

Alfriston College 2018 Year 11 Class Directory

| Code | Class title | Class Type | Group | Learning Leaders | Standard numbers | Level | Standard Titles | NZ Curriculum Area | Num or Lit | Credit Value | Assessment type | Class Information |
|-------|------------------------------|------------|-------|------------------|------------------|-------|--|----------------------------|------------|--------------|-----------------|---|
| 11AOF | Architecture of the Future | Project | 1 | Wm/Je | 90052 | 1 | Produce creative writing | English | Lit | 3 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: what is the future of Architecture? Learners will be engaged in the profession of Architecture by thinking creatively about social and environmental issues in order to design new forms of architecture. Contexts for learning include creative ideas, analysing local and global historical and contemporary architecture, measurement & scale, axis & geometry, hand sketching, 3d computer modelling and building technologies. This class integrates learning and assessment in the NZ curriculum areas of Digital Technology, English and Maths. Learners will work individually to complete a project that will be assessed for a selection of the standards in the table. |
| | | | | | 90855 | 1 | Create a visual text | English | Lit | 3 | Int | |
| | | | | | 90857 | 1 | Construct and deliver an oral text | English | Lit | 3 | Int | |
| | | | | | 91030 | 1 | Apply measurement in solving problems | Mathematics and Statistics | Num | 3 | Int | |
| | | | | | 91033 | 1 | Apply knowledge of geometric representations in solving problems | Mathematics and Statistics | Num | 3 | Int | |
| | | | | | 91073 | 1 | Implement basic procedures to produce a specified digital media outcome | Technology | Lit | 4 | Int | |
| 11BOB | Boom or Bust | Passion | 3 | Sn | 28088 | 1 | Demonstrate understanding of credit and debt on personal finances | Mathematics and Statistics | No | 3 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: can I manage and protect my own finances? Learners will be engaged in guided research, budget creation and revision and credit evaluation. Contexts for learning include preparing and adjusting a budget, considering the necessity of credit and applying a practical decision-making process to decide whether or not to borrow money. The class learning is taken from the Financial Capability domain. Learners will complete the standards listed. Learners will need to have a 1B5 Exercise book and a calculator. |
| | | | | | 28089 | 1 | Demonstrate understanding of personal financial goal setting | Mathematics and Statistics | No | 3 | Int | |
| 11CPP | Creating Patterns and Panels | Project | 2 | Ws/GI | 90917 | 1 | Produce a finished work that demonstrates skills appropriate to cultural conventions | The Arts | No | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: how can we use history to develop patterns and create tukutuku panels? Learners will be engaged in guided historical research and designing and creating patterns. Contexts for learning include historical events of significance to Aotearoa, building knowledge about geometric patterns, and the history and cultural conventions of tukutuku panels. Learners will develop a pattern and use the pattern to create their own tukutuku panel. This class integrates learning and assessment in the NZ curriculum areas of History, Mathematics and Visual Arts. Learners will work individually to complete a series of mini-projects that will be assessed for the standards in the table. |
| | | | | | 91001 | 1 | Carry out an investigation of an historical event, or place, of significance to New Zealanders | Social Sciences | Lit | 4 | Int | |
| | | | | | 91034 | 1 | Apply transformation geometry in solving problems | Mathematics and Statistics | Num | 2 | Int | |

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| 11CRT | Creative Tectonics | Project | 1 | Si/Dt | 90955 | 1 | Investigate an astronomical or Earth science event | Science | Lit | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: what events led to the formation of Rangitoto Island? In this course learners will be engaged in collecting, processing and communicating information about an Earth science event in authentic geographical, science and Art contexts. The course will develop an understanding of global and local issues and events. Contexts for learning could include direct observations, collection of experimental data, resource sheets, photos, videos, websites, and reference texts. This class integrates learning and assessment in the New Zealand Curriculum areas of Art, Geography and Science. Learners will work both collaboratively and individually to complete assessments that will be assessed for the standards in the table. |
| | | | | | 91013 | 1 | Describe aspects of a geographic topic at a global scale | Social Sciences | Lit | 3 | Int | |
| | | | | | 91018 | 1 | Demonstrate knowledge of media and methods used to produce art works | The Arts | Lit | 4 | Int | |
| 11DDD | Drama Drama Drama | Passion | 5 | SIN | 90006 | 1 | Apply drama techniques in a dramatic context | The Arts | Lit | 4 | Int | FULL YEAR CLASS. The learning in this class is driven by the question: what can Drama do for me? Learners will be engaged in activities involving meaningful collaborations, negotiating with others and offering ideas through performance work and practical improvisations. Contexts for learning include studying the four drama techniques – how we use voice, body, movement and space to communicate ideas, intentions and character both during performance and in everyday life. We will also explore devising, script work and learning about a theatre style and its context in history and society. Learners will work collaboratively for assessment of various standards in each trimester. |
| | | | | | 90009 | 1 | Perform an acting role in a scripted production | The Arts | Lit | 5 | Int | |
| | | | | | 90011 | 1 | Demonstrate understanding of the use of drama aspects within live performance | The Arts | Lit | 4 | Ext | |
| | | | | | 90997 | 1 | Devise and perform a drama | The Arts | No | 5 | Int | |
| | | | | | 90999 | 1 | Use features of a drama/theatre form in a performance | The Arts | No | 4 | Int | |
| 11DWS | Design the Write Stuff | Project | 2 | Sg/Mc | 90052 | 1 | Produce creative writing | English | Lit | 3 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: how can we use hard materials and apply our skills and knowledge to Design the Write Stuff? Learners will be engaged in research, creative design of a wooden project and a written reflection of their work. Contexts for learning include the design and manufacturing of a wooden project, developing a range of Literacy skills through a range of written, visual and oral tasks. This class integrates learning and assessment in the NZ curriculum areas of English and Technology. Learners will work individually to complete a wooden project as well as an English standard selected from the table. |
| | | | | | 90053 | 1 | Produce formal writing | English | Lit | 3 | Int | |
| | | | | | 90855 | 1 | Create a visual text | English | Lit | 3 | Int | |
| | | | | | 90857 | 1 | Construct and deliver an oral text | English | Lit | 3 | Int | |
| | | | | | 91057 | 1 | Implement basic procedures using resistant materials to make a specified product | Technology | No | 6 | Int | |

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| 11EDM | Everyday Maths | Passion | 5 | PI | 91026 | 1 | Apply numeric reasoning in solving problems | Mathematics and Statistics | Num | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: how can I enhance my everyday maths skills? Learners will be engaged in active and meaningful calculations that relate to everyday life situations. Contexts for learning include calculating time, percentages, GST, budgeting and exchange rates. Learners will work individually to complete a series of mini-tasks and an assessment task for the standard in the table. Additional stationery items required for this class are normal Casio FX82 calculator and a maths exercise book. |
| 11EDS | Everyday Science | Passion | 3 | SgR | 90942 | 1 | Investigate implications of wave behaviour for everyday life | Science | Num | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: what are the implications of Science for my everyday life? Learners will be engaged in guided research and experimentation in everyday applications of Science. Contexts for learning could include the implications of noise for hearing, UV radiation for health, heat for food safety or electricity and magnetism for technology. Learners will work collaboratively or individually to complete a series of mini-projects that will be assessed for one or more of the standards from the table. |
| | | | | | 90943 | 1 | Investigate implications of heat for everyday life | Science | Num | 4 | Int | |
| | | | | | 90946 | 1 | Investigate the implications of the properties of metals for their use in society | Science | No | 4 | Int | |
| 11EES | Exploring Environmental Science | Passion | 4 | Me | 90952 | 1 | Demonstrate understanding of the formation of surface features in New Zealand | Science | Lit | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: how we can better understand and sustain the natural world around us? Learners will be engaged in developing scientific literacy through authentic, relevant learning activities, as well as developing a greater understanding of the importance of sustainability for the future. Contexts for learning include the real life implications of high carbon emissions on the environment and the effects of pollution on the biology of worms and the impact of the introduction of mammals on New Zealand Fauna and Flora. Learners will work both collaboratively and individually to complete a series of mini-projects that will assessed for a selection of the standards in the table. |
| | | | | | 90949 | 1 | Investigate life processes and environmental factors that affect them | Science | No | 4 | Int | |
| | | | | | 90953 | 1 | Demonstrate understanding of carbon cycling | Science | Lit | 4 | Int | |
| | | | | | 90945 | 1 | Investigate implications of the use of carbon compounds as fuels | Science | No | 4 | Int | |
| | | | | | 90942 | 1 | Investigate implications of wave behaviour for everyday life | Science | Num | 4 | Int | |
| 11ELS | English Language Support | Passion | 5 | MLD | 27981 | 1 | Read and understand basic texts for practical purposes | English | No | 7 | Int | FULL YEAR CLASS. The learning in this class is driven by the question: how can acquire and improve skills in the English language? 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. Contexts for learning |
| | | | | MLD | 27982 | 1 | Read and understand basic texts on very familiar topics | English | No | 8 | Int | |

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| | | | | MLD | 27998 | 1 | Complete basic forms on familiar topics | English | No | 4 | Int | 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 for one or more of the standards in the table. Learners will be recommended for this class by their Year 10 WBL learning Leaders. |
| 11EVT | Electric Vehicle Technology | Project | 1 | Cn/Su | 90931 | 1 | Demonstrate understanding of the chemistry in a technological application | Science | Lit | 2 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: is there a future for fossil fuel powered personal transport? Learners will be engaged in practical science and technology activities to investigate some of the issues around the use of fossil fuels and the science and technology of electric vehicles as one possible solution. Contexts for learning include carbon chemistry, the physics of electric motors and technological development to make a prototype model electric vehicle. This class integrates learning and assessment in the NZ curriculum areas of Science and Technology. Learners will work collaboratively to complete a series of mini-projects that will be assessed for a selection of the standards shown. |
| | | | | | 90936 | 1 | Demonstrate understanding of the physics of an application | Science | Lit | 2 | Int | |
| | | | | | 90945 | 1 | Investigate implications of the use of carbon compounds as fuels | Science | No | 4 | Int | |
| | | | | | 91047 | 1 | Undertake development to make a prototype to address a brief | Technology | No | 6 | Int | |
| 11EXV | Expedition Vietnam | Passion | 4 | Se | 90816 | 1 | Describe the purpose of a sacred text within a religious tradition | Social Sciences | Lit | 6 | Int | FULL YEAR CLASS. The learning in this class is driven by the question how can I prepare for an expedition to Vietnam in 2019? Learners will be engaged in activities that are relevant and empowering. Contexts for learning could include preparing the budget, deciding on activities, accommodation and transportation used during the expedition, the Vietnam War and exploring the issues of landmines and sustainability. This class integrates learning and assessment from the Social Sciences, and Visual Art NZ curriculum areas. Learners will select a combination of standards from those in the table, and with their Learning Leader, they will plan their own learning that can be assessed for the standards they have chosen. Learners must be prepared to be involved in fund raising events and to pay any outstanding costs for the expedition to Vietnam. Costs to be confirmed. |
| | | | | | 90819 | 1 | Describe key beliefs of a religious tradition | Social Sciences | Lit | 6 | Int | |
| | | | | | 90981 | 1 | Make a financial decision for an individual or group | Mathematics and Statistics | Num | 3 | Int | |
| | | | | | 91001 | 1 | Carry out an investigation of an historical event, or place, of significance to New Zealanders | Social Sciences | Lit | 4 | Int | |
| | | | | | 91002 | 1 | Demonstrate understanding of an historical event, or place, of significance to New Zealanders | Social Sciences | Lit | 4 | Int | |
| | | | | | 91004 | 1 | Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders | Social Sciences | Lit | 4 | Int | |

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| | | | | | 91009 | 1 | Demonstrate geographic understanding of the sustainable use of an environment | Social Sciences | Lit | 3 | Int | |
| | | | | | 91013 | 1 | Describe aspects of a geographic topic at a global scale | Social Sciences | Lit | 3 | Int | |
| | | | | | 91017 | 1 | Demonstrate understanding of links between context(s) and art works | The Arts | Lit | 4 | Int | |
| | | | | | 91020 | 1 | Explain why selected objects may be considered as art | The Arts | Lit | 4 | Int | |
| | | | | | 91040 | 1 | Conduct a social inquiry | Social Sciences | Lit | 4 | Int | |
| | | | | | 91043 | 1 | Describe a social justice and human rights action | Social Sciences | Lit | 4 | Int | |
| 11GGP | Growing Great People | Passion | 3 | Fn | 90962 | 1 | Participate actively in a variety of physical activities and explain factors that influence own participation | Health and Physical Education | No | 5 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: really great people make you feel that you, too, can become great. So how do I become great? Learners will be engaged in learning activities to advance their own journey of pursuing greatness. Contexts for learning include using physical activity as a tool to identify personal strengths and to act on identified areas for development of self and build upon these to develop individual attributes. Learners will work collaboratively in a range of physical activity opportunities to improve and apply a range of skills and behaviours that will be assessed for the standards in the table. Additional items required for this class are a Whanau T-shirt and navy blue shorts. |
| | | | | | 90965 | 1 | Demonstrate understanding of societal influences on physical activity and the implications for self and others | Health and Physical Education | Lit | 4 | Int | |
| | | | | | 90966 | 1 | Demonstrate interpersonal skills in a group and explain how these skills impact on others | Health and Physical Education | Lit | 4 | Int | |
| | | | | | 90967 | 1 | Demonstrate strategies to improve the performance of a physical activity and describe the outcomes | Health and Physical Education | Lit | 3 | Int | |
| | | | | | 90970 | 1 | Demonstrate self management strategies and describe the effects on participation in physical activity | Health and Physical Education | Lit | 3 | Int | |

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| 11GOL | Game of Life | Passion | 5 | Ms | 91082 | 1 | Implement basic procedures to process a specified product | Technology | No | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: how can I feed myself when I am hungry? Learners will be engaged in trialing and creating food outcomes that are appropriate for a chosen stakeholder. Contexts for learning include café food to be sold in Te Pataka or creating dishes for when learners are “Home Alone” by exploring the concept of ready made meals. Learners will work collaboratively to develop an outcome that will assessed for the standard in the table. Learners may be required to bring extra food items from home to enhance their outcomes. |
| 11GTQ | Geotechniques | Passion | 5 | Px | 91011 | 1 | Conduct geographic research, with direction | Social Sciences | Both | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: how can I use geographic skills and spatial analysis (Google Earth) to research an issue and draw conclusions? Learners will be engaged in developing and applying a range of geographical construction skills, which include the presentation of visual, spatial and statistical data; and geographical resource interpretation skills, which include using spatial analysis to explain geographical information. Contexts for learning include field work in a natural or cultural context. An example could be research to determine the best location for a shopping mall. The research conducted could be presented to interested parties such as the Auckland Council. Learners will work both collaboratively and individually to complete a research project that will assess the standards in the table. |
| | | | | | 91014 | 1 | Apply spatial analysis, with direction, to solve a geographic problem | Social Sciences | No | 3 | Int | |
| 11HBI | How Big Ideas have changed the World | Passion | 3 | Ss | 91002 | 1 | Demonstrate understanding of an historical event, or place, of significance to New Zealanders | Social Sciences | Lit | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: how have big ideas changed the world? Learners will be engaged in thinking critically and exploring their world in order to understand and communicate how big ideas have changed the world both in the past and the present. Contexts for learning could include Communism, Non-Violence, Human Rights and Genocide. Learners will work individually and select an event to further their knowledge of, and consequently produce an artefact to be assessed against the standard in the table. |
| 11HCS | Hard Core Science | Passion | 5 | Me | 90925 | 1 | Carry out a practical investigation in a biological context, with direction | Science | Num | 4 | Int | FULL YEAR CLASS. The learning in this class is driven by the question: how can we prepare for a pathway in engineering or medical sciences? Learners will be engaged in learning activities that broaden their understanding of the core sciences, this includes practical activities, scientific theory and independent study. Contexts for learning could include the physical concepts involved in motion and energy, acid and base chemistry and biological knowledge around enzymes and genetic variation. Learners will work individually to complete a series of mini-projects that will be assessed for a selection of the standards from the table. |
| | | | | | 90930 | 1 | Carry out a practical chemistry investigation, with direction | Science | Num | 4 | Int | |
| | | | | | 90935 | 1 | Carry out a practical physics investigation that leads to a linear mathematical relationship, with direction | Science | Num | 4 | Int | |

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| | | | | | 90940 | 1 | Demonstrate understanding of aspects of mechanics | Science | Num | 4 | Ext | |
| | | | | | 90944 | 1 | Demonstrate understanding of aspects of acids and bases | Science | No | 4 | Ext | |
| | | | | | 90948 | 1 | Demonstrate understanding of biological ideas relating to genetic variation | Science | Lit | 4 | Ext | |
| 11JAP | Japanese Language | Passion | 4 | Mz | 90893 | 1 | Demonstrate understanding of a variety of spoken Japanese texts on areas of most immediate relevance | Learning Languages | No | 5 | Ext | FULL YEAR CLASS. Nihon. Nihonjin. Nihongo. Japan; the country, the people and the language. The learning in this class is driven by the question: who are 'We' in our respective Pacific nations and how can 'I' embrace new ways of understanding and expressing my perspectives in Japanese? Contexts for learning could include understanding the modern Japanese culture of manga and anime or robotics and engineering along with understanding the traditional culture of foods and festivals, school and daily life, sports and arts. Learners will be engaged in collaborative learning to express themselves with confidence in the Japanese language and apply their knowledge to meeting, greeting and interacting with visiting Japanese students and groups or planning a potential trip to visit Japan. Learners will work individually to produce a speech, a writing portfolio, recorded conversations, and to achieve success in external exams in reading and listening. |
| | | | | | 90894 | 1 | Give a spoken presentation in Japanese that communicates a personal response | Learning Languages | No | 4 | Int | |
| | | | | | 90896 | 1 | Demonstrate understanding of a variety of Japanese texts on areas of most immediate relevance | Learning Languages | No | 5 | Ext | |
| | | | | | 90897 | 1 | Write a variety of text types in Japanese on areas of most immediate relevance | Learning Languages | No | 5 | Int | |
| | | | | | 98095 | 1 | Interact using spoken Japanese to communicate personal information, ideas and opinions in different situations | Learning Languages | No | 4 | Int | |
| 11KFC | Kitchen, Food and Calculations | Project | 2 | Ca/Mt | 90925 | 1 | Carry out a practical investigation in a biological context, with direction | Science | Num | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: how are Science and Math relevant in the kitchen? Learners will be engaged in active, hands on experiences whenever possible and will apply their learning to the world of food in new ways. Contexts for learning include food preservation, food-borne microorganisms and disease, enzymes in food production, carbon cycling and how heat is used in different cooking methods. Learners will apply bivariate/multivariate data, measurement and investigation techniques. This class integrates learning and assessment in the NZ curriculum areas of Science and Mathematics. Learners will select a combination of standards from |
| | | | | | 90931 | 1 | Demonstrate understanding of the chemistry in a technological application | Science | Lit | 2 | Int | |
| | | | | | 90936 | 1 | Demonstrate understanding of the physics of an application | Science | Lit | 2 | Int | |

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| | | | | | 90943 | 1 | Investigate implications of heat for everyday life | Science | Num | 4 | Int | those in the table, and with their Learning Leaders, they will plan their own learning that can be assessed for the standards they have chosen. |
| | | | | | 90950 | 1 | Investigate biological ideas relating to interactions between humans and micro-organisms | Science | No | 4 | Int | |
| | | | | | 90953 | 1 | Demonstrate understanding of carbon cycling | Science | Lit | 4 | Int | |
| | | | | | 91030 | 1 | Apply measurement in solving problems | Mathematics and Statistics | Num | 3 | Int | |
| | | | | | 91033 | 1 | Apply knowledge of geometric representations in solving problems | Mathematics and Statistics | Num | 3 | Int | |
| | | | | | 91035 | 1 | Investigate a given multivariate data set using the statistical enquiry cycle | Mathematics and Statistics | Num | 4 | Int | |
| 11MAC | Making a Change | Passion | 4 | Ro | 91044 | 1 | Undertake brief development to address a need or opportunity | Technology | Lit | 4 | Int | TRIMESTER CLASS. The learning in this class is based on the question: how can I use my knowledge and skills to help someone in our community? Learners will be engaged in practical activities to problem solve and create a solution for an identified issue. Contexts for learning will be real life issues in our community that require a solution. Learners will work collaboratively to identify a local social issue they would like to address with the view to trialling and creating an outcome to make a positive impact and effect change on the issue. |
| 11MAD | Make a Difference | Passion | 5 | Wr | 90971 | 1 | Take action to enhance an aspect of personal well-being | Health and Physical Education | Lit | 3 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: the future depends on what we do in the present. What can I do now to have an impact on the future? Learners will be engaged in learning activities which are both purposeful and relevant to making a difference to their own and others health and wellbeing both now and into the future. Contexts for learning could include developing, and taking action to achieve, personal goals; understanding how to manage change and promoting positive sexuality. Learners will work both independently and collaboratively to understand how they can make a difference in their own and others' lives and the impact that will have for the future that will be assessed for the standards in the table. |
| | | | | | 90974 | 1 | Demonstrate understanding of strategies for promoting positive sexuality | Health and Physical Education | Lit | 4 | Int | |
| | | | | | 91097 | 1 | Demonstrate understanding of ways in which well-being can change and strategies to support well-being | Health and Physical Education | Lit | 4 | Int | |
| 11MMNZ | Mixed Media New Zealand | Passion | 4 | OI | 90914 | 1 | Use drawing methods and skills for recording | The Arts | No | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: how can I think outside the box and use creative, unfamiliar and unusual art making processes to generate artworks? |

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| | | | | | | | information using wet and dry media | | | | | Learners will be engaged in examining NZ established artists, cultural imagery, history, topography and social movements of New Zealand as inspiration for their own artworks. Contexts for learning include galleries, site specific field trips, guest speakers and classroom tutorials. Learners will work collaboratively and individually to complete a series of research and practical projects that will assessed for one or more of the standards in the table. |
| | | | | | 90915 | 1 | Use drawing conventions to develop work in more than one field of practice | The Arts | No | 6 | Int | |
| | | | | | 90917 | 1 | Produce a finished work that demonstrates skills appropriate to cultural conventions | The Arts | No | 4 | Int | |
| 11MMW | It's a Mad Mad World | Project | 1 | Ba/Hs | 90853 | 1 | Produce formal writing | English | Lit | 4 | Int | TRIMESTER CLASS. The learning in the class is driven by the question: is the World mad? Learners will be engaged in learning about how madness presents in literature and in art and how it drives our creativity. Contexts for learning include, short stories, novels, films and art works. This class integrates learning and assessment from the NZ Curriculum areas of English, Art and Psychology. Learners will select a combination of standards from those in the table, and with their Learning Leaders, they will plan their own learning projects that can be assessed for the standards they have chosen. |
| | | | | Ba/Hs | 90914 | 1 | Use drawing methods and skills for recording information using wet and dry media | The Arts | No | 4 | Int | |
| | | | | Ba/Hs | 90915 | 1 | Use drawing conventions to develop work in more than one field of practice | The Arts | No | 6 | Int | |
| | | | | Ba/Hs | 90917 | 1 | Produce a finished work that demonstrates skills appropriate to cultural conventions | The Arts | No | 4 | Int | |
| | | | | Ba/Hs | 91839 | 1 | Demonstrate understanding of psychological approaches | Social Sciences | Lit | 6 | Int | |
| | | | | Ba/Hs | 91842 | 1 | Demonstrate understanding of how theory is used in fields of psychological practice | Social Sciences | Lit | 5 | Int | |
| 11NIU | Vagahau Niue | Passion | 3 | Vacancy | 19810 | 1 | Prepare and deliver a speech in Vagahau Niue on a predictable topic | Learning Languages | No | 3 | Int | FULL YEAR CLASS. Fakaalofa Lahi Atu. The learning in this class is driven by the question: "KO AU" - Who am I and how can I embrace Vagahau Niue in everyday life? Learners will be engaged in a number of opportunities to achieve L1 Graded Unit Standard credits in Speaking, Listening, Reading, Presenting and Writing. Contexts could include understanding the Niuean culture of living, and applying the information in given assessment opportunities. Learners will work collaboratively or individually in order to make sense of their learning and build self confidence to write and speak more, in the Vagahau Niue Language. |
| | | | | Vacancy | 21286 | 2 | Perform traditional takalo | Learning Languages | No | 3 | Int | |
| | | | | Vacancy | 21287 | 2 | Perform traditional tãme | Learning Languages | No | 3 | Int | |
| | | | | Vacancy | 21289 | 2 | Perform lologo mo e koli tuai | Learning Languages | No | 3 | Int | |
| | | | | Vacancy | 29694 | 1 | Perform lologo mo e koli tuai | Learning Languages | No | 5 | Int | |

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| | | | | Vacancy | 29695 | 1 | Interact using spoken Vagahau Niue to communicate personal information in different situations | Learning Languages | No | 5 | Int | |
| | | | | Vacancy | 29696 | 1 | Demonstrate understanding of a variety of spoken Vagahau Niue texts on areas of most immediate relevance | Learning Languages | No | 5 | Int | |
| | | | | Vacancy | 29698 | 1 | Write a variety of text types in Vagahau Niue on areas of most immediate relevance | Learning Languages | No | 5 | Int | |
| | | | | Vacancy | 29699 | 1 | Demonstrate understanding of a variety of Vagahau Niue texts on familiar matters | Learning Languages | No | 5 | Int | |
| 11NLD | No Limits Drawing | Passion | 5 | Ti | 90914 | 1 | Use drawing methods and skills for recording information using wet and dry media | The Arts | No | 4 | Int | TRIMESTER 1 AND/OR 2, OR TRIMESTER 3 ONLY CLASS. The learning in this class is driven by the question: how imaginative and innovative can I be with no limitations exploring new art making skills and techniques and using a wide range of materials? Learners will be engaged in learning a range of art making skills and techniques while investigating ideas around 'Our Auckland'. Contexts for learning could include thoughts, feelings, experiences and ideas around what Auckland means to each learner. Learners will work individually to develop a series of experimental art works and personal ideas towards a final art work, and then work collaboratively to refine and produce a final large art work (trimester 2 learners only). Learners will work towards one or more of the standards in the table in each trimester that they take in this class. |
| | | | | | 90915 | 1 | Use drawing conventions to develop work in more than one field of practice | The Arts | No | 6 | Int | |
| | | | | | 90917 | 1 | Produce a finished work that demonstrates skills appropriate to cultural conventions | The Arts | No | 4 | Int | |
| 11OED | Outdoor Education | Passion | 4 | Wh | 90966 | 1 | Demonstrate interpersonal skills in a group and explain how these skills impact on others | Health and Physical Education | Lit | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: what can the outdoors teach me? Learners will be engaged in challenging outdoor experiences which will develop life-long skills and attributes including being organised, managing risk, teamwork, problem solving, using initiative and leadership. Contexts for learning include participating in, and reflecting on, a range of land and/or water based outdoor activities including snorkelling, hiking, mountain biking and rock climbing. Learners will work independently and collaboratively to take part in these activities and demonstrate a range of skills and behaviours that will be assessed for a selection of the standards in the table. Clothing/ equipment items required for this class are a waterproof rainjacket, thermal clothing and a warm fleece. |
| | | | | | 90968 | 1 | Demonstrate, and show understanding of, responsible behaviour for safety during outdoor education activities | Health and Physical Education | Lit | 3 | Int | |
| | | | | | 90969 | 1 | Take purposeful action to assist others to participate in physical activity | Health and Physical Education | No | 2 | Int | |

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| | | | | | 90970 | 1 | Demonstrate self management strategies and describe the effects on participation in physical activity | Health and Physical Education | Lit | 3 | Int | |
| 11PAM | Passion for Advanced Maths | Passion | 4 | Ar | 91027 | 1 | Apply algebraic procedures in solving problems | Mathematics and Statistics | Num | 4 | Ext | FULL YEAR CLASS. The learning in this class is driven by the question: how one can apply Mathematical skills to solve problem-based questions? Learners will be engaged in answering questions, addressing problems and accomplishing tasks in different academic and real world contexts. Contexts for learning could include graphs, finding heights using shadows and applying algebra. Learners will work individually to complete a set of tasks and assessments that will assessed for the standards in the table. Additional stationery items required for this class is a graphic calculator and an optional fee of \$20 to buy an external standards homework book. This is a full-year class. Learners will need to commit to the full year in order to achieve to most from this class. This class is recommended for learners with Level 5 in e-asttle Maths. |
| | | | | | 91028 | 1 | Investigate relationships between tables, equations and graphs | Mathematics and Statistics | Num | 4 | Ext | |
| | | | | | 91029 | 1 | Apply linear algebra in solving problems | Mathematics and Statistics | Num | 3 | Int | |
| | | | | | 91031 | 1 | Apply geometric reasoning in solving problems | Mathematics and Statistics | Num | 4 | Ext | |
| | | | | | 91032 | 1 | Apply right-angled triangles in solving measurement problems | Mathematics and Statistics | Num | 3 | Int | |
| 11PBD | Performance based Dance | Passion | 4 | Mb | 90002 | 1 | Perform dance sequences | The Arts | No | 6 | Int | TRIMESTER OR FULL YEAR CLASS. The learning in this class is driven by the question: how can I reach my dreams and aspirations while exploring the Performing Arts, specifically Dance and Drama? Learners will be engaged in studying different aspects and genres of Dance. Contexts for learning could include studying some of our Local South Auckland Heroes who have pursued greatness and followed their hearts. Through tenacity and hard work they are now living their dream as Performing Artists. Learners will work collaboratively when devising their choreography standards and individually when learning didactic genres of Dance, such as Tap or Salsa. We will also explore 'TO BE OR NOT TO BE' by William Shakespeare and produce an ensemble Drama performance that we create collaboratively. Learners will be assessed for a selection of the standards in the table. |
| | | | | | 90006 | 1 | Apply drama techniques in a dramatic context | The Arts | Lit | 4 | Int | |
| | | | | | 90858 | 1 | Compose dance sequences for given briefs | The Arts | No | 6 | Int | |
| | | | | | 90859 | 1 | Demonstrate ensemble skills in a dance | The Arts | No | 4 | Int | |
| | | | | | 90860 | 1 | Demonstrate understanding of the elements of dance | The Arts | Lit | 6 | Int | |
| | | | | | 90861 | 1 | Demonstrate understanding of a dance performance | The Arts | Lit | 4 | Ext | |
| | | | | | 90997 | 1 | Devise and perform a drama | The Arts | Lit | 5 | Int | |
| | | | | | 90999 | 1 | Use features of a drama/theatre form in a performance | The Arts | Lit | 4 | Int | |
| 11PHD | Photo Design | Passion | 5 | Os | 90915 | 1 | Use drawing conventions to develop work in more than one field of practice | The Arts | No | 6 | Int | FULL YEAR CLASS. The learning in this class is driven by the question: how can I use photography and design as a creative tool to interpret who I am and the connections I have with the world |

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| | | | | | 90916 | 1 | Produce a body of work informed by established practice, which develops ideas, using a range of media | The Arts | No | 12 | Ext | around me? Learners will be engaged in their own personalized thematic investigation using a range of research and practical skills specific to photography and design. Themes and contexts for learning could be as diverse as exploring their own cultural backgrounds to exploring social, environmental or political actions/issues. These ideas will be developed over the course of the year and be presented through a large body of related works suitable for public exhibition. Additional items required for this class include an SLR camera OR a good working phone camera – 12 mega pixel at least. |
| 11PIC | Pacific Island Cultures | Project | 2 | Ui/MI | 17168 | 1 | Draw a conclusion after an investigation into an aspect of Pacific society with direction | Social Sciences | No | 5 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: what conclusions can be drawn after investigating aspects of a Pacific culture? Learners will be engaged in researching, collecting, evaluating and processing information to reach conclusions. Contexts for learning could include traditional or contemporary aspects of a Pacific Island culture such as colonization, education, chiefly systems, family relationships and the role of women. This class integrates learning and assessment in the NZ curriculum areas of Social Sciences and Mathematics. Learners will work individually to complete a mini-project that will assess the standards in the table. |
| | | | | | 26538 | 1 | Communicate understanding of an aspect of Pacific culture through a planned presentation with direction | Social Sciences | No | 3 | Int | |
| | | | | | 91035 | 1 | Investigate a given multivariate data set using the statistical enquiry cycle | Mathematics and Statistics | Both | 4 | Int | |
| 11PIP | People in Protest | Project | 1 | Mc/At | 90052 | 1 | Produce creative writing | English | Lit | 3 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: how do people in protest view and respond to social justice? Learners will be engaged in developing a comprehensive understanding of perspectives on a range of historical social issues. Contexts for learning include researching South African Apartheid, British Imperialism, Satyagraha and developing a range of Literacy skills through a range of written, visual and oral tasks. This class integrates learning and assessment in the NZ curriculum areas of English and History. Learners will work individually to complete a written perspective on a historical person, which will also complete the requirements of English standards selected from the table. |
| | | | | | 90053 | 1 | Produce formal writing | English | Lit | 3 | Int | |
| | | | | | 91004 | 1 | Demonstrate understanding of different perspectives of people in an historical event of significance to New Zealanders | Social Sciences | Lit | 4 | Int | |
| 11PTS | Page to Stage | Passion | 3 | Bw | 90006 | 1 | Apply drama techniques in a dramatic context | The Arts | Lit | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: what are the elements that make up Dramatic Art and performance? Learners will be engaged in learning rudimentary drama skills required for performance, developing character, building connections and collaborating with others. Contexts for learning will include theatre history and gaining an understanding of devising a performance piece and working with script. Learners will work collaboratively, making connections that will involve devising and performing short plays for all learning achievement |
| | | | | | 90009 | 1 | Perform an acting role in a scripted production | The Arts | Lit | 5 | Int | |
| | | | | | 90011 | 1 | Demonstrate understanding of the use of drama aspects within live performance | The Arts | Lit | 4 | Ext | |

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| | | | | | 90999 | 1 | Use features of a drama/theatre form in a performance | The Arts | No | 4 | Int | standards. Learners will be assessed for a selection of the standards in the table and there is the option of external assessment. |
| | | | | | 91000 | 1 | Demonstrate understanding of a significant play | The Arts | Lit | 4 | Int | |
| 11ROW | Religions of the World | Passion | 4 | Ws | 90819 | 1 | Describe key beliefs of a religious tradition | Social Sciences | Lit | 6 | Int | TRIMESTER CLASS. The learning in this class is driven by the questions: what drives the different religions around the world and how did they come to be? Learners will be engaged in activities designed to understand different religions and their key beliefs, and guided research on a religion of their choice. Contexts for learning could include Buddhism, Hinduism, Islam, Judaism, Christianity and Indigenous religions. Learners will work individually to complete a research project that will assess the standard in the table. |
| 11RWN | Real World Numeracy | Passion | 3 | Ro | 26623 | 1 | Use number to solve problems | Mathematics and Statistics | Num | 4 | Int | FULL YEAR CLASS. Learning in this class is driven by the question: how can improve my basic Maths skills and grow my confidence in using Maths? Learners will be engaged in a range of learning activities which develop skills and confidence in the application of basic Maths in everyday contexts. These contexts include problem solving using number, statistics and measurement. Learners will work collaboratively and individually to produce a portfolio of learning which demonstrates these skills. The standards assessed form a 10 credit package of Unit Standard credits which meets the requirement for numeracy at NCEA Level 1. Learners should select this class if it has been recommended by their Year 10 WBL Learning Leaders. |
| | | | | | 26626 | 1 | Interpret statistical information for a purpose | Mathematics and Statistics | Num | 3 | Int | |
| | | | | | 26627 | 1 | Use measurement to solve problems | Mathematics and Statistics | Num | 3 | Int | |
| 11SAM | Samoan Language and Culture | Passion | 3 | Mf | 90904 | 1 | Give a spoken presentation in Samoan that communicates a personal response | Learning Languages | No | 4 | Int | FULL YEAR CLASS. The learning in the class is driven by the question: how can I communicate meaningful ideas in Samoan? Learners will be engaged in thinking creatively about how different issues affect them as a Samoan and why these issues affect them. Contexts for learning could include building knowledge on Samoan culture, values and traditions. Learners will be working both independently and collaboratively to complete a series of mini-projects that will be assessed for the standards in the table. |
| | | | | | 90905 | 1 | Interact using spoken Samoan to communicate personal information, ideas and opinions in different situations | Learning Languages | No | 5 | Int | |
| | | | | | 90907 | 1 | Write a variety of text types in Samoan on areas of most immediate relevance | Learning Languages | No | 5 | Int | |

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| 11SJA | Social Justice Movements of the Americas | Passion | 4 | Ht | 91043 | 1 | Describe a social justice and human rights action | Social Sciences | Lit | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: what is social justice and what actions are people taking to protect their rights? Learners will be engaged in guided research and learning about Human Rights, Values, and Actions for Social Justice. Contexts for learning could include debates, discussions, news videos, and self-assessment. Learners will work individually produce a report on the Action they have chosen, following a carefully structured workbook. |
| 11SPA | Spanish Language | Passion | 3 | Ht | 90908 | 1 | Demonstrate understanding of a variety of spoken Spanish texts on areas of most immediate relevance | Learning Languages | No | 5 | Ext | FULL YEAR CLASS. The learning in this class is driven by the question: how can I express myself in Spanish in past, present and future time frames? Learners will be engaged in learning to express themselves in these time-frames. Contexts for learning could include listening comprehension, conversations, diverse writing contexts, reading comprehension, and language structure and vocabulary, as well as relevant cultural concepts. Learners will work individually to produce a speech, a writing portfolio, recorded conversations, and to prepare for external exams in reading and listening. |
| | | | | | 90909 | 1 | Give a spoken presentation in Spanish that communicates a personal response | Learning Languages | No | 4 | Int | |
| | | | | | 90910 | 1 | Interact using spoken Spanish to communicate personal information, ideas and opinions in different situations | Learning Languages | No | 5 | Int | |
| | | | | | 90911 | 1 | Demonstrate understanding of a variety of Spanish texts on areas of most immediate relevance | Learning Languages | No | 5 | Ext | |
| | | | | | 90912 | 1 | Write a variety of text types in Spanish on areas of most immediate relevance | Learning Languages | No | 5 | Int | |
| 11SPD | Spatial Product Design | Passion | 3 | Dt | 91063 | 1 | Produce freehand sketches that communicate design ideas | The Arts | No | 3 | Ext | FULL YEAR CLASS. Learning in this class is driven by the question: how can drawing and thinking transform product design in the 21st century? Learners will be engaged in designing a 3D product of their choice that is influenced by research, graphic design practice and drawing skills to develop an idea that is creative. Contexts for learning include authentic applications that learners choose, for example what they design, who their target audience is. Learners will work individually to complete a series of mini-projects that will be assessed against all of the standards on offer in the table. Additional stationery items required for this class are included in the SPD stationary pack that can be ordered through the school. |
| | | | | | 91064 | 1 | Produce instrumental, multi-view orthographic drawings that communicate technical features of design ideas | The Arts | Num | 3 | Ext | |
| | | | | | 91065 | 1 | Produce instrumental paraline drawings to communicate design ideas | The Arts | Num | 3 | Ext | |

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| | | | | | 91066 | 1 | Use rendering techniques to communicate the form of design ideas | The Arts | No | 3 | Int | Learners will need to commit to the full year in order to achieve to most from this class. |
| | | | | | 91067 | 1 | Use the work of an influential designer to inform design ideas | The Arts | No | 3 | Int | |
| 11SWM | Schwagacious Music | Passion | 5 | Tt | 26687 | 1 | Demonstrate and apply knowledge of sound technology for a performance context | The Arts | No | 4 | Int | FULL YEAR CLASS. The learning in this class is driven by the question how can I make MORE music? Learners will be engaged in actively learning to play an instrument, realistic ways to make up their own scwhag tunes, decisively learning how to put on music for events, and using relevant understanding of how music and the industry operate. Contexts for learning include performance, composition, music technologies, managing events, and can include literacy and numeracy for your projects as well. Learners will work collaboratively as well as individually to complete a series of mini-projects that will assessed for the standards in the table. Additional items required for this class are your own headphones and memory stick. This is a full-year class. Learners will need to commit to the full year in order to achieve to most from this class. |
| | | | | | 26691 | 1 | Assist in a performing arts production by undertaking a specified production role | The Arts | No | 2 | Int | |
| | | | | | 27656 | 1 | Demonstrate and apply introductory knowledge of music technology equipment and techniques | The Arts | No | 4 | Int | |
| | | | | | 91090 | 1 | Perform two pieces of music as a featured soloist | The Arts | No | 6 | Int | |
| | | | | | 91091 | 1 | Demonstrate ensemble skills through performing a piece of music as a member of a group | The Arts | No | 4 | Int | |
| | | | | | 91092 | 1 | Compose two original pieces of music | The Arts | No | 6 | Int | |
| 11TECU | Tech Unlimited | Passion | 5 | Ro | 91045 | 1 | Use planning tools to guide the technological development of an outcome to address a brief | Technology | No | 4 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: how can I most effectively plan and create an artefact of personal significance using multi-materials? In this class, learners will be engaged in creative thinking and problem-solving to manipulate a variety of materials to create an artefact for a chosen purpose. The class will develop the understanding and use of planning tools to guide the development of their chosen outcome. Learners will personalize their learning within the scope of Materials Technology. Contexts for learning could be sculpture, trophies, beautification items, and taonga for stakeholders. |
| 11TEP | | Passion | 5 | PI | 20948 | 1 | Demonstrate knowledge of tūwaeae | Learning Languages | No | 8 | Int | FULL YEAR CLASS. The learning in this class is driven by the question “Ngā whakaakoranga o te whare-tū-taua” which means |

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| | Te Parawhakawai o Te Pae o Takaanini | | | | 27544 | 1 | Demonstrate knowledge of tākaro Māori | Learning Languages | No | 6 | Int | the teaching of skills in weaponry. Learners will be engaged in a variety of purposeful, relevant and empowering experiences such as instructions in te reo māori, karakia, purākau- mythology, whakapapa, pōwhiri processes and protocol, wero and movements. Contexts for learning include but are not limited to contributing appropriately as a group member, weekend wānanga, performance, routine and discipline. Learners will work both collaboratively and individually to complete a series of wānanga that will be assessed from a selection of assessments in the table. This is a full- year class. Learners will need to commit to the full year in order to achieve to most from this class. |
| 11TGN | To go or not to go | Project | 2 | Sn/Sr | 90981 | 1 | Make a financial decision for an individual or group | Social Sciences | Lit | 3 | Int | TRIMESTER CLASS. The learning in this class is driven by the question: where am I going on holiday and who is coming with me? Learners will be engaged in guided research, presentation preparation and probability experiments. Contexts for learning include researching holiday destinations and writing a report, preparing a presentation and investigating probability. This class integrates learning and assessment in the NZ Curriculum areas of Accounting, Digital Technology and Mathematics and Statistics. Learners will work collaboratively and individually to complete a project that will be assessed for the standards in the table. |
| | | | | | 91038 | 1 | Investigate a situation involving elements of chance | Mathematics and Statistics | Both | 3 | Int | |
| | | | | | 91071 | 1 | Implement basic procedures to produce a specified digital information outcome | Technology | No | 4 | Int | |
| 11TOH | Te Ohanga Hauora | Project | 1 | PI | 90949 | 1 | Investigate life processes and environmental factors that affect them | Science | No | 4 | Int | FULL YEAR CLASS. The learning in this class is driven by the question: whakapapa, I am from a line of people before me, what does this mean and how can I use this to create my own learning journey? This class is our Maori Health Sciences Academy and should be selected by those learners who have already expressed their interest in this pathway. Learners will be engaged in a variety of learning activities in school and in partnership with Manukau DHB which includes off-site learning opportunities. Contexts for learning include personal well-being actions, whakapapa and a Maori view of the natural world. This class integrates learning from the NZ curriculum areas of Science, Health, Physical Education and Tikanga. Assessment opportunities will be from a selection of the standards in the table. |
| | | | | | 90951 | 1 | Investigate the biological impact of an event on a New Zealand ecosystem | Science | No | 4 | Int | |
| | | | | | 90925 | 1 | Carry out a practical investigation in a biological context, with direction | Science | Num | 4 | Int | |
| | | | | | 90971 | 1 | Take action to enhance an aspect of personal well-being | Health and Physical Education | Lit | 3 | Int | |
| | | | | | 27106 | 1 | Describe the terms associated with whakapapa and use them within a family structure | Learning Languages | No | 2 | Int | |
| | | | | | 27108 | 1 | Describe the protocols and roles associated with pōwhiri in accordance with tikanga and/or kawa | Learning Languages | No | 2 | Int | |

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| | | | | | 90973 | 1 | Demonstrate understanding of interpersonal skills used to enhance relationships | Health and Physical Education | Lit | 5 | Int | |
| | | | | | 90954 | 1 | Demonstrate understanding of the effects of astronomical cycles on planet Earth | Science | Lit | 4 | Int | |
| | | | | | 90955 | 1 | Investigate an astronomical or Earth science event | Science | Lit | 4 | Int | |
| | | | | | 90952 | 1 | Demonstrate understanding of the formation of surface features in New Zealand | Science | Lit | 4 | Int | |
| | | | | | 90931 | 1 | Demonstrate understanding of the chemistry in a technological application | Science | Lit | 2 | Int | |
| | | | | | 16160 | 1 | Describe the characteristics and actions of a selected atua in accordance with ngā kōrero tuku iho | Learning Languages | No | 3 | Int | |
| | | | | | 27105 | 1 | Describe and explain the separation of Ranginui and Papatūānuku in accordance with ngā kōrero tuku iho | Learning Languages | No | 2 | Int | |
| | | | | | 90969 | 1 | Take purposeful action to assist others to participate in physical activity | Health and Physical Education | No | 2 | Int | |
| | | | | | 90943 | 1 | Investigate implications of heat for everyday life | Science | Num | 4 | Int | |
| | | | | | 19671 | 1 | Identify and describe a Māori view of the natural world | Learning Languages | No | 4 | Int | |
| | | | | | 90942 | 1 | Investigate implications of wave behaviour for everyday life | Science | Num | 4 | Int | |
| 11TRM | Te Reo Maori | Passion | 3 | RI | 91085 | 1 | Whakarongo kia mōhio ki te reo o tōna ao | Learning Languages | Lit | 6 | Int | FULL YEAR CLASS. The learning in this class is driven by the question: Tōku reo, tōku ohooho. Tōku reo, tōku whakakai mārihi. |

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| | | | | | 91086 | 1 | Kōrero kia whakamahi i te reo o tōna ao | Learning Languages | Lit | 6 | Int | <p>Tōku reo, tōku māpihi maurea? which means my language is my cherished possession, my treasure, my precious ornament. Learners will be engaged in a variety of purposeful, relevant and empowering experiences such as Pōwhiri, Marae, Kawa and Tikanga, Te Tiriti o Waitangi, mita, Whakapapa, Pepeha, karanga, haka, waiata, whaikorero, ōkawa and ōpaki, whakatauki and whakatauaki, whakamāori and whakapākeha, and pūrākau. Contexts for learning include but are not limited to whakarongo, tuhituhi, pānui and kōrero. Learners will work both collaboratively and individually to complete a series of projects that will be assessed from a selection of the assessments in the table. Learners will need to commit to the full year in order to achieve the most from this class.</p> |
| | | | | | 91087 | 1 | Pānui kia mōhio ki te reo o tōna ao | Learning Languages | Lit | 6 | Ext | |
| | | | | | 91088 | 1 | Tuhi i te reo o tōna ao | Learning Languages | Lit | 6 | Ext | |
| | | | | | 91089 | 1 | Waihanga tuhinga i te reo o tōna ao | Learning Languages | Lit | 6 | Int | |
| 11YAR | Your Accounting Records | Passion | 4 | Sn | 90977 | 1 | Process financial transactions for a small entity | Mathematics and Statistics | No | 5 | Int | <p>TRIMESTER CLASS. The learning in this class is driven by the question: how can I keep track of my finances? Learners will be engaged in preparation of their financial records. Contexts for learning include preparing cash journals, transferring information to ledgers and creating a Trial Balance. The class learning is taken from the Accounting domain. Learners will complete the standard listed below. Additional stationery items that learners will need to have are an Eastlight folder, a 5 tab divider, a 14S8 Accounting pad, a 14R8 Accounting pad, loose refill pad and a calculator.</p> |