

## Class Selection for 2020 for Year 11 Courses

- The school year is split into 2 semesters of 18 weeks each for Year 11 learners.
- Most classes are for one semester and can be taken in either semester 1 or 2.
- Some classes are full year classes. Learners who choose a full year class in semester 1 will be expected to remain in that class for the whole year. This is shown in the class descriptions by the words **Full Year** appearing in red under the class code.
- A few classes are semester classes that give semester 1 learners the option to stay for the full year. This is shown by **Sem+** in blue under the class code.
- There are two types of class, Project classes and Passion classes. Learners must choose 2 project classes and 3 Passion classes each semester.
- Project classes have two learning leaders, 4 lessons each week and up to 50 learners.
- Passion classes have one learning leader, 2 lessons each week and up to 30 learners.
- The classes are organized into 5 different blocks in the timetable. Each semester, learners will do one class from each block.
- The classes in each block are shown below. An outline description of the learning in each class is given in the rest of this document. You will need to read the descriptions to find out what the codes stand for and what the learning and assessment offered by each class is about.

Block 1	Block 2	Block 3	Block 4	Block 5
11APC	11ATY	11ARC	11AOF	11EDM
11IPS	11BLS*	11ARS	11COD	11UGS
11MFW	11DAM	11GTQ	11CSD	11JAP
11STT	11HOR	11MYT	11DMA	11MFP
11HVW	11MSG	11MRW	11ELS*	11NTA
		11PAD	11NLD	11PAL
		11PAP	11PIC	11PAM
		11PHD	11POU	11PSC
		11SAM	11ROW	11SWM
		11TRM	11SCM	11TEP
				11TMI
				11TOH
*Learners will be preselected for these classes				11VFM

- Selection will be by a google form. The link to the form will be emailed to your school email. You must be logged in to your school google account to access the form. Learners who are new to AC and don't have a login can email their choices directly to [a.caine@alfristoncollege.school.nz](mailto:a.caine@alfristoncollege.school.nz)
- The google form will ask you to choose a first and second choice class from each block for semester 1 only. A first choice is compulsory, a second choice is optional. You will choose semester 2 classes later in the year.
- If your first choice class is already full, I will assign you that class for semester 2 instead and give you your second choice instead. Learners who don't provide a second choice will have to wait until the start of next year if their first choice class is full.
- You should make your choices based on what your interests, passions and skills are. You might also have a potential future pathway in mind. You should NOT make choices based on what your friends are choosing.

### Important

- Your goal for next year is to achieve NCEA Level 1. This requires 80 credits in total, which must include at least 10 Literacy credits and 10 Numeracy credits.
- When you are choosing your classes you must make sure that you include courses that offer enough Literacy and Numeracy over the year. It doesn't matter which semester the credits come from.
- The most up to date information will always on the school website [www.alfristoncollege.school.nz](http://www.alfristoncollege.school.nz)

## Block 1

The classes in block 1 are all project classes.

Choose ONE class from this block as your first choice for semester 1, and a different class as your second choice.

11APC	<p><b>Activism in Popular Culture</b></p> <p><b>Driving Question: How can I project my voice creatively?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in building knowledge about protest art throughout history and gaining knowledge around the contexts surrounding these works. They will also engage in building knowledge around media techniques and putting this knowledge into action by creating their own media product around a particular issue.</li> <li>Contexts for learning will include building knowledge around social issues that continue to effect society and are relatable to the learners, e.g. racism, classism, homelessness, homophobia, sexism, environmental issues. Learners will also have the opportunity to visit art galleries and museums to see up close, ways in which others in society have projected their voices creatively around social issues.</li> <li>Learners will work collaboratively and/or individually to complete a media project that communicates their desired message about an important social issue that they find themselves to be passionate about.</li> <li>This learning and assessment comes from the Curriculum Areas of Arts, Media and Art History.</li> <li>Successful learners will gain up to 13 credits from this course, including 4 Literacy credits.</li> <li>Learners will need to bring a sketchbook, pen, pencil and a storage device e.g. USB stick.</li> </ul> <p style="text-align: right;"><b>Miss J Narit (NT) and Mr R Higgs (HI)</b></p>
11HVV	<p><b>Human vs. Wild</b></p> <p><b>Driving Question: How can we survive in the wilderness with limited resources and without harming the environment?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in learning activities that help them to build positive and responsible attitudes towards the outdoors and the environment through a range of challenging activities.</li> <li>Contexts for learning will include understanding how as humans, we can take advantage of the environment and learn to survive in the wilderness using only natural resources however not at the expense of the environment.</li> <li>Learners will work individually and collaboratively to plan and participate in a survival camp in the local mountain ranges.</li> <li>This learning and assessment comes from the Curriculum Areas of Health &amp; Physical Education and English.</li> <li>Successful learners will gain up to 13 credits from this course, including 13 Literacy credits.</li> <li>Learners will need to have correct practical gear (Whanau shirt and navy shorts) and will need to provide some specific outdoor clothing which will be outlined at a compulsory Whanau meeting in Term 1.</li> </ul> <p style="text-align: right;"><b>Miss A Snelgrove (SO) and Ms V Bleaken (BA)</b></p>
11IPS	<p><b>Improving Performance through Sport</b></p> <p><b>Driving Question: How can I use my interpersonal skills to improve physical performance backed by statistics?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in collaborative learning activities that allow them to explore movement and mechanics through team games and statistical investigations while building interpersonal relationships.</li> <li>Contexts for learning will include participation in team based physical activities that promote and develop interpersonal skills, measures and analyses skill-based variables while making sense and using data for performance improvement.</li> <li>This learning and assessment comes from the Curriculum Areas of Health &amp; Physical Education, Mathematics and Science.</li> <li>Successful learners will gain up to 13 credits from this course, including 6 literacy credits and 4 numeracy credits.</li> <li>Learners will need to have correct practical gear (Whānau shirt and navy shorts).</li> </ul> <p style="text-align: right;"><b>Mrs R Jeffries (JS) and Mr S Singh (SGS)</b></p>

11MFW	<p><b>My Future World</b></p> <p><b>Driving Question: How should we live our lives to ensure that we have a future world where both people and the natural environment can flourish together?</b></p> <ul style="list-style-type: none"> <li>• Learners will be engaged in investigating, designing, creating and solving a range of world issues they are interested in and are relevant to them.</li> <li>• Contexts for learning will include natural resources and sustainability, health and sport, history and society, and technology and media.</li> <li>• Learners will work individually to investigate a relevant issue, design and create a product that will solve the issue they have chosen. The product will represent what they will change for a better world.</li> <li>• This learning and assessment comes from the curriculum area of English.</li> <li>• Successful learners will gain up to 13 credits from this course, all of which are literacy credits with the option of an additional 4 credits from an external at the end of the year.</li> </ul> <p style="text-align: right;"><b>Ms R Falepeau (FP) and Mrs L Sykes (SK)</b></p>
11STT	<p><b>Sustainable Technology in Transport</b></p> <p><b>Driving Question: What contribution can I make to change the impact of personal transport for a sustainable future?</b></p> <ul style="list-style-type: none"> <li>• Learners will be engaged in a range of activities including practical investigations in different areas of science, research, and developing a conception design for a model electric vehicle, and collection of data.</li> <li>• Contexts for learning will include current environmental and sustainability issues such as climate change, some technological solutions to those issues such as electric vehicles, designing and creating a model electric vehicle, and analyzing data collected from racing the vehicles.</li> <li>• Learners will work individually and collaboratively at different times and in different ways to create their evidence for assessment and the model car.</li> <li>• The learning and assessment in this class comes from the curriculum areas of Science, Technology and Mathematics.</li> <li>• Successful learners can gain up to 17 credits from this class including 7 Numeracy credits. There are additional options for up to 4 literacy credits as well.</li> </ul> <p style="text-align: right;"><b>Mrs R Lata (LT) and Mrs A Jones (JO)</b></p>

## Block 2

The classes in block 2 are all project classes.

Choose ONE class from this block as your first choice for semester 1, and a different class as your second choice.

11ATY	<p><b>Are we There Yet?</b></p> <p><b>Driving question: How can exploring the perspective of New Zealanders' experience with the vote inform your art practice?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in exploring the different perspectives of historic New Zealanders' experiences with the vote, and will express this knowledge through their art practice.</li> <li>Contexts for learning include exploring different historical perspectives, investigating an historical event, and recording information using wet and dry media.</li> <li>Learners will work individually to complete a series of written outcomes with additional visual elements to support their investigations.</li> <li>This learning and assessment comes from the Curriculum Areas of History and Visual Arts.</li> <li>Successful learners will gain up to 12 credits from this course, including 8 Literacy credits.</li> </ul> <p style="text-align: right;"><b>Miss C Wright (WT) and Ms K O'Neill (ON)</b></p>
11BLS Sem+	<p><b>Belong, Learn, Succeed</b></p> <p><b>Driving Question: How can words and numbers help me beyond school?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in practical activities to develop numeracy and literacy skills through authentic contexts both inside and outside the classroom.</li> <li>Contexts for learning will include real life experiences such as cooking, accounting, data collection and analysis, basic numeracy skills and basic literacy skills that will enable learners to engage in life in the future. We will also be visiting various places to see how food is produced prior to public distribution.</li> <li>Learners will work collaboratively on many practical aspects of the course and also individually when it comes to developing skills of self-management and collating artefacts for their portfolios.</li> <li>Learning and assessment comes from the Mathematics (numeracy) and English (literacy) curriculum area show ever we will be working hard to personalize the learning to the specific needs of the learner so other learning areas will be incorporated as we go.</li> <li>Successful learners could earn up to 20 credits in this course which is made up of 10 numeracy and 10 literacy credits.</li> <li><i>Learners will be pre-selected for this class according to their learning needs.</i></li> </ul> <p style="text-align: right;"><b>Mrs R Caine (CA) and Mrs D Tupaea (TA)</b></p>
11DAM	<p><b>Design and Make</b></p> <p><b>Driving Question: How can I design and make a successful prototype for a stakeholder in the community?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in guided research, free hand sketching and learn practical skills in resistant materials e.g. wood to successfully develop a prototype following the design process from start to finish.</li> <li>Contexts for learning will include producing free hand sketches, rendering techniques to show form and drawing techniques such as 1 and 2 point perspective, Isometric and multi-view orthographic drawings that communicate technical features of design ideas.</li> <li>Learners will work individually to complete a portfolio of design work and produce a prototype.</li> <li>This learning and assessment comes from the curriculum areas of Design and Visual Communication and Technology.</li> <li>Successful learners will gain up to 12 credits from this course, including 3 Numeracy credits.</li> </ul> <p style="text-align: right;"><b>Miss M Garrett (GR) and Mrs A Jones (JO)</b></p>

11HOR	<p><b>Horror Genre</b></p> <p><b>Driving Question: Why are people drawn to horror?</b></p> <ul style="list-style-type: none"> <li>• Learners will be engaged in genre studies of common conventions across the horror genre, by observing and understanding themes prevalent within horror. Learners will explore performative aspects of horror through voice, body, movement and space.</li> <li>• Contexts for learning will include exploring the subgenres of horror, for example slasher films, paranormal, supernatural etc. Understanding why these movies are so successful and the economics behind them will be a core component. Learners will be exploring atmosphere in performance, through voice and caricature.</li> <li>• Learners will work collaboratively to perform a scripted scene, develop a short film and perform in a flash mob revolved around the horror genre.</li> <li>• This learning and assessment comes from the Curriculum Areas of Drama and Media Studies.</li> <li>• Successful learners will gain up to 15 credits from this course, which are all literacy credits.</li> <li>• Learners will need to bring a USB memory stick to store the digital files they create.</li> </ul> <p style="text-align: right;"><b>Mr R Higgs (HI) and Mr D Bowyer-Warner (BW)</b></p>
11MSG	<p><b>Make Sport Great</b></p> <p><b>Driving Question: How can we breathe life back into sport at AC?</b></p> <ul style="list-style-type: none"> <li>• Learners will actively participate in the promotion of sport at AC. They will use different forms of media to promote and engage the school and its community with the aim of increasing participation to develop lifelong wellbeing.</li> <li>• Contexts for learning will include understanding why the number of participants in AC sports teams has declined over the years and delving into what is currently happening. Using this research learners will then take action to increase both player and volunteer numbers.</li> <li>• Learners will work individually and collaboratively to promote sport at AC from both a player and volunteer perspective using different media platforms.</li> <li>• This learning and assessment comes from the Curriculum Areas of Health &amp; Physical Education and English.</li> <li>• Successful learners will gain up to 14 credits from this course, including 9 literacy credits.</li> <li>• Learners will need to have correct practical gear (Whānau shirt and navy shorts).</li> </ul> <p style="text-align: right;"><b>Miss L Stowers (SW) and Miss R Mafuao (MF)</b></p>

## Block 3

These classes are all passion classes.

Choose ONE class from this block as your first choice for semester 1, and a different class as your second choice.

<b>11ARC</b>	<p><b>Ancient Roman Civilization</b></p> <p><b>Driving Question: What were relationships like in Ancient Rome and why is it important that we learn about them?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in guided research and investigation about the Classical World and how people used to behave and interact and what was important to Classical people.</li> <li>Contexts for learning will include Ancient Roman society, politics and people, how and why Roman people interacted with each other and how different figures in Roman society behaved.</li> <li>Learners will work individually to complete research on an Ancient Roman relationship (e.g. the <i>paterfamilias</i>) and present their findings in a visual way for their assessment.</li> <li>This learning and assessment comes from the curriculum area of Classical Studies within Social Sciences.</li> <li>Successful learners will gain up to 6 credits from this course, including 6 Literacy credits.</li> </ul> <p style="text-align: right;"><b>Mrs K Umaki (UI)</b></p>
<b>11ARS</b>	<p><b>Actual Rocket Science</b></p> <p><b>Driving Question: What is the potential for living somewhere other than Earth?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in guided research and investigation in applications of Science to space travel and exploring the solar system.</li> <li>Contexts for learning will include the physics of rockets, gravity, forces and mechanics, the biological effects of zero gravity on the human body, the search for extra-terrestrial life and the construction and launch of bottle rockets.</li> <li>Learners will work individually to complete a series of mini-projects for assessment and collaboratively to construct their rockets.</li> <li>This learning and assessment comes from the curriculum areas of Science and Mathematics.</li> <li>Successful learners will gain up to 12 credits from this course, including 8 Numeracy credits, with the option of an external 4 credit assessment at the end of the year.</li> </ul> <p style="text-align: right;"><b>Mr A Caine (CN)</b></p>
<b>11GTQ</b>	<p><b>GeoTechniques</b></p> <p><b>Driving question: How can I use geographical skills and spatial analysis (Google Earth) to research and describe aspects of a contemporary New Zealand geographic issue?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in developing a range of geographical construction skills, which include the presentation of visual, spatial and statistical data. Learners will also investigate the different viewpoints on the issue.</li> <li>Contexts for learning include fieldwork in a natural or cultural context.</li> <li>Learners will work both collaboratively and individually to complete a research portfolio of learning when planning, building knowledge and making sense of the issue.</li> <li>This learning comes from the curriculum area of Geography within Social Sciences.</li> <li>Successful learners will gain up to 7 credits from this course, including 7 literacy and 4 numeracy credits.</li> </ul> <p style="text-align: right;"><b>Mr A Singh (SI)</b></p>
<b>11MRW</b>	<p><b>Maths for the Real World</b></p> <p><b>Driving Question: How can I demonstrate my mathematics skills to solve real world problems?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in critical and creative thinking to create solutions to solve real world mathematical problems.</li> <li>Contexts for learning will include designing a school garden or coming up with a solution to prevent flooding during heavy rain or modelling the cost for an overseas trip or community project.</li> <li>Learners will work individually to create their evidence for assessment. The readiness for assessment will be monitored throughout the course.</li> <li>This learning and assessment comes from the curriculum area of Mathematics and Statistics.</li> <li>Successful learners will gain up to 7 numeracy credits from this course.</li> </ul> <p style="text-align: right;"><b>Mr R Prakash (PH)</b></p>

<b>11MYT</b> <b>Sem+</b>	<b>Move Your Thinking</b>  <b>Driving question: Why should we create and perform pieces of Dance that are thought provoking, meaningful and imaginative?</b>  <ul style="list-style-type: none"> <li>• Learners will be engaged in a creative process that allows students to embody their thinking through movement.</li> <li>• Contexts for learning will include physical and theory work that are related to dance genres and dance elements/devices.</li> <li>• Learners will work collaboratively when it comes to creating and rehearsing. In dance, collaboration is what makes dance a great learning experience as learners can feel safe and comfortable in the space.</li> <li>• Learners may also work individually towards assessments that do not require group work.</li> <li>• This learning and assessment comes from the curriculum area of Dance.</li> <li>• Successful learners will gain up to 14 credits.</li> <li>• Learners will need to bring their own gear to class so that they are not restricted from doing movement.</li> </ul> <p style="text-align: right;"><b>Miss K Fuiava (FA)</b></p>
<b>11PAD</b>	<b>Poison at the Dairy</b>  <b>Driving Question: Cigarettes, alcohol, fizzy drinks: if they are so bad for us then why are they on sale at the local supermarket or dairy?</b>  <ul style="list-style-type: none"> <li>• Learners will be engaged in guided research and investigation of the decisions that go into making and selling goods and services in a modern economy.</li> <li>• Contexts for learning will include the marketing of fast food, fizzy drinks, tobacco and other toxins, the economics of how sellers and buyers are connected, the impact this has on communities and the legal system that allows the sale of these substances.</li> <li>• Learners will work individually to complete a social inquiry, how goods and services are marketed using the “Four Principles of Marketing” and “The Circular Flow” model implicit in any economy.</li> <li>• This learning and assessment comes from the curriculum areas of Social Studies, Economics and Business Studies.</li> <li>• Successful learners will gain up to 12 credits from this course – all of which are Literacy credits.</li> </ul> <p style="text-align: right;"><b>Mr F Ebrahim (EB)</b></p>
<b>11PAP</b>	<b>Paint and Print</b>  <b>Driving Question: What does South Auckland mean to me?</b>  <ul style="list-style-type: none"> <li>• Learners will learn about and experiment with various print and paint methods to create a series of art work towards an external folio board presentation.</li> <li>• Learners will be investigating and developing themes and imagery of significant sites and locations in South Auckland.</li> <li>• These investigations will be completed individually and in small groups.</li> <li>• The learning and assessment comes from the Visual Arts.</li> <li>• Successful learners will gain 12 credits from this class.</li> </ul> <p style="text-align: right;"><b>Mr P O'Donnell (OL)</b></p>
<b>11PHD</b>	<b>Photo-design</b>  <b>Driving Question: How can learners initiate an idea that transforms into a body of work using both Photography and Design as a tool of expression?</b>  <ul style="list-style-type: none"> <li>• Learners will be engaged in photography and design to create a meaningful practical body of work.</li> <li>• Contexts for learning will include My Place, My Space - how do learners fit within South Auckland and the wider area of Auckland and NZ. Learners will drive and steer their own body of work around this context of learning.</li> <li>• Learners will work individually to produce a developed body of work/series of photographs and design that demonstrates their understanding of the context of learning.</li> <li>• This learning and assessment comes from the Curriculum Areas of Visual Arts.</li> <li>• Successful learners will gain 12 credits from this course.</li> <li>• Learners will need to bring their own camera or phone camera at 12mp or higher.</li> </ul> <p style="text-align: right;"><b>Mrs S Owens (OS)</b></p>

<b>11SAM</b> <b>Full Year</b>	<b>Samoan Language and Culture</b>  <b>Driving question: What could learners get from their research and exploration of Samoan language and culture to help build their knowledge of writing, listening, speaking and reading in the Gagana Samoa?</b>  <ul style="list-style-type: none"> <li>• Learners will be engaged in learning tasks that are authentic and help them connect to the Samoan culture.</li> <li>• Contexts for learning will include exploration of the language and culture through research, questioning, individual and group research.</li> <li>• Learners will work individually to research information on the Samoan language &amp; culture as well as interactions with a peer.</li> <li>• This learning and assessment comes from the curriculum areas of Languages.</li> <li>• Successful learners will gain up to 24 credits from this course.</li> <li>• This is a full-year class. Learners will need to commit to the full year in order to achieve the most from this class.</li> </ul> <p style="text-align: right;"><b>Mrs B Kalati (KI)</b></p>
<b>11TRM</b> <b>Full Year</b>	<b>Te Reo Maori</b>  <b>Driving Question: Toku reo, toku ohoooho. Toku reo, toku whakakai marihi. Toku reo, toku mapihi maurea. Which means my language is my cherished possession, my treasure, my precious ornament.</b>  <ul style="list-style-type: none"> <li>• Learners will be engaged in a variety of purposeful, relevant and empowering experiences such as Powhiri, Marae, Kawa and Tikanga, Te Tiriti o Waitangi, mita, Whakapapa, Pepeha, karanga, haka, waiata, whaikorero, okawa and opaki, whakatauki and whakatauki, whakamaori and whakapakeha, and purakau.</li> <li>• Contexts for learning include but are not limited to whakarongo, tuhituhi, panui and korero.</li> <li>• Learners will work collaboratively and individually to complete projects that will be assessed for a selection of the standards in the table. The language skills which are required for assessment in languages develop over time which means that learners will likely not be ready for assessment until the end of the year. For this reason learners must commit to the full year.</li> <li>• If committed to this course, you will be given the opportunity to be assessed for up to 24 credits.</li> </ul> <p style="text-align: right;"><b>Whaea Kata (RL)</b></p>

## Block 4

These classes are all passion classes.

Choose ONE class from this block as your first choice for semester 1, and a different class as your second choice.

11AOF	<p><b>Architecture of the Future</b></p> <p><b>Driving Question: What is the future of Architecture?</b></p> <ul style="list-style-type: none"> <li>Learners will explore the profession of Architecture by thinking creatively about people, places, spaces, design and technology.</li> <li>Learners will develop their own architecture project using contexts for learning including; design thinking, analysing local, global, historical, contemporary and cultural architecture, sketch drawing, 3D modelling and building technologies.</li> <li>Learning and assessment in this class comes from the curriculum areas of Digital Technology and Maths.</li> <li>Learners work individually or collaboratively to complete projects.</li> <li>Successful learners will gain up to 7 credits from this course, including 4 Literacy credits and 3 Numeracy credits .</li> </ul> <p style="text-align: right;"><b>Mr M Williams (WM)</b></p>
11COD	<p><b>Coding</b></p> <p><b>Driving Question: How do computer games and computer programs work (under-the-hood!)?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in learning the Arcade-Make Code blockly programming language, developing their game ideas, understanding features of games, learning the design process including specifying their game, developing algorithms/code, trialing, testing and considering implications for users.</li> <li>Contexts for learning include developing a detailed plan for an arcade style game, using the chosen design to make the game, the game could include game features such as scoring, levels and lives. A gaming tournament near the end of the course will be organised using the learners' games.</li> <li>Learners will work individually to create their game but are able to share ideas and learnings from classroom activities. They will need to be creative, curious and persevering.</li> <li>This learning and assessment comes from the Curriculum Area of Digital Technology.</li> <li>Successful learners will gain up to 7 credits from this course including 3 Literacy credits.</li> </ul> <p style="text-align: right;"><b>Mr G Smirk (SR)</b></p>
11CSD	<p><b>Centre Stage Drama</b></p> <p><b>Driving Question: How did they get away with murder?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in guided script reading and exploration of narrative and characters in Dennis Kelly's play, DNA.</li> <li>Contexts for learning will include independent research, the impact of the written word, portrayal of characters, the effects of the actions of the individual, the desire to fit in, the ability to be independent and creating Drama with significant and relevant meaning.</li> <li>Learners will work both individually and as a group. They will first produce a research project to demonstrate their knowledge and understanding of the play which we will explore through practical activities and Drama workshops. As a group, learners will devise their own piece of Drama based on the crimes committed in the play.</li> <li>Successful learners will gain up to 13 credits from this course including literacy credits.</li> </ul> <p style="text-align: right;"><b>Miss L Monk (MK)</b></p>
11ELS Sem+	<p><b>English Language Support</b></p> <p><b>Driving Question: How can acquire and improve skills in the English language?</b></p> <ul style="list-style-type: none"> <li>This class is intended for learners for whom English is their second language, or those who need significant support in using English as their primary language.</li> <li>Contexts for learning include reading and understanding basic texts on familiar topics such as family or holidays. Learners will work collaboratively and individually on tasks which will be assessed when learners are ready.</li> </ul> <p style="text-align: right;"><b>To be confirmed</b></p>

11DMA	<p><b>Digital Media Art</b></p> <p><b>Driving Question: What is the role of street art and culture in an urban community?</b></p> <ul style="list-style-type: none"> <li>Learners will learn about and experiment with digital painting methods to create a series of digital printed works.</li> <li>Learners will look at contemporary street culture and draw imagery from their own experiences, hobbies and research.</li> <li>Knowledge on digital painting processes and procedures will be built by learning and to use Adobe Photoshop and a drawing tablet.</li> <li>This learning and assessment comes from the Visual Arts.</li> <li>Successful learners will gain up to 6 credits in this course.</li> </ul> <p style="text-align: right;"><b>Mr P O'Donnell (OL)</b></p>
11NLD	<p><b>Nailed It!</b></p> <p><b>Driving Question: Why buy when I can create?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in practical activities to gather knowledge and develop an authentic food item for a client.</li> <li>Contexts for learning will involve research, experimentation and creation through the design process. Processes involved are gelatinization, caramelization, raising agents, role of fats, acids, denaturing, and foaming.</li> <li>Learners will work collaboratively in a series of mini-projects to develop the final, individual evidence and artefact for the client.</li> <li>This learning and assessment comes from the Curriculum Area of Technology.</li> <li>Successful learners will gain up to 8 credits from this course, including 4 Literacy credits.</li> <li>Learners will need to bring any extra food items they may require for their outcomes as only the basics are supplied.</li> </ul> <p style="text-align: right;"><b>Mrs B Matthews (MS)</b></p>
11PIC	<p><b>Pacific Island Cultures</b></p> <p><b>Driving question: What conclusions can be drawn after investigating aspects of a pacific culture?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in researching, collecting, evaluating and processing information to reach conclusions.</li> <li>Contexts for learning could include traditional or contemporary aspects of a Pacific Island culture such as colonisation, education, the role of women, chiefly systems and family relationships.</li> <li>Learners will work collaboratively to collect information and individually to complete the assessments.</li> <li>This learning and assessment comes from the curriculum area of Pacific Studies within Social Sciences.</li> <li>Successful learners will gain up to 8 credits from this course.</li> </ul> <p style="text-align: right;"><b>Mrs K Umaki (UI)</b></p>
11POU Sem+	<p><b>Poutama</b></p> <p><b>Driving Question: Me pehea taku hikoi i nga Ao e rua, pehea ano au ka tu rangatira i tenei Ao hurihuri - How can I walk in both worlds and stand strong in both?"</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in authentic, relevant and empowering kaupapa Maori content and delivered in both te reo Maori and Pakeha.</li> <li>Contexts for learning will include real life and authentic applications of the learning in relation to Waahi Tapu, Kaitiakitanga, Hauora, Biodiversity &amp; Sustainability, Tikanga Maori and Maori knowledge and history.</li> <li>Learners will work individually to produce artefacts that demonstrates their knowledge through a Kaupapa Maori lens.</li> <li>The learning and the assessment comes from the Curriculum Area Te Marautanga o Aotearoa: Tikanga-a-iwi and Hauora.</li> <li>Successful learners will gain up to 16 credits from this course which all contribute towards L1 Literacy.</li> <li>This is a semester course; however, learners are able to stay on for semester 2 and will be offered other assessments.</li> </ul> <p style="text-align: right;"><b>Whaea Jaime (MY)</b></p>

11ROW	<p><b>Religions of the World</b></p> <p><b>Driving Question: Why do we believe what we believe?</b></p> <ul style="list-style-type: none"> <li>• Learners will be engaged in making sense and identifying the key beliefs within a religious tradition.</li> <li>• Contexts for learning will include looking at the key beliefs and the significance of those key beliefs in religious traditions such as Buddhism, Hinduism, Islam, Judaism or one of the religious traditions of Christianity.</li> <li>• Learners will work individually to create a portfolio of learning for assessment. Learning and Assessment comes from the curriculum area of Religious Studies.</li> <li>• Successful learners will gain 6 credits, which are 6 literacy credits.</li> </ul> <p style="text-align: right;"><b>Ms V Bleaken (BA)</b></p>
11SCM	<p><b>Stagecraft Music</b></p> <p><b>Driving Question: What work is the work staging a music performance event?</b></p> <ul style="list-style-type: none"> <li>• Learners will be engaged in guided inquiry and exploration in applications of staging, lights, sound, make up, costume, props/scenery/projections, customer relations, workplace requirements to work in crew roles for staging performing arts events (music and may include dance, drama, visual arts, or a combinations of the arts).</li> <li>• Contexts for learning will include the practical, technical and team/workplace requirements for staging, lights, sound, make up, costume, props/scenery/projections, and customer relations in staged events.</li> <li>• Learners will work in groups and individually to complete a series of mini-projects for assessment and collaboratively to construct their roles for each project event.</li> <li>• This learning and assessment comes from the curriculum areas of Performing Arts and Event Technologies.</li> <li>• Successful learners will gain up to 12 credits from this course, including options towards literacy and numeracy credits, with the option of an external 4 credit assessment at the end of the year.</li> </ul> <p style="text-align: right;"><b>Mr D Tornquist (TT)</b></p>

## Block 5

These classes are all passion classes.

Choose ONE class from this block as your first choice for semester 1, and a different class as your second choice.

<b>11EDM</b>	<p><b>Everyday Maths</b></p> <p><b>Driving Question: How are patterns made?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in forming tukutuku, tapa, siapo, kupesi or rangoli patterns and finding transformations in the pattern.</li> <li>Contexts for learning will include making patterns, painting of patterns, drawing patterns to a scale and forming nets to make a 3 - D model, designing a questionnaire and collecting data.</li> <li>Learners will work individually to complete assessments and collaboratively construct a 3-D model.</li> <li>The learning and assessments comes from the curriculum area of Mathematics and Statistics.</li> <li>Successful learners will gain 8 credits from the course, 3 of which contribute to literacy and all 8 contribute to numeracy.</li> </ul> <p style="text-align: right;"><b>Mr T Mafile'o (ML)</b></p>
<b>11JAP</b> <b>Full Year</b>	<p><b>Japanese Language and Culture</b></p> <p><b>Driving Question: How can we build positive relationships with people in Japanese effectively?</b></p> <ul style="list-style-type: none"> <li>Learners will be engaged in various activities, using many authentic materials to learn how to communicate ideas orally and in writing effectively in Japanese.</li> <li>Learners will also be engaged in some cultural activities for deeper understanding of Japan and the Japanese language.</li> <li>Contexts for learning will include both language-related and culture-related aspects such as describing what kind of person you/other people are, doing shopping, eating out, travelling, making friends and visiting them, helping people, writing e-mails, communicating through SNSs, playing games, watching animations and singing songs.</li> <li>Learners will work both individually and collaboratively to demonstrate their ability to give a short presentation in Japanese, to have some short conversations among groups in Japanese, and to write some short letters/e-mails/essays.</li> <li>This learning and assessment come from the curriculum area of Japanese Language and Culture.</li> <li>Successful learners will gain up to 24 credits from the course, including externals.</li> <li>This is a full-year class. Learners will need to commit to the full year to achieve the most from this class.</li> </ul> <p style="text-align: right;"><b>Ms S Mizutani (MI)</b></p>
<b>11MFP</b>	<p><b>My Fitness Pal</b></p> <p><b>Driving Question: How can I inspire the improvement of well-being in others?</b></p> <ul style="list-style-type: none"> <li>Learners will equip themselves with knowledge of community issues that affect our whānau and find solutions that help others reach their well-being goals for e.g. raising fitness, obesity and weight loss or physical activity to promote positive mental health.</li> <li>Contexts for learning will include understanding issues that are of relevance to the learner so they can engage deeply in their community issue and develop strategies to inspire the improvement of their 'clientele'.</li> <li>Learners will work individually and collaboratively to plan and implement purposeful strategies for well-being improvement.</li> <li>This learning and assessment comes from the Curriculum Areas of Health &amp; Physical Education.</li> <li>Successful learners will gain up to # credits from this course, including # literacy credits.</li> </ul> <p style="text-align: right;"><b>Mr R Fallen (FN)</b></p>

<b>11NTA</b> <b>Full Year</b>	<p><b>Niue to Arts</b></p> <p><b>Driving Question: "KO AU" - Who am I and how can I embrace Vagahau Niue in everyday life?</b></p> <p>Fakaalofa Lahi Atu and welcome to Year 11 Vagahau Niue Language and Arts. This course is designed for you to be able to develop competencies by:</p> <ul style="list-style-type: none"> <li>• Making sense of information, experiences or ideas</li> <li>• Interacting effectively with a diverse range of people in a variety of contexts</li> <li>• Producing texts of all kinds: written, oral/aural, and visual; informative and imaginative; informal and formal</li> <li>• Interpreting and using words or images ,metaphor or technologies in a range of contexts</li> <li>• Establishing personal goals, making plans, managing projects</li> <li>• Binding together both culture and language of Vagahau Niue.</li> <li>• Building knowledge of how we can best utilise the Polyfest Performance with achievement in Niue Arts.</li> </ul> <p>This is a full year course. So why not jump on this vaka with Ms Ikiua and come and learn about the life and language on the ROCK.</p> <p style="text-align: right;"><b>Ms M Ikiua (IA)</b></p>
<b>11PAL</b>	<p><b>Psychology and the Law</b></p> <p><b>Driving Question: Why good people sometimes do bad things and what does the law say?</b></p> <ul style="list-style-type: none"> <li>• Learners will be engaged in guided research and investigation into the application of the law and reasons for the behaviour/crime.</li> <li>• Contexts for learning will include using psychological theories in actual case law studies.</li> <li>• Learners will collaborate to complete a series of learning tasks and work individually on the assessments.</li> <li>• This learning and assessment comes from the curriculum area of Social Sciences and the disciplines of Psychology and Legal Studies.</li> <li>• Successful learners will gain up to 8 credits in this course, including 4 literacy credits.</li> </ul> <p style="text-align: right;"><b>Mr R Van NieKerk (VK)</b></p>
<b>11PAM</b> <b>Sem+</b>	<p><b>Passion for Applied Maths</b></p> <p><b>Driving Question: Why is Mathematics taught in school?</b></p> <ul style="list-style-type: none"> <li>• Learners will be engaged in solving problems by forming linear and non- linear equations and will use trigonometric rules and Pythagoras theorem to solve real world problems.</li> <li>• Context for learning will see learners using shadows to find heights of buildings and point of collision between two/three spheres.</li> <li>• Learners will share their learning with junior learners which will build confidence, connection, competence and character.</li> <li>• This course gives opportunity to learners to do external Mathematics standards at the end of the year and will help prepare learners for Calculus at NCEA Level 2.</li> <li>• Successful learners will gain up to 19 Credits (7 internal credits and 12 external credits) from this course if they choose to stay for both semesters. All credits in this class are numeracy credits.</li> </ul> <p style="text-align: right;"><b>Mr M Gul (GL)</b></p>
<b>11PSC</b>	<p><b>Performance Stage Crew</b></p> <p><b>Driving Question: What are the technical elements behind a live performance?</b></p> <ul style="list-style-type: none"> <li>• Learners will be engaged in exploring the use of Make-up, Costume design, Stage Lighting and Sound Technology and how they are integrated within live performance.</li> <li>• Contexts for learning will include Make up, Costume, Lighting and Sound design and application for a range of live performances around school.</li> <li>• Learners will work individually and collaboratively to create and apply design concepts for make up, costume, lighting and sound.</li> <li>• This learning and assessment comes from the Curriculum Area Performing Arts Technology.</li> <li>• Successful learners may gain up to 15 credits from this course.</li> </ul> <p style="text-align: right;"><b>Mr D Bowyer-Warner (BW)</b></p>

<b>11SWM</b> <b>Sem+</b>	<b>Swagalicious Music</b>  <b>Driving Question: How do I become a professional musician?</b> <ul style="list-style-type: none"> <li>Learners will be engaged in guided inquiry and skill acquisition performing (solo, group, on a 2<sup>nd</sup> instrument), song writing/composing, studies of music, and can include learning for staging (sound, lights, management) and applications for the Science of sound.</li> <li>Contexts for learning will include the practical, technical and team/workplace requirements for performing and making music.</li> <li>Learners will work in groups and individually to complete a series of mini-projects for assessment and collaboratively to prepare and deliver their performances and music creations for each project event.</li> <li>This learning and assessment comes from the curriculum areas of Music, Music Technology, including Performing Arts and Event Technologies, Core and Generic Work and Study Skills and Science.</li> <li>Successful learners will gain up to 12 credits from this course, including options towards literacy and numeracy credits, with the option of an external 4 credit assessment at the end of the year.</li> </ul> <p style="text-align: right;"><b>Mr D Tornquist (TT)</b></p>
<b>11TEP</b> <b>Full Year</b>	<b>Te Parawhakawai</b>  <b>Driving question:</b> Ko taku taiaha tēnei, he rākau atua, he rākau tipua, he rākau kai rangi, he rākau kai papa he rākau kai matakaka e <ul style="list-style-type: none"> <li>To restore identity and self-worth to the individual by empowering them with knowledge about themselves and their Maori history.</li> <li>To enhance self confidence in the individual by the strong demands of the kaupapa and course of which has a rigid etiquette of personal courtesies.</li> <li>To develop humility and self-restraint by the high standards of discipline and behavior required in the use of the Taiaha as a weapon.</li> <li>To promote fluency in Te Reo Māori and Tikanga.</li> <li>To promote top physical fitness and good attitudes towards health. To master all uses of the Taiaha as a weapon, ceremonial and as a fighting art.</li> <li>This is a full year course and successful learners can receive up to 24 credits.</li> </ul> <p style="text-align: right;"><b>Whaea Jaime (MY)</b></p>
<b>11TMI</b>	<b>Tackling my Issue</b>  <b>Driving Question: How can I make a difference to issues directly impacting my community?</b> <ul style="list-style-type: none"> <li>Learners will be engaged in raising awareness of issues that are directly impacting South Auckland. They will be actively out in our community taking steps to address their selected issues to make a positive change.</li> <li>Contexts for learning will include understanding why their chosen issue exists in our community and planning what they can do to make a health enhancing change in their own and/or others' lives.</li> <li>Learners will work individually and collaboratively to address a health issue impacting South Auckland.</li> <li>This learning and assessment comes from the Curriculum Areas of Health &amp; Physical Education and Social Science.</li> <li>Successful learners will gain up to 8 credits from this course, including 8 literacy credits.</li> </ul> <p style="text-align: right;"><b>Miss L Stowers (SW)</b></p>
<b>11TOH</b> <b>Full Year</b>	<b>Te Ohanga Hauora</b>  <b>Driving Question: Mā te whakaaro nui e hanga te whare, mā te mātauranga e whakaū</b> <ul style="list-style-type: none"> <li>Learners will be engaged in activities that are purposeful, relevant and empowering through a Kaupapa Maori approach.</li> <li>Contexts for learning will include authentic Putaiao and Science experiences that develop understanding of living things and our environment with the promotion of hauora.</li> <li>Learners will work individually to produce artefacts that demonstrates one's passion and interest for Matauranga Maori and Science.</li> <li>The Learning and Assessment comes from the Curriculum Area of Science.</li> <li>Successful learners will gain up to 24 credits from this course, including 8 literacy and 12 numeracy credits.</li> <li>This is a full-year class. Learners will need to commit to the full year in order to achieve to most from this class.</li> </ul> <p style="text-align: right;"><b>To be confirmed</b></p>

11UGS	<p><b>Underground Science</b></p> <p><b>Driving Question: How can Science be used to explain the extraordinary features of the Waitomo Caves?</b></p> <ul style="list-style-type: none"> <li>• Learners will be engaged in guided research and scientific investigations linked to the formation of NZ cave systems, their environments and life processes inside them.</li> <li>• Contexts for learning will include chemical and geological processes in the formation of caves and crystals, the impact of weathering and erosion on the landscape formation and the life processes of glow-worms.</li> <li>• Learners will work individually to research and construct a brochure for tourists as an artefact, report writing for assessment and collaborate to scientifically investigate the conditions required for crystal formation.</li> <li>• Successful learners will gain up to 12 credits from this course, including 4 Numeracy credits.</li> </ul> <p style="text-align: right;"><b>Mrs K Kumar (KM)</b></p>
11VFM	<p><b>Voices from the Margins</b></p> <p><b>Driving Question: How can literature change the world?</b></p> <ul style="list-style-type: none"> <li>• Learners will engage with the works of modern and culturally diverse writers who write about real stuff that real people can relate to.</li> <li>• Contexts for learning will include examining the crafting techniques that these writers use to engage and entertain their readers.</li> <li>• Learners will develop their academic writing skills through group and individual activities.</li> <li>• This learning assessment comes from the curriculum area of English.</li> <li>• Successful learners will gain up to 10 credits (all literacy credits) and have the option for another 4 external credits at the end of the year.</li> </ul> <p style="text-align: right;"><b>Mr J Joe (JE)</b></p>