



# STRATFORD HIGH SCHOOL

DEVELOPING WELL-ROUNDED YOUNG PEOPLE,  
READY TO EXCEL IN THE WORLD



**YEAR 9  
OPTIONS  
BOOKLET**  
for 2025





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## INTRODUCTION

Dear Students, Parents and Caregivers,



Stratford High School offers a dynamic and engaging modular curriculum in Years 9 and 10, which has been designed with our learners at the heart of our programmes and is based on the New Zealand Curriculum. The purpose of our future-focused junior curriculum is to develop our students' love of learning by exposing them to new opportunities and finding their interests and passions before they begin to specialise in Year 11 for NCEA. Each module is underpinned by key skills and knowledge which are essential to prepare students so that they are ready to excel in the world, as well as laying the foundations for NCEA. We want our students to become lifelong learners who are ready to find their place in the community, society and the world in the 21st century.

Students experience a broad and balanced curriculum and select modules from each Learning Area across Year 9 and 10:

- |               |                   |
|---------------|-------------------|
| • Arts        | Economics         |
| • English     | • Science &       |
| • Health      | Agriculture       |
| • Languages   | • Social Sciences |
| • Mathematics | • Technology      |
| • PE & Home   |                   |

Students will be guided to take courses from each learning area, as this is one way that we have identified to ensure students are fully prepared for NCEA. We also offer Learning Support courses for students who require extra scaffolding in their learning to succeed.

The year is divided up into two semesters of approximately 18 weeks each. Students study five courses each semester giving a total of ten per year. They also study the Puawai Programme. More information about this is on page 6.

It is important that students think carefully about the options available to them. This Course Booklet provides information to assist you to make the appropriate options selection and outlines the wide range of modules on offer. Students are encouraged to choose modules from across all learning areas that interest them, allow them to optimise their potential as individuals and achieve the highest possible levels of success. Even at this early stage, it is also important to plan educational pathways with care and to begin thinking about where choices will lead and I hope that you find this booklet useful in guiding your decision making. Further advice and guidance is available from the Deputy Principals, Heads of Department, Deans, and the Careers Advisor at school.

Key dates are set out on the page in this booklet which outlines the course selection process. Please consider your options carefully as modules will only run if there is sufficient demand and changes may not be possible at a later stage once the timetable has been finalised.

**Cam Stone**  
**Principal**



# NEW YEAR 9 STUDENTS: OUR PROCESS FOR COURSE SELECTION

The course booklet will be circulated to primary schools and placed on our school website. You will be asked to make your choices during Term 4 by your primary school class teacher. They will give you more information shortly.

## Who can I contact for advice?

### Careers

Mrs Milner  
Mrs Lobb

VL@stratfordhigh.school.nz  
KL@stratfordhigh.school.nz

### Deans

Year 9  
Year 10  
Year 11  
Year 12  
Year 13

Ms Rawcliffe  
Mr Walker  
Mr McGeoch  
Mrs Gibbon  
Miss Seales

RK@stratfordhigh.school.nz  
WJ@stratfordhigh.school.nz  
MW@stratfordhigh.school.nz  
GL@stratfordhigh.school.nz  
SH@stratfordhigh.school.nz

### Heads of Department

The Arts  
English  
Home Economics & Health  
Physical Education  
Te Reo Māori  
Mathematics  
Science  
Social Sciences & Finance  
Technology

Mr Orr  
Mrs Visser  
Mrs Walker  
Miss Kay  
Mrs Gerrard  
Mr Daughtery  
Mr Armond  
Mr Kerr  
Mr Anglesey

ON@stratfordhigh.school.nz  
VM@stratfordhigh.school.nz  
WR@stratfordhigh.school.nz  
KD@stratfordhigh.school.nz  
GM@stratfordhigh.school.nz  
DD@stratfordhigh.school.nz  
AR@stratfordhigh.school.nz  
DK@stratfordhigh.school.nz  
Al@stratfordhigh.school.nz

### Assistant Principal

Mrs George

GA@stratfordhigh.school.nz

### Deputy Principals

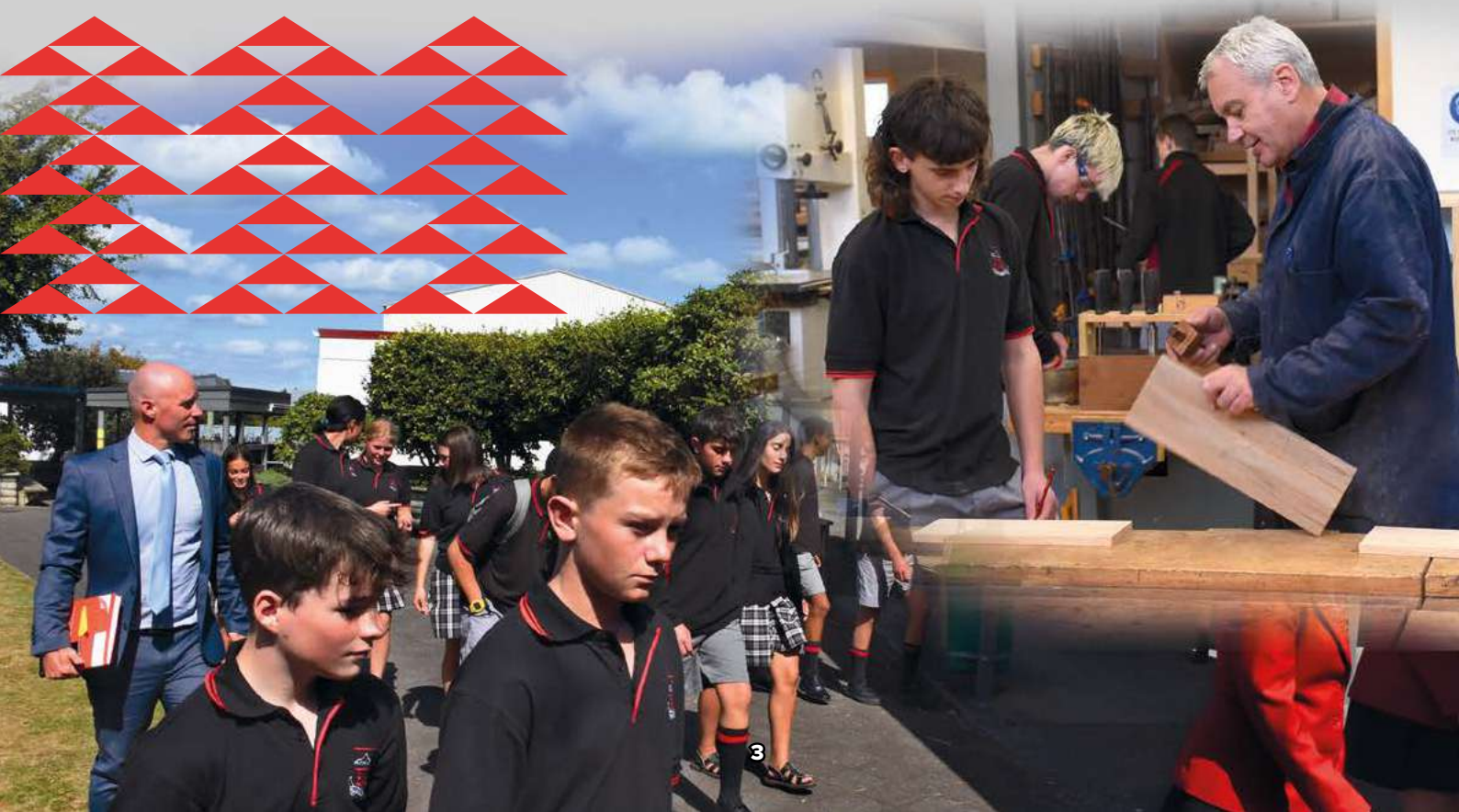
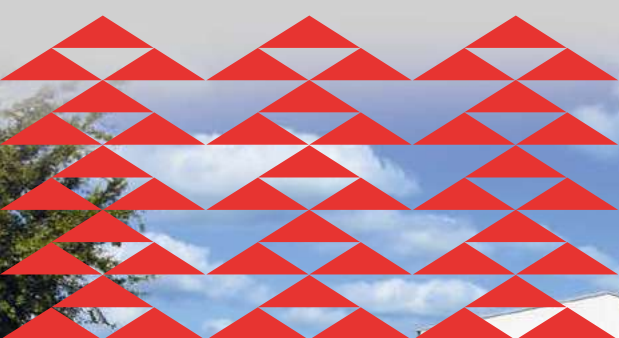
Dr Taylor (Curriculum)  
Mrs Jennings (Pastoral)

MT@stratfordhigh.school.nz  
JK@stratfordhigh.school.nz

### Principal

Mr Stone

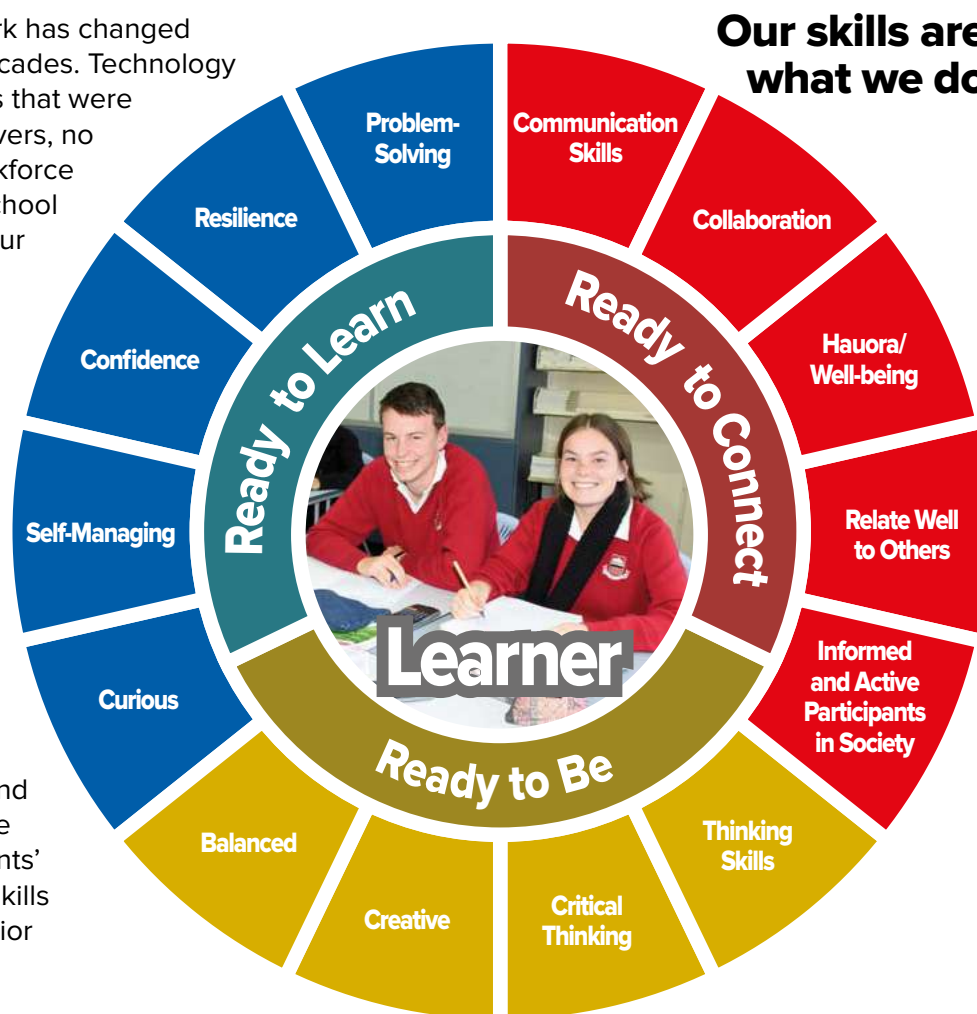
SC@stratfordhigh.school.nz



# 21ST CENTURY LEARNER & STRATFORD HIGH SCHOOL LEARNER PROFILE

Society and the world of work has changed dramatically over the last decades. Technology continues to evolve and jobs that were once available to school leavers, no longer exist. Just as the workforce has changed, so must our school curriculum to best prepare our students. We cannot predict what opportunities will be available in the 21st century and therefore it is important to equip students with a range of skills to be able to lead successful lives.

Following consultation with key stakeholders (including students, parents, staff, contributing primary schools, iwi), we have developed a Stratford High School Learner Profile that contains the key skills and values we believe will ensure success today and for students' futures. These transferable skills are the foundation of the junior curriculum.



## HEART Values

**Our values are who we are and how we live**



**For further information on the following, please visit these websites:**

**8 Principles of the New Zealand Curriculum:**

<https://nzcurriculum.tki.org.nz/Principles/Exploring-the-curriculum-principles/Principles>

**Key Competencies:**

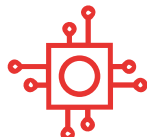
<https://nzcurriculum.tki.org.nz/Key-competencies>

# VOCATIONAL PATHWAYS

The vocational pathways are a new tool that provide a clear framework for vocational options, support better programme design and careers advice, and improve the links between education and employment.

For more information on each of the six vocational pathways, please visit:

<http://youthguarantee.education.govt.nz/initiatives/vocational-pathways/>



Social & Community	Construction & Infrastructure	Manufacturing & Technology	Primary Industries	Service Industries	Creative Industries
Ratonga Pāpori, Ratonga Hapori	Te Mahi Hanga me te Pūtoi Hanganga	Te Whakanao me te Hangarau	Ahumahi Matua	Ahumahi Ratonga	Ahumahi Auaha

The following help is available on the internet:

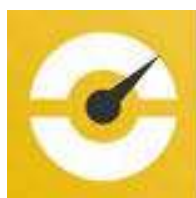
A useful video <http://youthguarantee.education.govt.nz/initiatives/vocational-pathways/>

Vocational pathways profile builder

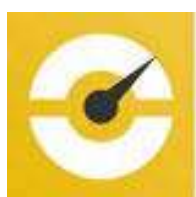
<http://youthguarantee.education.govt.nz/tools/profile-builder/>

Occupational Outlook App: <https://occupationoutlook.mbie.govt.nz/>

Occupational Outlook is designed to help students make well-informed career choices. It provides vital information on 50 key occupations in New Zealand. Each occupation has three dials that indicate its relative income, course cost, and job prospects. Every occupation also has a summary of the “Prospects” for a young person entering the role in five years, as well as tabs with in-depth information on “How to Enter”, “Income + Jobs” and “More Info”.



Download the App from Apple iTunes



Download the App from Google Play

Helpful tools available on the careers website <http://www.careers.govt.nz/>

Subject matcher - <http://www.careers.govt.nz/tools/subject-matcher/>

CareerQuest - <http://www.careers.govt.nz/tools/careerquest/>

Skill Matcher - <http://www.careers.govt.nz/tools/skill-matcher/>

Youth Guarantee website

Findmypath website: <http://youthguarantee.education.govt.nz> this helps you search for jobs and qualifications across each of the SIX pathways.

Make an appointment to speak to the Careers Advisor: [careersadvisor@stratfordhigh.school.nz](mailto:careersadvisor@stratfordhigh.school.nz)



# TIMETABLE AND MODULES



## THE PUAWAI PROGRAMME

*Puawai* can be translated as ‘to blossom’ and the Puawai Programme aims to help our students do precisely this. Sessions consist of:

- **Hauora**, a taught wellbeing lesson focusing on student personal develop with topics such as wellbeing, relationships, service and self-management/understanding self;
- **Poutama** which will provide academic mentoring with a focus on goal setting, life skills, engaging in school, gratitude and reflection;
- **an assembly / house activity session;**
- and **two electives** where students can try new activities and develop new passions.

The year is split into two 18 week semesters and students can choose five modules per semester.  
This means students can choose 10 courses in one year.

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8.45am</b>	Form time	Form time	No Form	Form time	Form time
<b>9.00am</b>	Period 1	Period 1	Poutama	Period 1	Period 1
<b>10.00am</b>	Period 2	Hauora	Period 2	Period 2	Period 2
<b>11.00am</b>	Interval	Interval	Interval	Interval	Interval
<b>11.30am</b>	Assembly	Period 3	Period 3	Period 3	Period 3
<b>12.30pm</b>	Period 4	Period 4	Period 4	Elective 1	Period 4
<b>1.30pm</b>	Lunch	Lunch	Lunch	Lunch	Lunch
<b>2.05-3.05pm</b>	Period 5	Period 5	Period 5	Period 5	Elective 2

## GUIDANCE AROUND MODULES FOR YEAR 9:

Learning Area	Minimum number of modules you choose:
Arts: Drama/Music/Art/Photography	1 module
English	2 modules
Home Economics, Physical Education and Health	1 module
Languages: Māori	1 module
Mathematics	2 modules
Science incl Agriculture	1 module
Social Sciences: Finance/History/Geography/Enviroschools	1 module
Technology: Wood/ Fabric/Digital/Metal	1 module



# ALL ABOUT ME

Please use the following pages to begin to think about your interests and aspirations so that you can select modules that will interest you.

My skills and interests outside school:	My achievements so far in school:	Things I need to work on are:
What aspirations do I have for myself?	What aspirations does my family/whānau have for me?	
Things I want to know more about are:	Things that might interest me are:	What values are important for me and my family/whānau?

# DECISION, DECISIONS, DECISIONS...

There are lots of courses to pick from but current students have used the system below to keep track of what they are interested in. They recommend reading through the options booklet and giving each module a tick or a question mark like so:

✓ = If you see a course which you know is something you absolutely would love to do, then this gets a tick.

? = Other courses which may be possibilities are given a question mark.

Then focus on the ticked courses and rank these, remembering you need to select twelve, keeping in mind the requirements to select modules from different learning areas listed below. For example, English requires you to take two modules in a year, whereas you pick one module in Technology.

The planning sheet below may be useful to list your preferences.

Learning Area	✓	?
Arts (1)		
English (2)		
Home Economics, Physical Education and Health (1)		



<b>Languages (1)</b>		
<b>Mathematics (2)</b>		
<b>Science (1)</b>		
<b>Social Science (1)</b>		
<b>Technology (1)</b>		

# STRATFORD HIGH SCHOOL

## COURSE OVERVIEW

Year 9	Year 10	NCEA Level 1	NCEA Level 2	NCEA Level 3
Foundation Studies		Senior Specialist		
English				
9E:WHO = Toanga, Whakapapa – know our identities. 9E:OUT = Outwit, Outplay, Outlast 9E:WTS = Weathering the storm 9LIT1&2 = Literacy 1&2	10E:AN = Apocalypse now 10E:CTS = Calling the shots 10E:LCA = Lights, camera, action 10E:HDFY = Have I got a deal for you! 10E:IBW = It’s a bad world 10E:TR = That’s revolting 10LIT1&2 = Literacy 1&2	English A (11ENGA) English B (11ENGB) English C (11ENG C)	English A (12ENGA) English B (12ENGB)	English A (13ENGA) English B (13ENGB)
The Arts				
9A:VGFF = Van Gogh’s Visionaries / Fast Filmmakers 9A:VGMD = Van Gogh’s Visionaries / Prepare to meet your doom 9A:DBMD = Drop the beat / Prepare to meet your doom 9A:MSFF = So you wanna be a muso? Fast Filmmakers 9A:CCMS = From Clay to Click / So you wanna be a muso? 9A:VGMS = Van Gogh’s Visionaries / So you wanna be a muso?	10A:SA = Street art 101 10A:ML = Myths and legends 10A:MBS = My best shot 10A:MM = Maestro in the making 10A:WOR = In a world	Art (11ART) Music (11MUS) Drama (11DRAM)	Art (12ART) Music (12MUS) Drama (12DRAM)	Art (13ART) Music (13MUS) Drama (13DRAM)
Learning Languages				
9M:NPT = Ngā pūrākau Taranaki 9M:PW = Pūrākau Whānau	10M:KTW = Te Reo Māori: Kaitiaki o te whenua 10M:KAI = Te Reo Maori: Huihuinga – Kai Māori	Te Reo Māori Mātauranga (11MMA) Māori (11MAO) German (11GER)	Te Reo Māori (12MAO) German (12GER)	Te Reo Māori (13MAO) German (13GER)
Mathematics and Statistics				
<b>Semester 1</b> 9M:MC = Maths in Construction 9NUM1 = Numeracy  <b>Semester 2</b> 9M:MH = Maths in History 9M:MS = Maths in Sport 9NUM2 = Numeracy	<b>Semester 1</b> 10M:TAR = Maths in Taranaki  <b>Semester 2</b> 10M:ALG = Probably averaging algebra 10M:MH2 = Maths in History 2 10M:MS2 = Maths in Sport 2	Mathematics External (11MATE) Mathematics Internal (11MATI) Functional Numeracy (11NUM)	Mathematics (12MATE) Applied Mathematics (12MATI)	Mathematics with Calculus (13CALC) Statistics and Modelling (13STAT)
Science				
9S:COF = The chemistry of life 9S:TMS = That makes sense	<b>Semester 1</b> 10S1SB = Shaky bones 10S6SR = Shocking reactions  <b>Semester 2</b> 10S1MOI = A matter of inheritance 10S6MFBY= May the force be with you  10S:AGR = Agriculture	Science External (11SCIE) Science Internal (11ISCI) Agriculture (11AGR)	Agriculture (12AGR) Biology (12BIO) Chemistry (12CHEM) Physics (12PHYS)	Agriculture (13AGR) Biology (13BIO) Chemistry (13CHEM) Physics (13PHYS)



Year 9	Year 10	NCEA Level 1	NCEA Level 2	NCEA Level 3
Foundation Studies		Senior Specialist		
Social Sciences & Finance				
9SS:ILI = I'm lovin' it! 9SS:GAM = Gamification! 9SS:WHO = Who am I? 9SS:RIV = Take me to the river 9SS:POW = Who's in charge? 9SS:GO = Where is everyone going?	10SS:TWB = The World of Business! 10SS:TAM = Tools and Models! 10SS:WIB = Will it be us? 10SS:FP = Future problem solving 10SS:TR = Taranaki te mounga me te ngahere! 10SS:WB = What will we become? 10SS:CS = Where in the world is Carmen Sandiego?	Geography (11GEO) History (11HIS) Te Whanake (WHANAKE) Commerce (11COMM) Social Studies: Evolution of Cancel Culture (11SOSI) Social Studies: Overthrowing the Man (11SOSE)	Geography (12GEO) History (12HIS) Te Whanake (WHANAKE) Commerce (12COMM) Economics (12ECON)	Geography (13GEO) History (13HIS) Commerce (13COMM) Economics (13ECON)
Technology				
9T:WWM = Working with material 9T:VIR = Making the virtual real 9T:ETT = Exploring the tech 9T:METL = Introduction to Metal	10T:DBW = Design and build with wood 10T:MTL = Introduction to metal work 10T:RB = Robotics & Programming 10T: KGC = Kaitiakitanga game creation 10T:WWF= Working with fabric 10T:SUR = On the surface: applied design	Digital Technology (11DIG) Textiles (11FABR) Wood (11WOOD) Metal (11METL)	Digital Technology (12DIG) Textiles (12FABR) Wood (12WOOD) Metal (12METL)	Textiles (13FABR) Wood (13WOOD) Digital Technology (13DIG)
Home Economics, Physical Education and Health				
9H:WELL = Worth in your wellness 9F:EAT = Eat well for less 9F:FAST = Takeaways on fastfood 9P:TWG = The world of games 9P:HIR = Hit it right	10H:NA = Navigating adolescence 10F:GFA = Global food adventure 10F:FSP = Food for sport and performance 10P:GP = Going pro 10P:DC = Divide and conquer 10P:SEH = Sir Edmund Hilary can do it	Health Education (11HLTH) Food and Nutrition (11FN) Home Economics (11HEC) Physical Education (11PE) Outdoor Education (11OED)	Physical Education (12PE) Home Economics (12HEC) Outdoor Education (12OED)	Physical Education (13PE) Home Economics (13HEC) Outdoor Education (13OED)
Vocational Education & Gateway				
		Build a House (11BUILD) Employment Skills (11ESK) Y11 Vocational Taster Days	Employment Skills (12ESK) Gateway (GTWY) Trades Academy (WITT) Tourism (12TOUR) Hospitality (12HOSP) Build a House (12BUILD)	Gateway (GTWY) Trades Academy (WITT) Tourism (13TOUR) Hospitality (13HOSP) Build a House (13BUILD)

### Basic stationery list for junior students

Pencil case	Blue/black pens
Ruler	Eraser
HB pencil	Pencil sharpener
Glue stick	Scissors
Red pen	Device and ear phones
Scientific calculator	Colouring pencils

Modules descriptions provide information on specialist stationery required for each subject area.

# MODULES AVAILABLE TO STUDY

## The Arts

**Head of Department: Mr Orr**

<b>Learning Area Whakataukī</b>	Te toi whakairo, ka ihiihi, ka wehiwehi, ka aweawe te ao katoa. <i>Artistic excellence makes the world sit up in wonder.</i>
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<b>COURSE TITLE:</b>	From Clay to Click - a Journey Through Sculpture & Photography (CC)	<b>LEARNING AREA(S):</b>	The Arts: Art
<b>EQUIPMENT NEEDED</b>	HB pencil eraser, pencil sharpener.	<b>COSTS</b>	\$7
<b>PATHWAY:</b>	Senior visual arts (photography, art) creative industries, tertiary study in the visual arts and design fields.	<b>Teacher in charge:</b>	L. Gibbon
<b>COURSE DESCRIPTION</b>	Clay to Click is a course exploring the world of sculpting, looking at artists throughout time and trialling their techniques. Once students have sculpted, they will learn the fundamentals of photography and digital collage.		

<b>COURSE TITLE:</b>	Van Gogh's Visionaries Y9 (VG)	<b>LEARNING AREA(S):</b>	The Arts: Art
<b>EQUIPMENT NEEDED</b>	HB pencil eraser, pencil sharpener.	<b>COSTS</b>	\$7
<b>PATHWAY:</b>	Senior visual arts (painting, sculpture, photography, printmaking, design) creative industries, tertiary study in the visual art and design fields.	<b>Teacher in charge:</b>	L. Gibbon
<b>COURSE DESCRIPTION</b>	Through this course, students will dive into the world of art history, analysing and experimenting techniques of the greats. From drawing and painting, to collage, we explore the fundamentals of art, looking at art styles along the way.		



<b>COURSE TITLE:</b>	Fast Filmmakers (FF)	<b>LEARNING AREA(S):</b>	The Arts: Drama
<b>EQUIPMENT NEEDED</b>	Pens, highlighters, clear file folder and refill.	<b>COSTS</b>	nil
<b>PATHWAY:</b>	This course leads directly to any Drama module at Year 10, with further pathways to NCEA Drama and beyond available	<b>Teacher in charge:</b>	H. Seales
<b>COURSE DESCRIPTION</b>	In this course, students will learn about writing, designing, filming, performing and editing a TV series or short film of their own creation. Students will learn how to act specifically for filming and how to use camera angles to create subtext and illusion. They will also learn to use editing software such as CapCut. This course is a great introduction into acting techniques and drama elements if you are planning on taking NCEA Drama Level 1.		

<b>COURSE TITLE:</b>	“Prepare to Meet Your Doom!” (MD)	<b>LEARNING AREA(S):</b>	The Arts: Drama
<b>EQUIPMENT NEEDED</b>	Pens, highlighters, clear file folder and refill.	<b>COSTS</b>	nil
<b>PATHWAY:</b>	This course leads directly to Drama as an NCEA subject, and career pathways within the Creative Industries.	<b>Teacher in charge:</b>	H. Seales
<b>COURSE DESCRIPTION</b>	Heroes and heroines, sidekicks, villains, and damsels in distress! In this course, students will explore melodrama and create their own melodramatic performance. Students will come up with a story, characters, write a script, design costumes and set, and then perform the finished product. This course is a great introduction into acting techniques and drama elements if you are planning on taking NCEA Drama Level 1. This course is recommended for anyone who wants a fun way to grow their confidence and overcome performance anxiety.		

<b>COURSE TITLE:</b>	So You Wanna Be A ‘Muso’. . .? (MS)	<b>LEARNING AREA(S):</b>	The Arts: Music
<b>EQUIPMENT NEEDED</b>	Pens etc. Workbooks & materials provided.	<b>COSTS</b>	nil
<b>PATHWAY:</b>	This course leads directly to any Music module at Year 10, with further pathways to NCEA Music and beyond available.	<b>Teacher in charge:</b>	N. Orr
<b>COURSE DESCRIPTION</b>	This course aims to introduce concepts and key skills in a wide range of musical activities, and includes practice, research, composing, working in bands, and of course listening. No previous experience or playing ability is required (however would be an advantage), and students should show a willingness to improve their skills on one or more instruments*. There may be the opportunity for this to be supported through lessons via the school’s Itinerant Music programme. As well as musical skills and knowledge, students can expect to grow their confidence, learn to work well with others, develop their thinking skills, and of course, have fun making noise! *NB – For the purposes of this course, voice counts as an instrument.		

<b>COURSE TITLE:</b>	'Drop the Beat' (DB)	<b>LEARNING AREA(S):</b>	The Arts: Music
<b>EQUIPMENT NEEDED</b>	Pens etc. Workbooks & materials provided. BYOD required.	<b>COSTS</b>	nil
<b>PATHWAY:</b>	This course leads directly to any Music module at Year 10, with further pathways to NCEA Music and beyond available.	<b>Teacher in charge:</b>	N. Orr
<b>COURSE DESCRIPTION</b>	This course focuses on music creation using up-to-the-minute digital tools. Students will learn how to construct beats and bass lines, how to use samples, loops and equipment such as MIDI keyboards to create and record original compositions, and how to compose lyrics to enhance their composition. Students will also analyse current hit songs from their target genre to better understand what it takes to make it in the industry. If you enjoy working with computers and technology, listening to music and want to make your own music using technology, then this course is for you.		

Each of the Arts modules above will run for half a semester (approx. 9 weeks), so you will have two modules across one semester.

Select ONE of the 6x Courses below.

You should choose the Course which best fits your interests across all Arts subjects.

<b>COURSE</b>		
	<b>ART</b>	<b>MUSIC</b>
9ACCMS	From Clay to Click	So you wanna be a muso?
9AVGMS	Van Gogh's Visionaries	So you wanna be a muso?
	<b>ART</b>	<b>DRAMA</b>
9AVGFF	Van Gogh's Visionaries	Fast Filmmakers
9AVGMD	Van Gogh's Visionaries	Prepare to meet your doom
	<b>MUSIC</b>	<b>DRAMA</b>
9ADBMD	Drop the beat	Prepare to meet your doom
9AMSFF	So you wanna be a muso?	Fast Filmmakers

# English

Head of Department: Mrs Visser

<b>Learning Area</b> <b>Whakataukī</b>	<i>Ko te reo te tuariki. Ko te reo tohu ahurei Ko te reo te roa.</i>	<i>Language is my identity. Language is my uniqueness Language is my life.</i>
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## Semester 1: All students do the following module

<b>COURSE TITLE:</b>	Taonga, Whakapapa Know Our Identities (9EWHO)	<b>LEARNING AREA(S):</b>	English
<b>EQUIPMENT NEEDED</b>	Pens and highlighters. 2x 1 B8. Laptop. Headphones.	<b>COSTS</b>	\$16 English Basics
<b>PATHWAY:</b>	This course leads directly to any Year 10 English module.	<b>Teacher in charge:</b>	M. Visser
<b>COURSE DESCRIPTION</b>	<p><i>Who are you?</i></p> <p>In this course, we will focus on exploring the idea of who we are, how our histories impact our growth and explore what is precious to us.</p> <p>We will study a range of literature which allow us to explore how the ideas, action, conflicts, setting and characters help develop identities and how different aspects of literature work in driving stories forward.</p> <p>We will look at the tricks and tools writers use to create unforgettable stories, what they teach us and why we remember what they say.</p> <p>This course will provide you with your best start to studying English in a high school setting.</p>		

## Semester 2: Students choose one of the following

<b>COURSE TITLE:</b>	Outwit, Outplay, Outlast (9EOUT)	<b>LEARNING AREA(S):</b>	English
<b>EQUIPMENT NEEDED</b>	Pens and highlighters. 2x 1 B8. Laptop. Headphones.	<b>COSTS</b>	\$16 More English Basics
<b>PATHWAY:</b>	This course leads directly to any Year 10 English module.	<b>Teacher in charge:</b>	M. Visser
<b>COURSE DESCRIPTION</b>	<p>You're stuck on a deserted island after a plane crash; The Maunga is spewing volcanic ash; A polar bear is hunting you down in the snow You're trapped in a collapsed building as the earth begins to bow. Death is not an option as you fight to survive against the odds. In this course you will explore how people react and respond under pressure. Through the study of a range of literature where survival is not always certain, we will explore how the ideas, action, conflicts, setting and characters teach resilience and how to triumph over the odds. This course offers excellent next steps for Year 9 students in studying English in a high school setting.</p>		



<b>COURSE TITLE:</b>	Weathering the Storm (9EWTS)	<b>LEARNING AREA(S):</b>	English
<b>EQUIPMENT NEEDED</b>	Pens and highlighters. 2x 1 B8. Laptop. Headphones.	<b>COSTS</b>	\$16 More English Basics
<b>PATHWAY:</b>	This course leads directly to any Year 10 English module.	<b>Teacher in charge:</b>	M. Visser
<b>COURSE DESCRIPTION</b>	<p><i>Adversity introduces you to yourself.</i></p> <p>In this course, we will focus on exploring the idea overcoming hardships. We will study a range of literature which allow us to explore stories of adversity and how the ideas, action, conflicts, setting and characters work together to help overcome any troubling times. We will look at the tricks and tools writers use to create unforgettable stories, which can show us how to triumph over the odds. This course offers excellent next steps for Year 9 students in studying English in a high school setting.</p>		

**Selected students can follow the foundational literacy module for the whole year:**

<b>COURSE TITLE:</b>	Foundational Literacy 1 & 2 (9LIT1&2)	<b>LEARNING AREA(S):</b>	English
<b>EQUIPMENT NEEDED</b>	1B5, device – optional, glue stick, pens, headphones	<b>COSTS</b>	\$10
<b>PATHWAY:</b>	Year 10 Foundational Literacy or English	<b>Teacher in charge:</b>	Melanie Visser (HOD - English) or Lucille Roodbeen/ Lisa Dent (Learning Support)
<b>COURSE DESCRIPTION</b>	<p>Foundational Literacy focuses on language comprehension to improve reading and writing skills. It will provide opportunities for students to improve specific individual skills as well as foundational literacy skills that will support their learning in other curriculum subjects.</p>		

# Home Economics, Physical Education and Health

**Head of PE Department: Miss Kay**

**Head of Health & Home Economics: Mrs Walker**

<b>Learning Area</b> Whakataukī	He oranga ngākau, he pikinga waiora - Positive feelings in your heart will raise your sense of self-worth.
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<b>COURSE TITLE:</b>	Worth in Your Wellness (9HWELL)	<b>LEARNING AREA(S):</b>	Health
<b>EQUIPMENT NEEDED</b>	Pens and highlighters. 1B8.	<b>COSTS</b>	nil
<b>PATHWAY:</b>	This course leads directly to the Health module in Year 10.	<b>Teacher in charge:</b>	W. Walker
<b>COURSE DESCRIPTION</b>	<p>Students will be introduced to the four underlying concepts of the Health and Physical Education curriculum (Hauora, Attitudes and Values, the Socio-ecological Perspective and Health Promotion). There will be a particular focus on Hauora and its four dimensions where we will endeavour to build/extend students' knowledge and awareness. Through unpacking the four dimensions students will:</p> <ul style="list-style-type: none"> <li>• Recognise that health is determined by more than just your bodies physical state.</li> <li>• Explore health and wellbeing through Hauora and Te Whare Tapa Whā model.</li> <li>• Explore our identity and how it is connected to our sense of self-worth.</li> <li>• Recognise the key 'ingredients' to developing and maintaining positive friendships.</li> <li>• Develop strategies that promote resilience.</li> </ul>		

<b>COURSE TITLE:</b>	Eat Well For Less (9FEAT)	<b>LEARNING AREA(S):</b>	Food
<b>EQUIPMENT NEEDED</b>	Stationary-1B8-1 clearfile	<b>COSTS</b>	\$40
<b>PATHWAY:</b>	This course leads directly to the Food modules in Year 10.	<b>Teacher in charge:</b>	W. Walker
<b>COURSE DESCRIPTION</b>	<p>Just like the TV series this module will help you shop, cook and eat better and save money along the way. You will investigate food selection, budgeting, storage and food safety. It is designed to build confidence in the kitchen by developing range of skills, techniques and cooking methods all to support you and your family now and into the future. You will be able to sort food facts from food fiction and avoid all the tricks and traps.</p>		

<b>COURSE TITLE:</b>	Takeaways on Fast Food (9FFAST)	<b>LEARNING AREA(S):</b>	Food
<b>EQUIPMENT NEEDED</b>	Stationary-1B8-1 clearfile	<b>COSTS</b>	\$40
<b>PATHWAY:</b>	This course leads directly to the Food modules in Year 10.	<b>Teacher in charge:</b>	W. Walker
<b>COURSE DESCRIPTION</b>	Discover the lowdown on takeaways. Want to get your hands on food quickly? Develop the skills to create quick, simple and delicious food options. Explore cost versus quality. Digest nutrient information. Test drive the equipment and gadgets in the food room. Explore and taste authentic examples of street food from around the globe. Develop your own fast food product that showcases kiwi cuisine..		

<b>COURSE TITLE:</b>	Hit It Right (9PHIR)	<b>LEARNING AREA(S):</b>	PE
<b>EQUIPMENT NEEDED</b>	SHS PE top and black shorts	<b>COSTS</b>	Nil
<b>PATHWAY:</b>	This course leads directly to Physical Education & Outdoor Education modules in Year 10.	<b>Teacher in charge:</b>	D. Kay
<b>COURSE DESCRIPTION</b>	<p>Are you New Zealand's next Hope Ralph or are you the future Lydia Ko?</p> <p>Students will be given the opportunity to explore a variety of racquet/striking sports that are available to us here at Stratford High School. Once they have struck out and given them a go, students will be able to take the lead with their learning through the sport education model; selecting a particular sport to pursue and developing and refining the skills required to be successful.</p> <p>Are you born to lead or happy to follow the pack?</p> <p>Students will learn how to effectively function within a team through developing and strengthening their own interpersonal skills. They will also be asked to step out of their comfort zone and step up and lead. Students will work to develop effective leadership skills that they will be able to use on and off the sports field.</p>		



<b>COURSE TITLE:</b>	The World of Games (9PTWG)	<b>LEARNING AREA(S):</b>	PE
<b>EQUIPMENT NEEDED</b>	SHS PE top and black shorts	<b>COSTS</b>	Nil
<b>PATHWAY:</b>	This course leads directly to Physical Education & Outdoor Education modules in Year 10.	<b>Teacher in charge:</b>	D. Kay
<b>COURSE DESCRIPTION</b>	<p>This course allows students to explore different types of games. They will participate in individual, team, alternative and recreational games. Students will have the opportunity to recommend some games for this module.</p> <p><b>Inclusions:</b></p> <p>Alternative games such as lacrosse</p> <p>Team and individual sports</p> <p>International games such as grid-iron and handball</p> <p>Māori games such as Ki-o-rahi</p> <p>Games not normally played at Primary School</p> <p>Leadership</p> <p>Interpersonal skills (HEART Values)</p> <p>This course will teach students about skills involved when playing different types of games. Not just passing and catching, but strategies for game play, setting up an attack, defending, creating space, and positional play. This course is perfect for students who love to be involved sports or for those who already play a sport and want to develop some extra skills. Experience games and activities you have not played before. Learn about other countries and cultures through sport. Increase your knowledge of Māori culture. This unit will investigate and play various international games from various countries.</p>		

# Learning Languages

**Teacher in charge of Te Reo Māori: Mrs Gerrard**

<b>Learning Area Whakataukī</b>	<p>Ko tōu reo, ko tōku reo, te tuakiri tangata. Tīhei uriuri, tīhei nakonako.</p> <p>Your voice and my voice are expressions of identity. May our descendants live on and our hopes be fulfilled.</p>
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<b>COURSE TITLE:</b>	Pūrākau Whānau (9MPW)	<b>LEARNING AREA(S):</b>	Languages: Te Reo Māori
<b>EQUIPMENT NEEDED</b>	IB5 Exercise Book	<b>COSTS</b>	\$20
<b>PATHWAY:</b>	This course leads directly to Te Reo Māori modules in Year 10.	<b>Teacher in charge:</b>	M. Gerrard
<b>COURSE DESCRIPTION</b>	Want to learn Te Reo Māori in a fun learning space? Come and take part in Kēmu (games), Waiata, Karakia, whakataukī while sharing your stories. Learn how to communicate to others in Te Reo Māori about your whānau.		

<b>COURSE TITLE:</b>	Ngā Pūrākau (9MNPT)	<b>LEARNING AREA(S):</b>	Languages: Te Reo Māori
<b>EQUIPMENT NEEDED</b>	IB5 Exercise Book	<b>COSTS</b>	\$20
<b>PATHWAY:</b>	This course leads directly to Te Reo Māori modules in Year 10.	<b>Teacher in charge:</b>	M. Gerrard
<b>COURSE DESCRIPTION</b>	Want to learn Te Reo Māori in a fun learning space, come and take part in Kēmu (games), Waiata, Karakia, whakataukī while learning about stories from Te Ao Māori. Let's go on a trip to visit places, and people embracing what real life experience can offer to you as ākonga (learners).		

# Mathematics

**Head of Mathematics: Mr Daughtery**

<b>Learning Area Whakataukī</b>	Kei hopu tōu ringa ki te aka tāepa, engari kia mau ki te aka matua Cling to the main vine, not the loose one
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**All students must do the following module:**

<b>COURSE TITLE:</b>	Maths in Construction (9MMC)	<b>LEARNING AREA(S):</b>	Mathematics
<b>EQUIPMENT NEEDED</b>	Calculator: Casio fx 82AU Exercise Book 1E8	<b>COSTS</b>	\$21. 3 WalkerMaths Workbooks
<b>PATHWAY:</b>	This course prepares students for Numeracy and Level 1 AS 91945 Explore mathematical problems that relate to life in Aotearoa New Zealand or the Pacific.	<b>Teacher in charge:</b>	D. Daughtery
<b>COURSE DESCRIPTION</b>	Students <b>have to take this module</b> . It will provide part of the skills required for passing the Numeracy standard that all students have to achieve at some time whilst they are at school. The focus will be on applying number and measurement skills in buying, building, decorating and fencing a property.		

**For Semester 2 Students can choose from:**

<b>COURSE TITLE:</b>	Maths in History (9MMH)	<b>LEARNING AREA(S):</b>	Mathematics
<b>EQUIPMENT NEEDED</b>	Calculator: Casio fx 82AU Exercise Book 1E8	<b>COSTS</b>	\$15 2 WalkerMaths Workbooks
<b>PATHWAY:</b>	This course completes the preparation for Numeracy and works toward Level 1 AS 91944 Explore data using a statistical enquiry process.	<b>Teacher in charge:</b>	D. Daughtery
<b>COURSE DESCRIPTION</b>	The history of mathematics is how mathematics has developed over time. Early maths by Babylonians, Indians and Egyptians was built upon by Greeks such as Euclid, Archimedes and Pythagoras. Later, Europeans added to the knowledge through important figures including Fibonacci, Descartes, Euler, Pascal, Newton and Gauss. This course will look at how some of their contributions have shaped mathematics as we know it today.		

**Or:**

<b>COURSE TITLE:</b>	Maths In Sport (9MMS)	<b>LEARNING AREA(S):</b>	Mathematics
<b>EQUIPMENT NEEDED</b>	Calculator: Casio fx 82AU Exercise Book 1E8	<b>COSTS</b>	\$15 2 WalkerMaths Workbooks
<b>PATHWAY:</b>	This course completes the preparation for Numeracy and works toward Level 1 AS 91944 Explore data using a statistical enquiry process.	<b>Teacher in charge:</b>	D. Daughtery
<b>COURSE DESCRIPTION</b>	This course looks at how mathematics and data analysis plays a major role in modern sport. From predicting outcomes, improved training techniques, to finding the right corner in the goal, to bowling the perfect delivery, most successful sportsmen and women are secret mathematicians at heart even if they do not realise it.		

**Selected students can follow the foundational numeracy module for the whole year:**

<b>COURSE TITLE:</b>	Foundational Numeracy 1 & 2 (9NUM1&2)	<b>LEARNING AREA(S):</b>	Mathematics
<b>EQUIPMENT NEEDED</b>	1B5, device – optional, glue stick, pens, headphones	<b>COSTS</b>	\$15
<b>PATHWAY:</b>	This course prepares students to apply Mathematical knowledge and skills in real world situations.	<b>Teacher in charge:</b>	David Daughtery (HOD - Mathematics) or Lucille Roodbeen/ Lisa Dent (Learning Support)
<b>COURSE DESCRIPTION</b>	Foundational Numeracy focuses on number knowledge, strategies and problem solving. This will be delivered in a fun and engaging way that is relevant to a real-world context. It will provide opportunities for some student choice. This programme of learning will cater for individual student need.		



# Science

Head of Science: Mr Armond

<b>Learning Area Whakataukī</b>	Mā te whakaaro nui e hanga te whare; mā te mātauranga e whakaū. Big ideas create the house; knowledge maintains it.
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Students must do one module and may choose between:

## Option 1: The Chemistry of Life

<b>COURSE TITLE:</b>	The Chemistry of Life (9SCOF)	<b>LEARNING AREA(S):</b>	Science
<b>EQUIPMENT NEEDED</b>	1B8 exercise book and Y9 SciPad workbook	<b>COSTS</b>	\$23
<b>PATHWAY:</b>	Y10 science or agriculture modules	<b>Teacher in charge:</b>	R. Armond
<b>COURSE DESCRIPTION</b>	This module is for students who have an interest in the living world and the chemistry important to life. We start off with an introduction to the science lab and how we use scientific apparatus to carry out experiments. Next you will learn about how we classify living things into their taxonomic groups and how plants and animals survive in their environments. We will ask questions about plant and animal adaptations and how organisms interact with each other in a community. You will investigate the physics involved in waves and how energy is transferred and transformed in everyday situations. We will learn about the Periodic Table of Elements and how certain compounds and mixtures are essential for life. The different states of matter will be investigated, and the particle nature of substances explored at the atomic level. Classes will involve practical investigations where you will learn how to create chemical compounds and share your findings in scientific reports. You will also be expected to carry out research projects related to the topics being taught.		

## Option 2: That Makes Sense

<b>COURSE TITLE:</b>	That Makes Sense (9STMS)	<b>LEARNING AREA(S):</b>	Science
<b>EQUIPMENT NEEDED</b>	1B8 exercise book and Y9 SciPad workbook	<b>COSTS</b>	\$23
<b>PATHWAY:</b>	Y10 science or agriculture modules	<b>Teacher in charge:</b>	R. Armond
<b>COURSE DESCRIPTION</b>	In this module, we start off with an introduction to the science lab and how we use scientific apparatus safely to carry out experiments. Then you will learn about living things and how we can separate them into their taxonomic groups based on their physical features. The adaptations that plants and animals have evolved over time will be used to explain the interactions of organisms with each other in a biological community. You will investigate the animal senses of sight and sound in terms of the physics involved in energy transfer. The different forms of energy around us will be explored through practical investigations. We will learn about the Periodic Table of Elements and how word and chemical equations can describe the reactions that occur between atoms in everyday life. We will be carrying out simple chemical reactions and making observations as well as testing common gases to help identify them. Classes will involve practical investigations where you will explore the different states of matter and how energy is involved in changes of state.		

# Social Sciences & Finance

**Head of Social Sciences: Mr Kerr**

**Head of Finance: Mr Burke**

<b>LEARNING AREA WHAKATAUKI</b>	<p><b>Unuhia te rito o te harakeke kei whea te kōmako e kō? Whakatairangitia – rere ki uta, rere ki tai; Ui mai koe ki ahau he aha te mea nui o te ao. Māku e kī atu he tangata, he tangata, he tangata!</b></p> <p>Remove the heart of the flax bush and where will the kōmako sing? Proclaim it to the land, proclaim it to the sea; Ask me, "What is the greatest thing in the world?" I will reply, "It is people, people, people!"</p>
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<b>LEARNING AREA(S):</b>	Take Me to the River! (9SSRIV)	<b>LEARNING AREA(S):</b>	Social Sciences: EnviroSchools
<b>EQUIPMENT NEEDED</b>	B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, blue pen, ruler, glue stick, scissors.	<b>COSTS</b>	Nil
<b>PATHWAY:</b>	Builds skills for Senior Social Sciences, Agricultural Science/ Science, Māori Studies.	<b>Teacher in charge:</b>	J. Sullivan
<b>COURSE DESCRIPTION</b>	<p>Ko au te awa, ko te awa ko au.  Water, water everywhere, more than we can drink.  Our connection to it is more than you would think.  Let's explore, discover and connect with our local water environment, while discovering and exploring new and traditional ideas and values.  There may be a field trip for this module.</p>		

<b>LEARNING AREA(S):</b>	I'm lovin' it! (9SSILI)	<b>LEARNING AREA(S):</b>	Social Sciences: Commerce
<b>EQUIPMENT NEEDED</b>	1B5 notebook, a personal electronic device (if possible) and a pen, pencil and ruler.	<b>COSTS</b>	NIL
<b>PATHWAY:</b>	This course is a taster for year 10 Business Studies and Commerce.	<b>Teacher in charge:</b>	J. Burke
<b>COURSE DESCRIPTION</b>	<p>Commerce is one of New Zealand's fastest growing subject areas, with the highest retention of students studying Commerce related courses at a tertiary level. The case study for this semester is everyone's familiar, favourite, family restaurant chain "McDonalds". Students will begin by building their business knowledge &amp; vocabulary, followed by completing a variety of McDonald themed assessments throughout the semester.  There may be a field trip for this module.</p>		

<b>LEARNING AREA(S):</b>	Gamification! (9SSGAM)	<b>LEARNING AREA(S):</b>	Social Sciences: Commerce
<b>EQUIPMENT NEEDED</b>	1B5 notebook, a personal electronic device (if possible) and a pen, pencil and ruler.	<b>COSTS</b>	NIL
<b>PATHWAY:</b>	This course is a taster for year 10 Business Studies and Commerce.	<b>Teacher in charge:</b>	J. Burke
<b>COURSE DESCRIPTION</b>	Commerce is one of New Zealand's fastest growing subject areas, with the highest retention of students studying Commerce related courses at a tertiary level. Students will explore business through a different lens: gamification. Gamification is learning and understanding through games and play. In this course, students will get the opportunity to play educational finance board games such as Gumption & Hackt!cs, as well as some digital business simulator games to further solidify concepts & theories covered in class. There may be a field trip for this module.		

<b>LEARNING AREA(S):</b>	Who's in charge? (9SSPOW)	<b>LEARNING AREA(S):</b>	Social Sciences: Power, Citizenship, Government. Leadership.
<b>EQUIPMENT NEEDED</b>	Mostly digital course. B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, blue pen, ruler, glue stick, scissors.	<b>COSTS</b>	NIL
<b>PATHWAY:</b>	Builds skills for Senior Social Sciences and English. Develops skills/ interest in law, research, history, politics and Power dynamics.	<b>Teacher in charge:</b>	D. Kerr
<b>COURSE DESCRIPTION</b>	In your world who is in charge? Is it you, your parents, the police, school, kaumātua. Who is more powerful, the people or the politicians? As the next generation, you will decide the future of New Zealand. Explore, politics, power, dynamics, government, citizenship and even pop culture. Arm yourself with knowledge and understanding and lead us into a greater future. There may be a field trip for this module.		

<b>LEARNING AREA(S):</b>	Who Am I? (9SSWHO)	<b>LEARNING AREA(S):</b>	Social Sciences: Identity, Culture
<b>EQUIPMENT NEEDED</b>	Mostly digital course. B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, blue pen, ruler, glue stick, scissors.	<b>COSTS</b>	Nil
<b>PATHWAY:</b>	Builds skills for Senior Social Sciences and English. Develops skills/ interest in law, research, history, Te Mātauranga Māori.	<b>Teacher in charge:</b>	D. Kerr
<b>COURSE DESCRIPTION</b>	Identity, Identity, Identity!!!! "A rose by any other name would smell as sweet" This is a student focused module based around developing an understanding of who you are? Where you came from? Values, Identity, community and culture. What does it mean to belong? There may be a field trip for this module.		

<b>LEARNING AREA(S):</b>	Where is everyone going? (9SSGO)	<b>LEARNING AREA(S):</b>	Social Sciences: Migration and Movement.
<b>EQUIPMENT NEEDED</b>	Mostly digital course. B8 Exercise book, pack of highlighters, colouring in pencils. Red pen, blue pen, ruler, glue stick, scissors.	<b>COSTS</b>	NIL – May create a localised fieldtrip with student input – possible costs for transportation.
<b>PATHWAY:</b>	Builds skills for Senior Social Sciences and English. Develops skills/ interest in law, research, history, Te Matauranga Maori.	<b>Teacher in charge:</b>	D. Kerr
<b>COURSE DESCRIPTION</b>	MOVING ON UP! People like to move! So, where are you heading? Where have you been? This module is designed to focus on why people move, where people move to, and the impact moving has on people's lives. Whether you go from a poor student to Elon Musk, from Stratford to New York, this module is designed to look at why we can't stay still? There may be a field trip for this module.		



# Technology

## Head of Technology: Mr Angelsey

<b>Learning Area</b> <b>Whakataukī</b>	<b>Kaua e rangiruatia te hāpai o te hoe; e kore tō tātou waka e ū ki uta.</b> Do not lift the paddle out of unison or our canoe will never reach the shore.
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<b>COURSE TITLE:</b>	Working with Materials (Fabric and Wood) (9TWWM)	<b>LEARNING AREA(S):</b>	Technology: Fabric & Wood
<b>EQUIPMENT NEEDED</b>	None	<b>COSTS</b>	\$30
<b>PATHWAY:</b>	Year 10 Wood and Fabric Modules	<b>Teacher in charge:</b>	Mr Anglesey or Mrs Rawcliffe
<b>COURSE DESCRIPTION</b>	<p>This course will be broken into two parts, one term will have the students working with wood and one with fabric.</p> <p>Both subjects will introduce the basic skills required to investigate, design, construct and evaluate a product. They will explore the safe and correct use of equipment and machines. Test and trial construction processes and techniques to develop the practical skills they require to construct their products.</p> <p>Students consider sustainable practices such as recycling, sourcing locally and using renewable resources.</p>		

<b>COURSE TITLE:</b>	Exploring the Tech (9TETT)	<b>LEARNING AREA(S):</b>	Technology: Digital Technology
<b>EQUIPMENT NEEDED</b>	None.	<b>COSTS</b>	Nil
<b>PATHWAY:</b>	Year 10 Digital Technology Modules	<b>Teacher in charge:</b>	P. Jones
<b>COURSE DESCRIPTION</b>	<p>Welcome to high school, your journey of learning is about to get real. We are surrounded by technology, but how can we use some of this technology to enhance our journey through education. We will explore the ways you can record and present evidence of your learning to teachers and examiners.</p> <p>You will learn how to use planning, time management and creativity tools to maximise your impact and time investment in your learning. The correct use of video, audio, images and apps will allow you to showcase your evidence and gain better grades. This course will add to your backpack/kete of tools for learning.</p>		

<b>COURSE TITLE:</b>	Make the Virtual Real (9TVIR)	<b>LEARNING AREA(S):</b>	Technology: Digital Technology
<b>EQUIPMENT NEEDED</b>	None.	<b>COSTS</b>	\$5
<b>PATHWAY:</b>	Year 10 Digital Technology Modules	<b>Teacher in charge:</b>	P. Jones
<b>COURSE DESCRIPTION</b>	Technology is about finding solutions for problems. This course will look at some everyday problems that are solved by common technology in our lives. Using the design/technology cycle students will focus on a real world problem that they can explore and develop a solution for. Their solution will be 3d printed and trialed to see how good it is. The problem could be home, school or community based.		

<b>COURSE TITLE:</b>	Metal (9METL)	<b>LEARNING AREA(S):</b>	Technology: Metal
<b>EQUIPMENT NEEDED</b>	None.	<b>COSTS</b>	\$35
<b>PATHWAY:</b>	Year 10 Metal	<b>Teacher in charge:</b>	C. Franklin
<b>COURSE DESCRIPTION</b>	Students will design their own Māori bone carving and will then turn their design into reality. Once the bone carving is complete; they will then make a small box from sheet aluminium to present their bone carving in. Students will be exposed to the health and safety aspects and procedures of operating in a metal technology workshop.		

# YEAR 9 STATIONERY LIST - 2025

Students will be advised what courses they will have on their first day of school in 2024.

Pencil case, blue/black/red pens, ruler, eraser, HB pencil, pencil sharpener, glue stick, scissors, device and earphones, scientific calculator, colouring pencils

## The Arts

Course title	Stationery	Cost
From Clay to Click (9ACC)	HB pencil, eraser, pencil sharpener	\$7
Van Gogh's Visionaries (9AVG)	HB pencil, eraser, pencil sharpener	\$7
Prepare to meet your doom (9AMD)	Pens, highlighters, clear file and refill	Nil
So you wanna be a 'Muso' (9AMS)	Pens	Nil
Fast Filmmakers (9AFF)	Pens, highlighters, clear file, refill.	Nil
Drop the beat (9ADB)	Pens	Nil

## English

Taonga, Whakapapa, Know our identities (9EWHO)	Pens, highlighters, 2x 1B8, laptop	\$16
Outwit, Outplay, Outlast (9EOUT)	Pens, highlighters, 2x 1B8, laptop, Action English	\$16
Weathering the storm (9EWTS)	Pens, highlighters, 2x 1B8, laptop, Action English	\$16
Foundational literacy 1&2 (9LIT1&2)	1B5, glue stick, pens, headphones. Optional device	\$16

## Health & Physical Education

Worth In Your Wellness (9HWELL)	Pens and highlighters, 1B8	Nil
Eat Well For Less (9FEAT)	1B8, clear file	\$40
Takeaways On Fast food (9FFAST)	1B8, clear file	\$40
Hit it Right (9PHIR)	SHS PE shirt and black shorts	Nil
The World of Games (9PTWG)	SHS PE shirt and black shorts	Nil

## Languages

Pūrākau Whānau (9MPW)	1B5 exercise book	Nil
Ngā pūrākau Taranaki (9MNPT)	1B5 exercise book	Nil

## Mathematics

Maths in Construction (9MMC)	Calculator: Casio FX 82AU, 1E8 book	\$21
Maths in History (9MMH)	Calculator: Casio FX 82AU, 1E8 book	\$15
Maths in Sport (9MMS)	Calculator: Casio FX 82AU, 1E8 book	\$15
Foundational Numeracy (9NUM1&2)	1E8, Device, glue stick, pens, headphones.	\$15

## Science

The Chemistry of Life (9SCOF)	1B8 exercise book, (Y9 Sci pad workbook – bought through school)	\$23
That Makes Sense (9STMS)	1B8 exercise book, (Y9 Sci pad workbook – bought through school)	\$23

## Social Sciences

I'm Lovin' It (9SSILI)	1B8, device recommended	Nil
Do You Have the Power? (9SSPOW)	1B8, Device recommended	Nil
Gamification (9SSGAM)	1B8, scientific calculator, Device recommended	Nil
Who am I? (9SSWHO)	1B8, Device recommended	Nil
Take Me To the River (9SSRIV)	1B8, Device recommended	Nil
Where Are You Going? (9SSGO)	1B8, Device recommended	Nil

## Technology

Working With Material (9TWWM)	1B8, HB Pencil	\$30
Exploring the Tech (9TETT)	None	nil
Making the Virtual Real (9TVIR)	None	\$5
Introduction to Metal (9METL)	None	\$35





For Further  
Information,  
Please contact:

The Principal  
Stratford High School  
Swansea Road  
[mail@stratfordhigh.school.nz](mailto:mail@stratfordhigh.school.nz)  
06 765 6039

Stratford 4332  
Taranaki, New Zealand