

INTRODUCTION

The purpose of this booklet is to provide parents and students with information about the course structure at different levels of our junior school. It also provides information about the content and skills in each of the junior courses offered.

COURSE STRUCTURE

YEAR 7 AND 8

Each Year 7 and 8 student takes the following course of study:

English, Mathematics, Social Studies, Science, Physical Education, Health, Technology, Art, Christian Education and Languages (French and Te Reo Māori and there may be the opportunity to study Chinese and Spanish).

Some of these subjects are taught by their core teachers, while others are taught by specialist teachers, using specialist facilities.

YEAR 9

At Year 9 students follow a programme of study that includes both their core subjects – English, Mathematics, Science, Social Studies, Physical Education, Health, Music, Christian Education and Languages and also a rotation of subjects – Art, Digital Technologies, Food Technology and Textiles Technology.

These subjects are taken on a two term rotation. We do this to ensure that each of our students has experience of a range of subjects. This will ensure that they can find and develop interests.

YEAR 10

At this level the core subjects are again the following: English, Mathematics, Science, Social Studies, Physical Education, Health, Christian Education and Languages. The major difference is that at this level students choose 2 options from a range of subjects that will enable them to pursue specific interests. When selecting their subjects students should consider:

- i) their abilities, strengths and weaknesses
- ii) their interests

These subjects in 2013 included:

Textiles Food Technology Digital Technologies Art French/Languages

Enclosed with this booklet is a Year 10 Course Selection form.

ASSESSMENT

The college uses standards based assessment and reporting at the Junior School. This is to ensure that our students have practice at this style of assessment before NCEA. At NCEA Level 1 – 3 and Scholarship all assessment is standards based.

Standards based learning means that a piece of learning is described in a sentence with some descriptions attached to it. Student achievement in relation to this standard is then described as being at 1 of 4 different levels.

- **NA - Not Achieved** - student has not yet reached the level required.
- **A - Achieved** - student has reached the level required.
- **M - Merit** - student has reached the required level. with understanding.
- **E - Excellence** - student has reached the required level with a depth of understanding.

Your daughter's work will be reported on to you using these 4 different achievement levels. You will have an opportunity to further discuss these at Parent/Teacher interviews which are held at the end of Term 1 and 2.

Year 7 and 8 students are assessed against national standards for literacy and numeracy. In addition to the regular school reports parents / caregivers will receive reports based on this.

ASSESSMENT PROCEDURES

At both Junior and Senior level we have a set of procedures that students need to follow. These include:

- All work must be handed in on time.
- If work is late without reason it will receive a Not Achieved grade.
- If students are ill or have another legitimate reason for absence they must request an extension from that Subject Teacher. This extension request must follow the Solway College assessment procedure.
- Further assessment opportunities may be available where practical but must be applied for.

PERSONALISED LEARNING

The teaching and learning programmes at Solway College cater to the individual learning needs of students. The first step to achieve this is to ensure that each student is aware of what they need to learn (learning intentions) and the success criteria for each piece of work. Teachers then regularly assess each student's progress towards their learning intentions and feed back to students the progress they are making. The teacher is able to ensure that each student is given the help and support they require to make their next learning step. Students also have access to exemplars. Exemplars are pieces of student work that are used to show students what their work needs to look like when they have achieved a piece of learning.

THE WAIRARAPA eLEARNING COMMUNITY (WELCom)

The Wairarapa eLearning Community is a cluster of small secondary schools in the Wairarapa region. **WeLCom** aims to create a network of schools that utilizes current ICT and best practice to offer extended learning opportunities to students.

WeLCom provides opportunities for improved learning outcomes for students, supports teachers in developing new and effective ways to support curriculum delivery through ICT and e-learning, and provides connected learning communities in the region, nationally and internationally.

Being a member of WeLCom enables our junior Solway College students many opportunities for learning experiences that otherwise would be impossible. Such opportunities have included:

- Online conferences with NZ authors
- Participation in gifted and talented subject specific programmes
- Intercollegiate “Mathamoodlics” competition in mathematics
- Intercollegiate English grammar courses
- On line tours of museums and art galleries

Some Year 10 students will be able to participate by video conference in courses. Please note that this method of learning does require a very high standard of commitment to learning and self management. If you are interested in taking this option please discuss this further with Mrs Beech.

All junior students will be required to complete the Digital Citizenship course that is provided by WELCom. The course outline has been provided later in this booklet. It is a modular based, on-line course that students can work through in their own time and also in allocated class time while at school. This allocated time will be part of the start of year and end of year activities and also may be incorporated into health studies and digital technology classes.

ENGLISH

Mrs S Franck
HEAD of DEPARTMENT

YEAR 7 AND 8

CONTENTS	SKILLS	ASSESSMENT
Creative writing Novel study Formal writing Spelling Punctuation Personal reading Speeches Plays Poetry Research	Listening Speaking Exploring language through grammar / punctuation / spelling Self management Close reading	ICAS Examination EasTTle / PAT Tests Assignments on texts 2 x 1½ hour formal examination

LEVEL 4

YEAR 9

CONTENTS	SKILLS	ASSESSMENT
Novel study Drama study Film study Language Spelling Punctuation Close reading Creative writing Formal writing Poetry Speeches / debating Research Personal reading	Listening Speaking Exploring language through grammar / punctuation / spelling Understanding of visual text as literature	ICAS Examination Term tests Assignments on texts 2 Examinations asTTle / PAT Tests

Text Books

- Novel / Drama / Film / Poetry texts where appropriate

LEVEL 5**YEAR 10**

CONTENTS	SKILLS	ASSESSMENT
Novel study Drama study Film writing Language Spelling Punctuation Creative writing Formal writing Poetry Speeches Debating Research Personal reading	Listening Speaking Exploring language through grammar / punctuation / spelling Understanding of visual text as literature Close reading	ICAS Examination asTTle / PAT Tests Assignments on texts Some students may be given the opportunity to work on Level 1 NCEA standards

MATHEMATICS

Mr L Kube
HEAD of DEPARTMENT

YEAR 7 and 8

CONTENTS	SKILLS	ASSESSMENT
Basic facts Knowledge Number & Algebra Statistics & Probability Measurement & Geometry	The course covers material which will enable all students to be fully prepared for Year 9 and be working towards meeting the National Standards in Mathematics	Diagnostic testing Topic tests Mid and end of year exams

YEAR 9

CONTENTS	SKILLS	ASSESSMENT
Number & Algebra Statistics & Probability Measurement & Geometry	The topics covered in the course give a sound basis for both advancing in mathematics and developing independent logical thinking and problem solving.	Diagnostic testing Topic tests Mid and end of year exams

YEAR 10

CONTENTS	SKILLS	ASSESSMENT
Number & Algebra Statistics & Probability Measurement & Geometry	The topics covered in the course will prepare all students for Level 1 NCEA courses	Diagnostic testing Topic tests Mid and end of year exams Some targeted NCEA Level 1 Standards

Resources

As part of a blended learning programme, the teaching staff will employ a range of strategies that include:

- Cooperative learning
- Computer-based activities
- Online learning and tutorials
- Traditional teacher instruction

Costs

- pamjax@xtra.co.nz Scientific calculator. If buying new we recommend the Casio fx-82AU PLUS II (approximately \$30)
- Earphones / headphones for use with laptop/tablet/pc (\$10 approximately)

SCIENCE

Mrs R Chand
HEAD of DEPARTMENT

YEAR 7

TOPICS SELECTION FROM	THE NATURE OF SCIENCE	ASSESSMENT
Light and sound The Sun, Earth and Moon Separating mixtures Life processes Green plants and their reproduction	Students learn what science is and how scientists work. They develop the skills, attitudes and values to build a foundation for understanding the world. They learn how science ideas are communicated and to make links between scientific knowledge and everyday decisions and actions.	Students will be assessed at the end of each unit through written tests, practicals and projects. Students are also given the opportunity to participate in the Australian Science Competition (ICAS) and Science – Thinking with Evidence Tests.

Work Books

- ESA Science Write-on Workbook approximately \$15

YEAR 8

TOPICS SELECTION FROM	THE NATURE OF SCIENCE	ASSESSMENT
Electricity Forces and motion Grouping and classifying materials Changing materials Humans and other animals Living things and their environment	Students learn what science is and how scientists work. They develop the skills, attitudes and values to build a foundation for understanding the world. They learn how science ideas are communicated and to make links between scientific knowledge and everyday decisions and actions.	Students will be assessed at the end of each unit through written tests, practicals and projects. Students are also given the opportunity to participate in the Australian Science Competition (ICAS) and Science – Thinking with Evidence Tests

Work Books

- ESA Science Write-on workbook approximately \$15

YEAR 9

TOPICS	THE NATURE OF SCIENCE	ASSESSMENT
<p style="text-align: center;"> Movement Energy Light and Sound Properties and Changes of Matter Life Processes Astronomical Systems </p>	<p>Students learn what science is and how scientists work. They develop the skills, attitudes and values to build a foundation for understanding the world.</p> <p>They learn how science ideas are communicated and to make links between scientific knowledge and everyday decisions and actions.</p>	<p>Students will be assessed at the end of each unit through written tests, practicals and projects. Students are also given the opportunity to participate in the Australian Science Competition (ICAS) and Science – Thinking with Evidence Tests.</p>

YEAR 10

TOPICS	THE NATURE OF SCIENCE	ASSESSMENT
<p style="text-align: center;"> Ecology Genetics Electricity Earth’s Interacting Systems Magnetism Forces and Energy Properties and Changes of Matter </p>	<p>Students learn what science is and how scientists work. They develop the skills, attitudes and values to build a foundation for understanding the world.</p> <p>They learn how science ideas are communicated and to make links between scientific knowledge and everyday decisions and actions.</p>	<p>Students will be assessed at the end of each unit through written tests, practicals and projects. Students are also given the opportunity to participate in the Australian Science Competition (ICAS) and Science – Thinking with Evidence Tests.</p>

Text Books and Workbooks

- ESA Science Workbooks \$25.

SOCIAL SCIENCES

Mrs C Hunt
HEAD of DEPARTMENT

In Social Sciences, students explore how societies work and how they themselves can participate and take action as critical, informed, and responsible citizens.

There are four conceptual strands: Identity, Culture and Organization; Place and Environment; Continuity and Change and the Economic World. Students will be encouraged to use a social inquiry approach: asking questions, gathering information, exploring values and perspectives, considering decision-making and then reflecting and evaluating the understandings they have developed. The context for the learning will be through a variety of topics. At times there will be the opportunity for cross-curriculum study.

YEAR 7 AND 8

EXAMPLES OF TOPICS TAUGHT	SKILLS	ASSESSMENT
Pollution in the ocean Earthquakes Anzac Day Waterways Ancient Egypt Our place, our community Explorers and innovators The Olympics Country Study Early Australia	Inquiry Values exploration Social decision making	There is typically one assignment per topic plus a two hour formal examination twice a year

YEAR 9 AND 10

EXAMPLE OF TOPICS TAUGHT	SKILLS	ASSESSMENT
The Role of Media Culture & Heritage My Big O.E. Challenges Government Ancient Rome Economics Sustainability Native Americans Human Rights Te Tiriti o Waitangi	Inquiry Values exploration Social decision making	There is typically one assignment per topic plus a two hour formal examination twice a year

Text Books

- May be issued with each topic and it is the students' responsibility to make sure their specifically numbered text is kept in good condition

Costs

- \$30-\$40 replacement of an issued text
- Students are encouraged to buy a packet of coloured pencils.

Homework is expected to be completed when required and is often assignment based.

ART

Mrs S McNab

HEAD of DEPARTMENT

The students will cover a range of topics that ensure they are meeting the achievement objectives and level strands that have been introduced by the Ministry of Education.

LEVEL 2 & 3	YEAR 7
LEVEL 3 & 4	YEAR 8
LEVEL 4 & 5	YEAR 9

CONTENTS	SKILLS	ASSESSMENT
Understanding visual arts in context Developing practical knowledge in visual arts Developing ideas in visual arts Communicating and interpreting in visual arts	Drawing – observational, tone, different media Painting – colour theory, tone, texture, multi media Printmaking – collograph, woodcut, monoprint, stencil Design and / or 3D (as time permits) Research and record	Examinations Mid-Year and End of Year Each unit of work is assessed related to the visual art strands

Costs

- Art fee \$16 (Year 7 & 8) per year 1 A4 Sketch Block 2B Pencil
- Art fee \$20 (Year 9) per year 1 A4 Sketch Block 2B Pencil

LEVEL 5 & 6	YEAR 10
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CONTENTS	SKILLS	ASSESSMENT
Understanding visual arts in context Developing practical knowledge in visual arts Developing ideas in visual arts Communicating and interpreting in visual arts	Drawing – using a variety of media and techniques Painting – mainly acrylic, tone, layering, texture, multi media Printmaking – etching, woodcut, Design – 3D – Sculpture wearable art Research, recording and communicating Lateral thinking related to development and visual expression of ideas	Examinations Mid-Year and End of Year Each unit of work is assessed related to the visual art strands
A.S 90917	Produce a finished work that demonstrates skills appropriate to cultural conventions.	NCEA Level 1 4credits

Costs

- Art fee approximately \$60 per year 1 A4 Sketch Block 2B Pencil

Choosing art in Year 10 leads to NCEA Level 1, Level 2 Painting and / or Level 2 Photography and / or Level 2 Design or Level 2 Printmaking, Level 3 Painting and / or Level 3 Design or Level 3 Printmaking or Level 3 Painting or Level 3 Photography and tertiary Level.

Career options are many: Examples are Graphic Artist (digital, animated, advertising), Designer (Interior, Fashion, Industrial, Textiles) Sculptor, Photographer, Painter, Art Gallery / Museum Curator and Art Teacher.

DIGITAL TECHNOLOGIES

Mr A Coltham
Teacher in Charge

YEAR 7 AND 9

CONTENTS	SKILLS	ASSESSMENT
Using the Internet Cybersafety Animation with Powerpoint Working with images Creating online surveys Coding with code.org and Scratch Making basic screencasts Excel and Word Basics	Developing digital proficiency – the skills of using digital technologies Developing digital literacy – apply the skills effectively to demonstrate what it means to "be digital" and to "think digitally" Develop digital fluency – the technical and social skills to enable students to be successful and safe in a digital world	Assessment will be based on task completion, effort made in class and self-management

YEAR 10

CONTENTS	SKILLS	ASSESSMENT
Image manipulation with Gimp Web design with HTML and CSS using Notepad++ Brochures with MSWord Spreadsheets with MExcel Coding with Scratch, Python and MIT App Inventor Video editing with Camtasia Studio	All the basic skills required for the Senior Digital Technology courses will be covered in Year 10. These include skills needed for creating media outcomes (brochures and websites) and for planning and creating computer programs.	Assessment will be based on task completion, effort made in class and self-management. There is no formal assessment during the exam period.

FOOD NUTRITION AND TECHNOLOGY

Mr J Pansters
HEAD of DEPARTMENT

YEAR 7 AND 8

CONTENTS	SKILLS	ASSESSMENT
Food and hygiene practices in relation to food Preparation terms and symbols Food models / healthy eating	Measurement Research Communication Practical cooking skills	Ongoing practical evaluations

Costs

- Food costs.

YEAR 9

CONTENTS	SKILLS	ASSESSMENT
Food and hygiene practices in relation to food Preparation terms and symbols Food models / healthy eating Food labelling and packaging Dairy products Logo development Vegetables	Measurement Research Communication Practical cooking skills Critical thinking	On-going practical evaluations Formative assessments Term examination

Costs

- Food costs.

YEAR 10

CONTENTS	SKILLS	ASSESSMENT
Investigate safe practices to minimise risk when preparing food Demonstrate safe practices to minimise risk when preparing food Adolescent nutritional needs Meal planning consideration Work planning consideration Lifestyle factors that impact on food choices Food preservation methods Cultural influences on food choices	Food preparation and cooking Communication Problem solving Self management Social and co-operative	Two practical assessments Workbook assessments Assignments and investigate reports School examination

Costs

- Food costs.

FRENCH & SPANISH

Mrs C Stevenson
HEAD of DEPARTMENT

LEVELS 1 & 2 YEAR 7 AND 8 AND NEW YEAR 9 ENTRANTS

CONTENTS	SKILLS	ASSESSMENT
Students learn to understand and use familiar expressions and vocabulary eg. (family, self, animals, school, sports and cooking etc)	Learn to ask and respond to questions about everyday details Show an awareness of another culture Learn how the language is organised Learn basic conversation skills	Peer Teacher School examinations

Task based learning approach with same texts for reference:

Text Books

- Expo I & II

Costs

- Some workbooks may be required \$10 - \$15 – French To Go Book 1

LEVELS 3 & 4 YEAR 9 AND 10

CONTENTS	SKILLS	ASSESSMENT
Students can understand and construct texts and communicate in French for specific purposes such as going out, about town, directions and shopping Students describe their homes / countries backgrounds / families	Students can express ideas about their lives and others Can construct simple texts Have increased understanding of French texts Compare and contrast cultural practices Communicate in French	Peer Teacher School examinations

Task based learning approach with same texts for reference:

Text Books

- Expo I, II & III (Resources)

Costs

- Some workbooks may be required – French To Go Book 1 & 2

HEALTH

Mr J Pansters
HEAD of DEPARTMENT

YEAR 7 AND 8

CONTENTS	SKILLS	ASSESSMENT
Sun Smart Developing self esteem Basic anatomy Road sense Smoking	Self confidence and communication Basic anatomy Keeping safe Body care Interpersonal skills	Classroom based assessment activities.

Text Books

- Teacher provided.

YEAR 9

CONTENTS	SKILLS	ASSESSMENT
Personal identity Conflict resolution Values and influences Types of relationships Goal setting Time management Decision making Pubertal change Conception / contraception Menstruation Alcohol Alcohol and driving Student rights Smoking	Problem solving Communication Listening Social and co-operative Information gathering Research	Classroom based assessment activities

Text Books

- Exercise book required.

YEAR 10

CONTENTS	SKILLS	ASSESSMENT
Communication Peer pressure Stress Assertiveness skills Mental health/ Addiction Sexuality/Intimacy S.T.Ds /H.I.V / AIDS Drugs / Marijuana Methamphetamine Listening skills/ Study skills Study skills Community health issues Diet / Nutrition / Healthy lifestyle choices	Problem solving Listening skills Communication Social and co-operative Information gathering Research	Classroom based assessment activities

Text Books

- Workbook
- No text required

MUSIC

TBA
HEAD of DEPARTMENT

LEVEL 2 & 3
LEVEL 3, 4 & 5

YEAR 7 AND 8
YEAR 9

CONTENTS	SKILLS	ASSESSMENT
Developing practical knowledge Developing ideas in music Communicating and interpreting Understanding music in context	Knowledge of different styles, structures, performers Development oral skills Development of instrumental skills in particular keyboard, recorder, guitar, percussion and vocal Development of performance skills	Peer Teacher

Text Books

- Teachers own resources

Costs

- Incidental visiting artists

LEVEL 3, 4, 5, & 6

YEAR 10

CONTENTS	SKILLS	ASSESSMENT
Developing practical knowledge Developing ideas music Communicating and interpreting Understanding music in context	Knowledge of notation: instrumental capabilities understood Create more sophisticated compositions and improvisations Develop presenting skills Develop their knowledge of styles and genres	Peer Teacher

Text Books

- Teacher own resources
- Trinity Guildhall Theory Workbook Grade 1

Costs

- Incidental visiting artists
- Theory Workbook \$25.00

PHYSICAL EDUCATION

Mrs N Johnson
HEAD of DEPARTMENT

YEAR 7 AND 8

CONTENTS	SKILLS	ASSESSMENT
Selection of: Aquatics Athletics. Fitness Hockey Badminton Gymnastics Tennis Dance Adventure Based Learning Cross-country Indoor Bowls Netball Miniball Tee-ball. Kiwi cricket Soccer Ultimate frisbee Ripper Rugby	Thinking skills Social and co-operative skills Self management skills Leadership skills Communication skills	Unit Assessment (Practical) Worksheets

YEAR 9

CONTENTS	SKILLS	ASSESSMENT
Selection of: ABL Duathlon Golf Aquatics Athletics Fitness Hockey Volleyball Dance Cricket Cross-country Gymnastics Small ball games Tennis Badminton Dodge ball Soccer Dance	Thinking skills Social and co-operative skills Self management skills Leadership skills Communication skills	Unit Assessments (Practical) Worksheets

YEAR 10

CONTENTS	SKILLS	ASSESSMENT
Selection of: ABL Duathlon Aquatics Athletics Fitness Soccer Basketball Hockey Gymnastics Ultimate Frisbee Netball. Touch rugby Cross Country Tennis La Crosse Outdoor Education Dance Gymnastics, Jump Jam. Ki O Rahi Sport Education Model	Thinking skills Social and co-operative skills Self management skills Leadership skills Communication skills Problem solving	Unit Assessments (Practical) Worksheets

Costs

- Workbook Year 9 / 10 \$30

TEXTILES TECHNOLOGY

Mrs L Francis
HEAD of DEPARTMENT

YEAR 7 AND 8 AND 9 AND 10

Technology through Years 7-13 aims to equip students with the skills and knowledge as outlined in the New Zealand Technology Curriculum. Students will follow projects that incorporate the three Technological strands of the national curriculum.

- Technological Knowledge
- Technological Capability
- Technology and Society

Technological knowledge and Technological practical skills will enable them to work towards and complete what is required at NCEA Levels 1, 2 & 3.

Years 7, 8 & 9

Pupils follow a 20 week programme of study. The course content is skills based with an emphasis on managing self, participating, thinking and using language symbols and text in relation to Technological practice. Modules to include:

Year 7 – Sewing machine ‘Know How’

Year 8 – Cushions / Interior Design

Year 9 – Sportswear / Hooded top / Simple skirt / Shorts

Year 10

Students will study programs that may lead to NCEA credits during Year 10

Term 1 – Interior Design / Storage

Term 2 – Interior Design / Storage

Term 3 – My Style / Clothing

Term 4 – My Style / Clothing

Students develop project management skills and build upon existing skills to prepare for NCEA courses.

CONTENTS	SKILLS	ASSESSMENT
Practical sewing skills Understanding textiles Textile management Design Technology Knowledge and practices Understanding a design brief	Measurement Problem solving Machining skills Hand sewing skills Self management Modelling Pattern Making	Completed design brief Assignment work Satisfactory completion of practical project work Design folder

Costs

- All materials for practical sewing which they take home, are at the students own cost.
- A standard charge of \$5 for basic equipment use and consumables will be charged per student.

DIGITAL CITIZENSHIP

WELCom
Course Provider

All junior classes

Possible topics	Objectives	ASSESSMENT
Digital citizenship	What is a digital citizen?	On line
On line tools	Web-browsers,WELCom, Google Apps	
BYOD	BYOD user information and guidelines, backing up and i- pad apps	
Digital footprint	Digital footprint, digital dossiers, safety precautions and privacy	
Cyber-safety	Digital footprint, digital dossiers, safety precautions and privacy	
On-line relationships	Digital footprint, digital dossiers, safety precautions and privacy	
Researching on line	Privacy settings, social networks, e-mail, posting on line, chatrooms	
Copyright	Privacy settings, social networks, e-mail, posting on line, chatrooms	
Moving on	Social networking and playing it safe, cyber bullying, tagging and what's the status? Effective search practices, hoaxes, deconstructing web pages, help sheets Copyright, plagiarism and creative commons, protect your work Digital Driver's License	

- This course is designed to help students become good digital citizens and to provide them with the tools needed to work safely online. This course consists of nine modules, each of which should take roughly one week to complete.
- **What is needed to complete this course:**
 - Access to a computer or device with Internet access
 - You will need to use Google Chrome as your browser (if possible).
 - Access to a set of headphones if watching the videos in class

TE REO MĀORI

Whaea Aroha
TEACHER in CHARGE

Year 7&8

Possible topics	Objectives	ASSESSMENT
<ul style="list-style-type: none"> whānau, hapū, iwi my home my classroom my school origin, identity, location the marae: its people and places whānau relationships (my family) my school weather and seasons food preferences 	<p>Greet, farewell, and acknowledge people and respond to greetings and acknowledgments</p> <p>Introduce themselves and others and respond to introductions</p> <p>Communicate about numbers, using days of the week, months and dates</p> <p>Communicate about personal information, such as name, parents' and grandparents' names, iwi, hapū, mountain and river, or home town and place of family origin and communicate about location</p> <p>Understand and use simple polite conventions, for example, ways of acknowledging people, expressing regret and complimenting people</p> <p>Use and respond to simple classroom language (including asking for the word to express something in te reo Māori).</p> <p>Communicate about relationships between people</p> <p>Communicate about possessions</p> <p>Communicate about likes and dislikes, giving reasons where appropriate</p> <p>Communicate about time, weather, and seasons</p> <p>Communicate about physical characteristics, personality, and feelings</p>	<p>Peer</p> <p>Teacher</p> <p>School Examinations</p> <p>Listening Comprehension</p>

Costs

- Homework Books 1 & 2 approximately \$10 each

TE REO MĀORI

Waea Aroha
TEACHER in CHARGE

Year 9

Possible topics	Objectives	ASSESSMENT
<ul style="list-style-type: none"> the marae: routines and procedures modes of transport sport and leisure gatherings planning leisure-time events planning and shopping for a hui roles and duties at home, in the community, and at school planning a visit away from home telling the time 	<p>Communicate, including comparing and contrasting, about habits, routines and customs</p> <p>Communicate about events and where they take place</p> <p>Give and follow directions</p> <p>Communicate, including comparing and contrasting about how people travel</p> <p>Communicate about immediate past activities</p> <p>Request, offer, accept, and decline things, invitations and suggestions</p> <p>Communicate about plans for the immediate future</p> <p>Communicate about obligations and responsibilities</p> <p>Give or seek permission or agreement</p> <p>Communicate about the quality, quantity and cost of things</p>	<p>Peer</p> <p>Teacher</p> <p>School Examinations</p> <p>Listening Comprehension</p>

Costs

- Homework book approximately \$10