in the build-up to the 2019 World Cup.   |   | Want to make a change? Have your say? In this Kete you will have a look at how government systems work and have impact on people's daily life. You will have an opportunity to form your own Political party and promote your ideas. |
|  | <i>Critical Curious</i>   |   | <i>Collaborate Curious Communicative</i>   |  | <i>Creative, Communicative Courageous</i>  |
| <b>10Toru 1B</b>   | <b>Title: What do you want to say?</b><br><b>Subjects: English, Maths</b>   | <b>10Toru 3B</b>  | <b>Title: Wrap that Sandwich</b><br><b>Subjects: Maths, Technology (Food)</b>  | <b>10Toru 5B</b>   | <b>Title: Analyse Music &amp; Art from an Album</b><br><b>Subjects: Music, Art</b>   |
|  | What did they say? What is the cost? What are you interested in? What is the cost? Literature will be read and an investigation made into the numbers. Have you ever thought about the cost of the 12 days of Christmas? What about the cost to board at Hogwarts? What about the cost of a trip to the Gold Coast? Students will produce a presentation to share with the class. |  | Take part in a series of challenges that involve creating and designing packaging for the foods you make. The kete culminates in a final Dragon's Den style face off where the best presented foods will speak for themselves to get the investment. |  | Study the biography, history, musical characteristics, lyrics, meaning/message in a range of recorded musical albums and investigate connections between these and the design and artwork of the album covers.                       |
|  | <i>Communicative Curious</i>  |   | <i>Creative Critical</i>   |  | <i>Critical, Curious, Creative</i>   |

**Kete 4 (10Wha) – Choose 1st and 2nd choice for each colour. These kete will run for all of Term 4**

|  |   |   |  |   |  |
|--|---|---|--|---|--|
| <b>10Wha 1A</b>  | <b>Title: What is the Distance?</b><br><b>Subjects: PE, Maths</b>   | <b>10Wha 3A</b>   | <b>Title: Body Image 101</b><br><b>Subjects: PE, English</b>   | <b>10Wha 5A</b>   | <b>Title: We All Have The Right To Our Cultural Identity</b><br><b>Subjects: English, Art</b>  |
|  | Discovering distances and angles through trigonometry and geometry. Measuring optimum angles and distance to increase physical performance.   |  | How is body image presented in the media? How can this affect our self esteem? How can we present more positive messages about body image? We will explore these issues through practical Health and PE sessions, film studies and static image. |  | Students will focus on how to explore and express their cultural identity; to be proud of who they are. They will do this in both written and visual form. This will bring the two strands of the curriculum together, in a powerful and persuasive way. |
|  | <i>Critical Collaborate</i>   |   | <i>Creative Critical Connected</i>   |   | <i>Creative Connected</i>  |
| <b>9Wha 1B</b>   | <b>Title: Natural Disasters, Kaitiaki o te Taiao</b><br><b>Subjects: English, Science</b>   | <b>10Wha 3B</b>   | <b>Title: Party Time!</b><br><b>Subjects: Technology (Food), Maths</b>   | <b>10Wha 5B</b>   | <b>Title: Invention and Innovation</b><br><b>Subjects: Social Studies Music</b>  |
|  | Through practical science sessions and film studies, students will learn about Earth Science, and in particular the potential natural disasters that are around us. Students will learn about the idea of being a guardian of the environment and about responsible use of resources. |  | In this kete, you'll plan and cater a party for a community group. Realising the importance of quantity and cost.  |  | Students will research inventions, innovations or an event that have impacted people's lives today. What changes over the last 150 years have had the biggest impact on people?  |
|  | <i>Critical Creative Curious</i>  |   | <i>Creative, Curious, Communicative, Connected</i>   |   | <i>Communicative Curious</i>   |

The following two pages can be used for making your choices

| Student (Taiohi) Name:   |  |  |           | 2019 Year Level: |   |           |  |  |
|--|--|--|-----------|------------------|---|-----------|--|--|
| <b>Term 1: Kete Selections - select your First Choice for each term and each kete line (Green, blue and orange section) by placing a TICK in the yellow box beside your choice</b> |  |  |           |                  |   |           |  |  |
| 10Tahi 1A  |  | Swim for your Life<br>Subjects: English, PE                          | 10Tahi 3A |                  | What's Behind the Mathematical?<br>Subjects: Maths, English                     | 10Tahi 5A |  | Changing Cultures<br>Subjects: Art, Social Studies                       |
| 10Tahi 1B  |  | Materials Testing<br>Subjects: Science, Maths                        | 10Tahi 3B |                  | What you put in is what you get out!<br>Subjects: PE, Technology (Food)         | 10Tahi 5B |  | TEXAS Rangers<br>Subjects: Drama, English                                |
| <b>Term 2: Kete Selections - select your First Choice for each term and each kete line (Green, blue and orange section) by placing a TICK in the yellow box beside your choice</b> |  |  |           |                  |   |           |  |  |
| 910ua 1A   |  | Curving your Words<br>Subjects: English, PE                          | 10Rua 3A  |                  | Being Creative with Cooking and Writing<br>Subjects: English, Technology (Food) | 10Rua 5A  |  | Parihaka<br>Subjects: Social Studies, English                            |
| 10Rua 1B   |  | Looking Inside & Outside our Bodies<br>Subjects: Science, Maths      | 10Rua 3B  |                  | The numbers don't lie<br>Subjects: Maths, PE                                    | 10Rua 5B  |  | Steampunk<br>Subjects: Art, Drama  |
|  |  |  |           |                  |   | 10Rua 5C  |  | Being Human<br>Subjects: Social Science                                  |
| <b>Term 3: Kete Selections - select your First Choice for each term and each kete line (Green, blue and orange section) by placing a TICK in the yellow box beside your choice</b> |  |  |           |                  |   |           |  |  |
| 10Toru 1A  |  | Subjects: Science, PE  | 10Toru 3A |                  | Rugby World Cup<br>Subjects: English, PE  | 10Toru 5A |  | Making Change<br>Subjects: English, Social Studies                       |
| 10Toru 1B  |  | What do you want to say?<br>Subjects: English, Maths                 | 10Toru 3B |                  | Wrap that Sandwich<br>Subjects: Maths, Technology (Food)                        | 10Toru 5B |  | Analyse Music & Art from an Album<br>Subjects: Music, Art                |
| <b>Term 4: Kete Selections - select your First Choice for each term and each kete line (Green, blue and orange section) by placing a TICK in the yellow box beside your choice</b> |  |  |           |                  |   |           |  |  |
| 10Wha 1A   |  | What is the Distance?<br>Subjects: PE, Maths                         | 10Wha 3A  |                  | Body Image 101<br>Subjects: PE, English   | 10Wha 5A  |  | We All Have The Right To Our Cultural Identity<br>Subjects: English, Art |
| 10Wha 1B   |  | Natural Disasters, Kaitiaki o te Taiao<br>Subjects: English, Science | 10Wha 3B  |                  | Party Time!<br>Subjects: Technology (Food), Maths                               | 10Wha 5B  |  | Invention and Innovation<br>Subjects: Social Studies Music               |

Name:

Roopu:

For HIP Options refer to the

| Term 1            | Kete 1 | Kete 2 | Kete 3        | Single Subject 1   | Single Subject 2   | High Interest Project<br>"Line 6" - Term 1 & 2   |
|-------------------|--------|--------|---------------|--|--|--|
| Choice            |        |        | 10MCD – 10SST | 10MCD – 10MAT<br>10ONL – 10MAT<br>10RGE – 10SCI<br>10SCO – 10SCI | 10MCD – 10ENG<br>10ONL – 10HTH<br>10RGE – 10MAO<br>10SCO – 10DTC | Choice 1:<br>Choice 2:<br>Choice 3:<br>Choice 4: |
| Subjects involved |        |        |               |  |  |  |

| Term 2            | Kete 1 | Kete 2 | Kete 3        | Single Subject 1   | Single Subject 2   |
|-------------------|--------|--------|---------------|--|--|
| Choice            |        |        | 10ONL – 10SST | 10MCD – 10MAT<br>10ONL – 10MAT<br>10RGE – 10SCI<br>10SCO – 10SCI | 10MCD – 10MAO<br>10ONL – 10ENG<br>10RGE – 10DTC<br>10SCO – 10HTH |
| Subjects involved |        |        |               |  |  |

| Term 3            | Kete 1 | Kete 2 | Kete 3        | Single Subject 1   | Single Subject 2   |
|-------------------|--------|--------|---------------|--|--|
| Choice            |        |        | 10SCO – 10SST | 10MCD – 10SCI<br>10ONL – 10SCI<br>10RGE – 10MAT<br>10SCO – 10MAT | 10MCD – 10DTC<br>10ONL – 10MAO<br>10RGE – 10HTH<br>10SCO – 10ENG |
| Subjects involved |        |        |               |  |  |

| Term 4            | Kete 1 | Kete 2 | Kete 3        | Single Subject 1   | Single Subject 2   |
|-------------------|--------|--------|---------------|--|--|
| Choice            |        |        | 10RGE – 10SST | 10MCD – 10SCI<br>10ONL – 10SCI<br>10RGE – 10MAT<br>10SCO – 10MAT | 10MCD – 10HTH<br>10ONL – 10DTC<br>10RGE – 10ENG<br>10SCO – 10MAO |
| Subjects involved |        |        |               |  |  |

### Important Note:

When a Rōpū is doing English in Single Subject Line 2 they will also be doing Social Studies in the Kete 3 line. This will be a single subject line for that term for that rōpū as well.

Term 1 – 10MCD  
Term 2 – 10ONL  
Term 3 – 10SCO  
Term 4 – 10RGE

Return THIS page to the school by Thursday 31<sup>st</sup> January 2019

Single Subject Rotations (Your rōpū class is shown on the covering letter). This may help you plan your kete courses.

| <i>Rōpū Class</i> | <i>Term 1</i>  |                           | <i>Term 2</i>  |                           | <i>Term 3</i>  |                           | <i>Term 4</i>  |                           |
|-------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|----------------|---------------------------|
|                   |                |                           |                |                           |                |                           |                |                           |
| <i>10 MCD</i>     | <i>MATHS</i>   | <i>English</i>            | <i>MATHS</i>   | <i>Te Reo Māori</i>       | <i>SCIENCE</i> | <i>Digital Technology</i> | <i>SCIENCE</i> | <i>Health</i>             |
| <i>10ONL</i>      | <i>MATHS</i>   | <i>Health</i>             | <i>MATHS</i>   | <i>English</i>            | <i>SCIENCE</i> | <i>Te Reo Māori</i>       | <i>SCIENCE</i> | <i>Digital Technology</i> |
| <i>10RGE</i>      | <i>SCIENCE</i> | <i>Te Reo Māori</i>       | <i>SCIENCE</i> | <i>Digital Technology</i> | <i>MATHS</i>   | <i>Health</i>             | <i>MATHS</i>   | <i>English</i>            |
| <i>10SCO</i>      | <i>SCIENCE</i> | <i>Digital Technology</i> | <i>SCIENCE</i> | <i>Health</i>             | <i>MATHS</i>   | <i>English</i>            | <i>MATHS</i>   | <i>Te Reo Māori</i>       |

*Use this table to check out the balance of your subjects*

| <b><i>Learning Area</i></b>            | <b><i>Term 1 (Tahi)</i></b> | <b><i>Term 2 (Rua)</i></b> | <b><i>Term 3 (Toru)</i></b> | <b><i>Term 4 (Wha)</i></b> |
|--|-----------------------------|----------------------------|-----------------------------|----------------------------|
| <i>English</i>                         |                             |                            |                             |                            |
| <i>Science</i>                         |                             |                            |                             |                            |
| <i>Mathematics</i>                     |                             |                            |                             |                            |
| <i>Social Sciences</i>                 |                             |                            |                             |                            |
| <i>Physical Education &amp; Health</i> |                             |                            |                             |                            |
| <i>The Arts</i>                        |                             |                            |                             |                            |
| <i>Languages / Te Reo Māori</i>        |                             |                            |                             |                            |

