



Darfield High School

Course Booklet

Years 7 and 8

2011



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Core Programmes

SPORT AND RECREATION

Years 7 to 10 Programme:

Students participate in the more traditional sports and activities options each term.

Town Sport

Any student who is a member of a School team participating in the Christchurch Secondary Schools' or Primary Schools' competitions uses the sport and recreation time for either practice or competition games.

General Goals

- To offer students a richer curriculum by exposing them to opportunities which may not be available through the classroom programmes.
- To provide students with a choice of opportunities in Recreation and Leisure activities.
- To allow students to participate in inter-school sports programmes.
- To provide equipment, time, and facilities for recreational sport.

Staffing is by Darfield High School staff and experts from within the community. Costs may be involved for some options. Some teams travel to Christchurch weekly to represent Darfield High School in town competitions and there is a cost for the transport involved.

HEALTH

All Years 7 and 8 students take part in Health Education as part of the compulsory curriculum. Students study units within the strands of Personal Health and Physical Development, Relationships with Other People, and Societal Attitudes and Values.

Year 7 Sun Care, Caring for Ourselves, Healthy Eating, Friendships, Kia Kaha (Bullying) Programme.

Year 8 Pubertal Change, Relationships and Self Esteem, Outdoor Education, DARE Programme.

Years 7 and 8 Health Education classes are taught by their homeroom teacher, where that is possible, or by their Physical Education Teacher. One hour a week is allocated for Health.

CAREERS AND TRANSITION EDUCATION PROGRAMMES

The Careers and Transition programme is designed to meet the specific needs of students at Darfield High School, with particular reference to the Ministry of Education document *Career Education and Guidance in New Zealand Schools*, by assisting students to develop self-awareness, to become aware of opportunities, to make decisions, to plan and take action, and ultimately to face a competitive job market with confidence.

Aspects of the Careers/Transition programme have been integrated into the Health Curriculum with activities designed to give students the information, skills, and attitudes needed to be successful in today's society.

Years 7 and 8

The focus is career awareness.

The Careers Advisor runs sessions with individual classes to develop students' understanding of the general structures of post-school life and the personal resources they have to tap into when making decisions.

DISTANCE EDUCATION COURSES

Years 7 and 8 students would rarely be enrolled in either of the two distance education options:

- **The Correspondence School**, Wellington;
- **The Virtual Learning Network**, through Darfield High School.

Criteria for entry to The Correspondence School subjects or the Virtual Learning Network are set down by the enrolment policies of Darfield High School, The Correspondence School, and the CANTATECH Network.

Any inquiries about Distance Education should be addressed to Mr Smart.

STREAMING / BANDING

Years 7 and 8

Students are banded into ability groups for their Mathematics programmes, and for the Reading strand of their English programme. The composition of the groups may change each term according to the performance of the students: some improve and may be moved; some are unable to keep up in their band and may be moved.

Students in Years 7 and 8 study subjects gathered into groups known as Learning Areas. Students are required to undertake continuous study in all learning areas during each of the first ten years of schooling.

Years 7 and 8 students follow a compulsory learning programme based upon a blend of subjects from each of the eight Learning Areas.

Students are placed in Form classes with a Form Teacher who has a pastoral role.

In Year 7 students are taught mainly by their Form teacher, but as they move through the school they are increasingly taught by specialist subject teachers.

Additional programmes are run to provide for students with particular learning needs.

ESOL classes are offered at each year level for students for whom English is not their first Language.

Learning Areas	Year 7	Year 8
English	English ESOL	English ESOL
Learning Languages	International Languages Te Reo Māori	International Languages Te Reo Māori
Mathematics	Mathematics	Mathematics
Sciences	Science	Science
Social Sciences	Social Studies	Social Studies
The Arts	Art Music Dance	Art Music Drama
Technology	Food ... DTG Hard Materials Soft Materials	Food ...DTG Hard Materials Soft Materials
Health and Physical Wellbeing	Health Outdoor Education Physical Education Sport & Recreation	Health Outdoor Education Physical Education Sport & Recreation
Key: ... Digital Technologies (Computer Studies)		

Learning Areas:

The New Zealand Curriculum specifies the eight learning areas in the table above. The learning areas are important for a broad, general education and they lay a foundation for later specialisation. Like the Key Competencies (see below), this learning is both end and means: valuable in itself and valuable for the pathways it opens to other learning.

Key Competencies:

The New Zealand Curriculum identifies five key competencies and these are the key to learning in every learning area:

- thinking;
- using language, symbols, and text;
- managing self;
- relating to others;
- participating and contributing.

English is structured around two interconnected strands, each encompassing the oral, written, and visual forms of the language. The strands differentiate between the modes in which students are primarily:

- making meaning of ideas or information they receive (Listening, Reading, Viewing)
- creating meaning for themselves or others (Speaking, Writing, and Presenting)

The Learning Area **Health and Physical Education** is structured around four strands:

- Personal Health and Physical Development
- Movement Concepts and Motor Skills
- Relationships with Other People
- Healthy Communities and Environments

Mathematics and Statistics are structured around three interconnected strands:

- Number and Algebra
- Geometry and Measurement
- Statistics

Science is structured around five strands:

- The Nature of Science
- The Living World
- The Planet Earth and Beyond
- The Physical World
- The Material World

Social Sciences are structured around four conceptual strands:

- Identity, Culture, and Organisation
- Place and Environment
- Continuity and Change
- The Economic World

The **Arts** learning area comprises four disciplines: dance, drama, music - sound arts, and visual arts. Each discipline is structured around four interrelated strands:

- Understanding the Arts in Context
- Developing Practical Knowledge in the arts
- Developing Ideas in the arts
- Communicating and Interpreting in the arts

Learning Languages is structured around three strands:

- Communication - this is the core strand
- Language Knowledge is a supporting strand
- Cultural Knowledge is a supporting strand

Technology comprises three strands:

- Technological Practice
- Technological Knowledge
- Nature of Technology