

# King's High School

## Year 10 Options



Dear Parents / Caregivers

Please note all boys at Year 10 are required to take English, Mathematics, Physical Education, Science and Social Studies. They must choose three other options. Every endeavour to ensure students receive the options they choose will be made.

## **ART**

The Year 10 programme is set up to prepare students for NCEA courses in the senior school and as such consists of four major assignments, roughly following the four terms of the year.

They cover four of the Visual Arts fields, Design, Painting, Printmaking and Sculpture.

In the **Design** unit, students will work towards designing an image used on their skateboard. Design principles and procedures as well as key elements of drawing underpin this Unit.

In the **Sculpture** unit, students look at the work of Russian Sculptor Naum Gabo to make a figurative sculpture of their head. Key construction techniques and drawing underpin this Unit.

In the **Printmaking** unit, students look at the works of Shepard Fairey, an American Street Artist. They will research why Artworks are made within the context of popular culture. They will also produce a multi coloured reduction Print. Drawing underpins this Unit.

Finally, the **Painting** unit covers the basic technical knowledge needed to begin Year 11 Art, and includes dry brushing, glazing and under and overpainting.

To deliver our curriculum beyond the limits of central funding successfully we would appreciate a contribution of \$55 for this course. This reflects the value of the art stationery pack provided that contains a carry bag, sketch book, pencils and erasers.

## **DESIGN & VISUAL COMMUNICATION**

Design and Visual Communication involves students in solving product and spatial design problems and communicating their design thinking using a wide range of drawing modes and media.

The programme is designed to give a solid grounding for Senior DVC. Year 10 students acquire drawing and rendering skills and techniques that allow them to successfully present design ideas developed while solving design problems.

It gives a comprehensive grounding in the knowledge and skills required for Year 11. The majority of these are learned while completing the design and construction of a balsa wood dragster powered by a CO2 canister.

Topics covered are:

Freehand sketching	- 2D and 3D
Rendering	- tonal changes, highlights, shadows and texture
Formal drawing	- orthographic, cross sections and dimensioning
Design process	- research, concepts, design development
Computer Aided Drawing	- engineering application

DVC is a full year course and there are various assessment tasks as well as school examinations. To deliver our curriculum beyond the limits of central funding successfully we would appreciate a contribution of \$60 for this course. This reflects the value of the specialist drawing equipment provided that contains most of the personal materials each student requires. There is also an enrichment opportunity to create a CO2 Dragster that has a cost of \$17 and covers the cost of all the materials needed.

## **DIGITAL TECHNOLOGY**

The Year 10 Digital Technology course is designed to strengthen core knowledge from the areas of Digital Information, Programming and Computer Science, Digital Media and the Technological Development Process in preparation for continuing on to Year 11.

At Year 10 students work on a collection of projects that will develop their skills and knowledge of tools and techniques using a variety of software. The following software is utilised during the year:

- AppInventor (mobile game development)
- Blender (3D modelling/animation)
- GameMaker (PC game development)
- Adobe CC (2D media and video)

Within these projects the underlying technology skills of planning, storyboarding and R&D are developed to ensure students can effectively communicate their understanding and showcase the products they develop.

## **DRAMA**

In Year 10 Drama, we build upon the skills that students developed in Year 9. Initially, this involves developing voice and movement skills while working with basic scripts. We then investigate improvisational theatre and look at how it can enhance acting ability, we use the 'Theatresports' model as a foundation for this work.

Students complete a research project in Term 2 where they investigate a form of theatre that is unfamiliar to them. Features they look at include: development of the form, conventions of that form and how they are used in storytelling and how that form may develop in the future. Students also complete a Technology course which involves them visiting a theatre and learning about technologies that are used in professional productions.

Finally, students work in a group to create their own theatre production, from script and direction to behind the scenes elements such as lighting and costume.

Overall, Year 10 Drama is about exposing students to a variety of theatre forms, scripts and skills.

## **ECONOMICS**

The Year 10 Economics programme provides a topical study of aspects of Economics that are relevant to you as consumers. The course will provide a good grounding in economic theory for further study of Economics in the senior school, although the emphasis in Year 10 is applying economic ideas and developing financial literacy skills for life.

The topics studied will include:

- The Economic World – Key Ideas and Concepts
- The World of Work – Careers, Income and Taxes
- Financial Literacy – Wise Buying, Budgeting, Saving and Borrowing
- Risk and Return – Enterprise Education and the Share market

Key economic skills including the use of statistics, inquiry and decision-making will be developed.

## FRENCH

In Year 10 French, we will be studying Levels 1 – 4 of the New Zealand Curriculum.

The topics we cover include:

- Myself and my family
- Animals and Pets
- School Life
- Food and Drink
- Sport and Leisure
- Town and Around
- Holidays
- Paris
- French speaking world

## GEOGRAPHY

Geography is the study of the Earth's surface, the processes on it and how people interact with their environment.

It is a wide-ranging, multi-disciplinary subject that incorporates aspects of Economics, English, History, Maths, and Science to name but a few.

Year 10 Geography is designed as a taster course to give students a feel for both the Physical and Human Geography components and hopefully nurture a lifelong passion for the subject.

Topics covered in Year 10 include a wide range of geographic skills (topographic maps, longitude and latitude, grid references, cross-sections, précis maps, graphing skills and current geographic issues), the study of a large natural environment such as South America, a variety of current geographic issues and an introduction to geographic research.

Students who do not choose Geography in Year 10 will not be disadvantaged if they choose to do it in Year 11.

## HISTORY

The course at Year 10 is designed to give students a wide ranging series of topics that allow them to get a taste of the fascinating views of the world that History can offer. It focuses on the basic skills, ideas and understanding that are needed later for their development as not only History scholars, but as well-rounded students entering the senior school. There are four areas of study in the course during the year:

1. World War II and the rise of Hitler
2. Famous and Infamous New Zealanders
3. Global Terrorism in the 20<sup>th</sup> Century – A case study
4. Ancient Rome

## JAPANESE

In Year 10 Japanese, we will be studying Levels 1 – 4 of the New Zealand Curriculum.

The topics we cover include:

- Hiragana
- My family
- Food and Drink
- Leisure
- Life in Japan
- School subjects
- Daily routines
- Katakana
- Housing

## MĀORI

Ki ō koutou maunga whakahī, ō koutou awa tapu puta noa i te motu whānui, tēnā koutou katoa.

Te Reo Māori in Year 10 is a one year long programme.

The following themes are investigated:

- Karakia/Waiata/Haka
- Taku Marae - My Marae
- Taku Whānau - My Family
- Taku Kura - My School
- Taku Kāinga - My Home
- Haerenga - Going on a journey
- Tātai - Counting

The course facilitates and assesses:

1. Whakarongo (Aural language skills)
2. Kōrero (Oral language skills)
3. Pānui (Reading)
4. Tuhituhi (Writing)

## MUSIC

The course aims to provide students with opportunities for self-expression and assist them to develop to their full potential. Students will gain skills in performance, composing and listening. These skills will be developed in and through a range of musical contexts. The course will also include an introductory Music Technology component.

There are five key units that students in Year 10 will complete:

1. Musical Knowledge
2. Performance
3. Theory of Music
4. Aural Development
5. Song Writing/Composition

## SPANISH

In Year 10 Spanish, we will be studying Levels 1 – 4 of the New Zealand Curriculum. Students will develop their confidence to communicate in a second language. Spanish has over 350 million native speakers and is quickly becoming a business necessity across Europe and the United States.

Topics covered:

- Greetings and Introductions
- Birthdays and Special occasions
- Time, Weather and Seasons
- Family relationships
- Animals and Pets
- School subjects
- Food and Drink
- Sport and Leisure
- Spanish speaking world (Latin America)

## SPORTS PERFORMANCE

The Sports Performance course has been designed around the holistic development of an athlete. It will provide our top junior athletes the skills and behaviours required to perform at the highest level in their chosen sport at King's High School and beyond.

The following selection criteria will apply. The students must be selected in either:

- A Top King's Junior team; or
- A King's 1<sup>st</sup> Sporting team; or
- An Otago representative or regionally ranked in a sport not offered at King's.

The student's coach in Year 9 may also be asked to provide background information.

The main emphasis for this course is the weekly application of the content in the student's sport of choice.

The course covers:

1. The Lions' Way- behaviours required of a sportsman at King's
2. Case Study and presentation of an athlete from their sport
3. Components of Fitness
4. Principles of Training
5. Performance Goal Setting and Mental Skills
6. Nutrition for Performance and Recovery
7. Injury Prevention and Management
8. Sports Skills – one sport per term
9. Recovery Protocols
10. Anatomy and Physiology – Skeletal, Cardiovascular, Muscular and Respiratory
11. Sport Skill Evaluation and Development
12. Performance Strategic Plan and Time Management
13. Body and Sport Functional Training

NOTE: A student can only do ONE of Sports Performance or Sports Science. He cannot do both.

## SPORTS PERFORMANCE - RUGBY

The course content is identical to the Sport Performance Course offered. The main difference is specific rugby practical elements will be delivered. A student can only do ONE of Sports Performance or Sports Science. He cannot do both.

These elements are:

- Generic Core Skills: Catch and Pass, Tackle Technique, Contact Area
- Positional Specific Skills
- Attack and Defence Systems
- Teaching Games for Understanding - Turbo Touch, AFL and Wrestling.

The following selection criteria will apply:

- A previous member of Under 14 Panthers or Year 9 Rugby Sport Performance Class
- A Metro representative rugby player last year
- Passionate about playing for the 1st XV
- The student's coach in Year 9 may also be asked to provide background information.

## SPORTS SCIENCE

Year 10 Sports Science is an established course designed for serious sportsmen who may wish to continue with Physical Education at the senior level. It is a great prerequisite for Level 1 (Year 11) and Level 2 (Year 12) Physical Education Achievement Standards. It is both a Practical and Academic programme with the main emphasis on the theoretical aspects of Physical Education. Sports Science will help students to become better athletes through an understanding of the required dynamics. The programme covers:

**Anatomy and Physiology** – This is a study of your muscles, bones, heart, lungs and energy systems, and how they work.

**Biomechanics** – This is about the mechanical workings of the human body and examines the forces that affect how we move.

**Fitness Studies** – Training methods and improvement in fitness.

**Skill Learning** – Thinking and learning processes needed to develop your motor skill level.

**Sports Nutrition** – Eating right for your sport.

**Sports Injuries** – Why they happen, avoiding them and fixing them.

## TECHNOLOGY

In year 10 Technology students are introduced to the Technology Practice Strand to develop skills and understanding that prepares them for NCEA Level 1. Students will cover the two distinct hard materials (wood and metal) and will gain understanding of their unique properties in the workshop setting. The course involves making three practical projects that are taken home at the end of the year along learning about a number of design and modelling techniques to further the students understanding around the technological process. The three projects are:

1. Metal Mini Hacksaw.
2. Waka Huia/Pencil Case
3. Student centred phone dock

To deliver our curriculum beyond the limits of central funding successfully we would appreciate a contribution of \$55 for this course. This contribution will enable us to ensure your son is able to create quality projects to take home.