



**FOUNDATION  
PROGRAMME  
SELECTION BOOKLET**

**FOUNDATION**

**SEMESTER 1 MODULES**

**2022**

**F**

# Foundation Students (Years 9 & 10)

Module/SPINs Selection	Process Checklist
<p><b>MODULES:</b> You will need to select three Module sets out of Set A, B, C, D, E, F, G and H. There is no ranking - just choose three you would like to do. These sets will contain coverage for MOST Learning Areas, with the missing areas being covered in your SPINs</p> <p><b>SPINS:</b> You will select three choices per SPIN line (FS1, FS2, FS3). When making your SPIN selections, check which learning areas are missing from the sets you choose, and make sure these missing learning areas are covered in your SPIN selections. (You may be moved into a SPIN that you did not select for learning area coverage if it is not included in your SPIN selections).</p> <p><b>ALL</b> students are required to cover the NZ Curriculum Learning Areas: Arts, Technology, English, Science, Social Science, Maths, Health &amp; PE Learning Areas and Te Reo Māori. Other languages are optional.</p>	<p>You will need to:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> discuss your choices with your Coach;</li> <li><input type="checkbox"/> complete your hard copy selections sheet;</li> <li><input type="checkbox"/> give your choices to your Coach.</li> </ul> <p><b>Languages Coverage</b></p> <p>All Year 9 students will be assigned to a <b>ONE TERM</b> SPIN (in SPIN 2 or 3) of Te Reo Māori in Community based groups.</p> <p><b>Term 1: Waiarohia</b>  <b>Term 2: Tiriwa</b>  <b>Term 3: Tahere Tikitiki</b>  <b>Term 4: Onekiritea</b></p>

Literacy & Numeracy (SYMTXT) and ESOL Support
If you are required to participate in an ESOL or SYMTXT SPIN (Literacy/Numeracy Support) this does not count as Maths or English coverage. You must still cover Maths & English in addition to the appropriate ESOL & Literacy/Numeracy SPIN. In some cases literacy and numeracy support will be a short term intervention. Your Coach will know if you need to choose one or more of these.

Big Concepts
We have a termly Big Concept that links your learning across all Modules and SPINs. Every Module and SPIN unpacks this concept giving a broad range of angles on the Big Concept and goes deeper within different Learning Areas.
<b>Term 1 - Identity, Term 2 - Space &amp; Place</b>

Stationery & Costs
<b>PLEASE NOTE:</b> You need to ensure that you have all of the following general stationery items.
<b>Writing Pens, Pencils - 2B, HB, Ruler 30cm, Protractor, Pencil Sharpener, Eraser, Set of Highlighters, Refill, Gluestick, Scientific Calculator.</b> This booklet lists the additional items required for each module and SPIN. You are expected to purchase any additional stationery or equipment required once your timetable is confirmed.
In addition to this, some classes may incur a reasonable charge towards materials, take-home projects or field trips. Additional information will be provided if relevant.

## Foundation Timetable (Years 9 & 10)

	Monday	Tuesday	Wednesday	Thursday	Friday
<b>8.55 Students 9.00 – 9.10</b>	Student Check-In/Hub	Student Check-In/Hub	Staff Professional Learning 8.30 - 9.30am	Student Check-In/Hub	Student Check-In/Hub
<b>9.10 – 10.30 Block 1</b>	Extended Hub	F Module 1	HUB60 9:30- 10:30	F SPIN 2	F SPIN 3
<b>10.30 – 10.50</b>	Interval				
<b>10.50 – 12.10 Block 2</b>	F Module 3	F Module 1	PROJECTS	F SPIN 1	F Module 2
<b>12.10 – 1.30 Block 3</b>	F Module 2	F SPIN 2		F SPIN 3	F Module 3
<b>1.30 – 2.10</b>	Lunch				
<b>2.10 – 3.30 Block 4</b>	F Module 2	F SPIN 1	Extended Hub	F Module 1	F Module 3

# FOUNDATION MODULE Set A

Modules involve 2 teachers from different Learning Areas working together.

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum coverage.

**This set does NOT contain Social Science or Health & Physical Education, you will need to select at least one Social Science and one Health & Physical Education SPIN**

FM1: Science (Alice) English (Amanda)	FM2: Maths (Rāwiri) Technology (Rachel K)	FM3: Visual Arts (Nicole) Te Ao Māori (Whaea Leoni)
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## Set A Descriptions:

<b>Title:</b> The Poetry of Science	<b>KAMAR Code:</b> SCIPOET
<b>Teachers:</b> Alice and Amanda	<b>Learning Areas:</b> Science and English
<b>Description:</b>	
What shapes who you are? Is it what you perceive with your senses? Your experiences? Your memories? Where you grew up? Or is it all of these? In this module we will make sense of different types of energy, and how our bodies perceive them through our sense of sight, smell, taste, hearing and touch. We will also consider extremes of sensory perception through examples from the animal kingdom. Then you will explore and express your individual perceptions of the world, by producing your own written and visual work that represents you through a scientific lens.	

<b>Title:</b> Tricycle Pod	<b>KAMAR Code:</b> TRIPODA
<b>Teachers:</b> Rāwiri and Rachel K	<b>Learning Areas:</b> Maths and Technology
<b>Description:</b>	
We will be exploring how the spaces and places we live in influence our identity. What are the alternatives and benefits to creating flexible options for the space that you choose to occupy? You will be designing a living pod for a tricycle that will express your identity, and allow you to form a community wherever you and others choose to park your Tricycle Pods! Check out this link to understand what the possibilities of tricycle living are: <a href="#">Tricycle House and Garden</a> .	

<b>Title:</b> Tuakiri	<b>KAMAR Code:</b> TUAKIRI
<b>Teachers:</b> Nicole and Whaea Leoni	<b>Learning Areas:</b> Visual Arts and Te Ao Māori
<b>Description:</b>	
Join us on a journey of exploration into the world of Ngā Toi Māori (Māori Visual Arts). This semester we will be exploring and learning skills in a range of Māori Visual Arts, including Kōwhaiwhai, Whakairo, Rāranga and Tā Moko / Kirituhi, with a focus on our <b>Tuakiri</b> (Identity). We will be digging deep into our own pepeha, unpacking our whakapapa, our connection to whenua and whānau.	

# FOUNDATION MODULE Set B

Modules involve 2 teachers from different Learning Areas working together.

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum coverage.

**This set does NOT contain English or Health & Physical Education, you will need to select at least one English and one Health & Physical Education SPIN**

FM1:	FM2:	FM3:
Social Science (Kathryn) Visual Arts (Nicole)	Science (Andrea) Maths (Sally)	Technology (Tony) P/Arts Drama (Jack)

## Set B Descriptions:

<b>Title:</b>	Don't Forget Your Roots	<b>KAMAR Code:</b>	ROOTS
<b>Teachers:</b>	Kathryn and Nicole	<b>Learning Areas:</b>	Social Science and Visual Arts
<b>Description:</b>			
The greatest story ever written, is written by you. Knowing who you are, where you come from and what factors have shaped your identity are all part of "the story of you." We will explore our whakapapa and research the stories that make up our identities, through unpacking our pepeha. Alongside this you will be developing your identity as an artist, and creating a body of work in a chosen medium (Drawing/Painting/Photography), visually expressing your findings of identity and your deep dive into your pepeha.			

<b>Title:</b>	Noho Tahi	<b>KAMAR Code:</b>	NOHOTAHI
<b>Teachers:</b>	Andrea and Sally	<b>Learning Areas:</b>	Science and Maths
<b>Description:</b>			
There are many ways of viewing our own identity - from an individual level to community to national and beyond. We can also view our identity through different cultural lenses. This module will explore a wide range of concepts and contexts that allow us to compare and contrast Western Science and Maths with Mātauranga Māori. We will start with an exploration of our DNA and what influence our genes have over our physical traits, and how we can also trace our heritage through whakapapa and pepeha. We will learn more about the local environment we live in - Te Waonui a Tiriwa (the Waitākere Ranges), and what impact human activity has had on our environment. We will carry out investigations and make observations based around identity and real world situations in which we can collect and make sense of data. In Term 2, we will focus on our different understandings of Matariki and celestial navigation, exploring the astronomy, maths and pūrakau of the stars. We will apply our understanding of measurement to buildings, specifically looking at a whare being developed at our kura (school), and look at some of the additional elements around whare design, including heating and energy use. There may be some field trips involved (COVID-dependent!), which may incur an additional cost.			

<b>Title:</b>	Whose Line Is It?	<b>KAMAR Code:</b>	LINEUP
<b>Teachers:</b>	Tony and Jack	<b>Learning Areas:</b>	Technology and P/Arts Drama
<b>Description:</b>			
Want to become someone else? In, Whose Line Is It, you can. Develop your own individual and original character by combining your prior skills, knowledge and imagination. Be as outrageous, or quiet and thoughtful, as you want. It's your character. Spend time designing and making props that bring your character to life. This will be a fun, but challenging module that will let you get really creative, and maybe a little out of your comfort zone.			

# FOUNDATION MODULE Set C

Modules involve 2 teachers from different Learning Areas working together.

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum coverage.

**This set does NOT contain Health & Physical Education,  
you will need to select at least one Health & Physical Education SPIN**

FM1: English (Glenn) Social Science (Nick)	FM2: Science (Ghada) Visual Arts (Amanda K)	FM3: Technology (Liz) Maths (Judit)
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## Set C Descriptions:

<b>Title:</b> Exodus	<b>KAMAR Code:</b> EXODUS
<b>Teacher/s:</b> Nick & Glenn	<b>Learning Area/s:</b> Social Studies & English
<b>Description:</b>	
Throughout our history, groups of humans have left their homelands to travel vast distances and take up residence in new spaces and places, whether or not there was already someone there. In this module we will explore and make sense of the factors that push people to move and examine what draws them towards other lands. How do these migrations change the identities of the migrants and how do the migrants transform the identities of any peoples they encounter?	

<b>Title:</b> Shape Me	<b>KAMAR Code:</b> SHAPEME
<b>Teachers:</b> Ghada and Amanda K	<b>Learning Areas:</b> Science and Visual Arts
<b>Description:</b>	
In this module, we will be combining art and science to investigate sociological distributions of eating and dietary habits in a New Zealand context. Who you are and who you can be is in part defined by what you eat. In this module, you will learn about essential nutrition and why what we eat impacts every aspect of our well-being. Your mission will then be to apply your knowledge to re-inventing a favorite food to make it as healthy as possible. We will learn about how art is shaped by the culture, social and historical practices, and context of food. We will develop our data into a painting or design campaign that promotes or brings awareness to an interest of your choice, related to food and lifestyle. Your work will be informed by the cultural, historical, and social practices around food and will be influenced by practicing artists. We will learn about a variety of artmaking conventions and ideas that will be applied to our work.	

<b>Title:</b> Wearable Architecture	<b>KAMAR Code:</b> WEARABLE
<b>Teachers:</b> Liz and Judit	<b>Learning Areas:</b> Technology and Maths
<b>Description:</b>	
In this module you will design and make a piece of wearable architecture inspired by that produced at the global WOW competition. <a href="#">View the types of architectural inspired wearable arts here.</a> Architecture and fashion both incorporate structure, texture and explore specific materials that can drape, pleat, fold and wrap. You will explore the identity of architecture from a chosen culture or country. The chosen aesthetic will then inform your own design ideas for a wearable art as exemplified in this <a href="#">Architecture Now</a> article. To produce design ideas you will learn sketching, model making and digital modelling skills. You will evidence your work through a design process and will need to apply an understanding of geometric shapes, measurement, and scale along the way. You will also use number skills to cost the production of your design.	

# FOUNDATION MODULE Set D

Modules involve 2 teachers from different Learning Areas working together.

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum Coverage.

**This set does NOT contain Arts,  
you will need to select at least one Arts\_SPIN**

<b>FM1:</b> Science (Logan) Maths (Dhiren)	<b>FM2:</b> Health & Physical Education (Kogi) Technology (Marla)	<b>FM3:</b> English (Eleanor) Social Science (Aidan)
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## Set D Descriptions:

<b>Title:</b> Market Place	<b>KAMAR Code:</b> MARKET
<b>Teacher/s:</b> Dhiren and Logan	<b>Learning Area/s:</b> Maths and Science
<b>Description:</b>	
A marketplace gets products into the hands of people who need them, and rewards the people who create them. This Market Place works the same way, and it gives you transferable skills and habits to reap the benefits of real-world marketplaces. In this module your team will research the science, perfect the production and packaging and marketing of your chosen product. Your product should be future focused and you should be sustainable in your approach to product design. The final stage is to compete with other students to make the most profit at our end of semester market day. This module will incorporate aspects of scientific testing and production, measurement, financial literacy and numerical reasoning. You will also understand your own entrepreneurial identity, as you discover and develop the skills you need to be a profitable entrepreneur.	

<b>Title:</b> Kai Hakina	<b>KAMAR Code:</b> KAIHAKNA
<b>Teachers:</b> Kogi and Marla	<b>Learning Areas:</b> Health & Physical Education and Technology
<b>Description:</b>	
In this module we will make sense of current food trends and lifestyles and the implications on Hauora through the Whare Tapa Wha model. You will be able to explore the influence of media and stereotyping and we will look into the value of nutrients from cultural foods and how they impact on physical activity and lifestyles. We will participate in various cultural games and sporting challenges and link them back to our identities. You will be given a food box with a food ingredient of cultural significance which will be used to prepare and present a meat or plant-based dish. Your chosen food ingredient must be highlighted in the dish. The end of the semester will culminate in a cook-off/ bake-off showcasing various cultural food delights and we will play cultural games. There is a course fee of \$50 for ingredients and an EOTC Trip.	

<b>Title:</b> Insta Identity	<b>KAMAR Code:</b> INSTA01
<b>Teachers:</b> Eleanor and Aidan	<b>Learning Areas:</b> English and Social Science
<b>Description:</b>	
Identity is the culmination of the beliefs, qualities and values that make us who we are. Without an identity, we are just grey, shapeless beings. It's in our teenage years and early adulthood that we often form the identity we will maintain for much of our lives - but how much is our identity being shaped and influenced by what we consume through media? How might live streaming services, social media and YouTube shape our ideas of what is desirable, who we should emulate - and what is even real?! In this module, we will explore how identity is being influenced by, and formed online as well as the impact this has on our mental health and connection to other people and groups.	

# FOUNDATION MODULE Set E

Modules involve 2 teachers from different Learning Areas working together.

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum coverage.

**This set does NOT contain Science,  
you will need to select at least one Science SPIN**

<b>FM1:</b> Health & Physical Education (Natasha) Maths (Tanya)	<b>FM2:</b> Social Science (Kathryn) Technology (Tony)	<b>FM3:</b> English (Toni) Visual Arts (Michelle)
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## Set E Descriptions:

<b>Title:</b>	Inside Out & Outside In	<b>KAMAR Code:</b>	INNOUT
<b>Teacher/s:</b>	Natasha and Tanya	<b>Learning Area/s:</b>	Health & Physical Education and Mathematics
<b>Description:</b>			
"If you can see, you can be it!". This quote might inspire some people - but it also makes us wonder 'what if you can't see it?'. We will explore how diverse identities (related to gender, age, ethnicity, disability) are represented in the media and use number skills to compare participation rates of different groups in different sports and physical activities. You will map the whakapapa of your own connection to sport & physical activity and become aware of influences affecting the involvement of yourself and others. Who's in and who's out? We will explore how sport might become more accepting and inclusive so that more people might feel a sense of belonging. In Term 2 you will be supported to work in groups, problem-solve and face challenges with a positive attitude. You will design a group challenge and test your strategies and skills as you navigate our local urban and seaside environment, e.g. orienteering like in the Amazing Race.			

<b>Title:</b>	Brandz	<b>KAMAR Code:</b>	BRANDZ
<b>Teachers:</b>	Kathryn and Tony	<b>Learning Areas:</b>	Social Science and Technology
<b>Description:</b>			
The teenager is an interesting invention of the 20th century. Humans have been turning thirteen for thousands of years, but only 50 years ago did the time between childhood and adulthood come to deserve its own brand: Brand Teen. This module will explore the rise of the teenager. What shapes teen identities and influences their decisions? Why particular cultural artifacts; clothes, technology and in particular, brands, carry such importance for the modern teen.			

<b>Title:</b>	Tūrangawaewae	<b>KAMAR Code:</b>	TURANGA
<b>Teachers:</b>	Toni and Michelle	<b>Learning Areas:</b>	English and Visual Arts
<b>Description:</b>			
Our module focuses on the literal interpretation of tūrangawaewae through inquiry and creation in Visual Arts and English. We will explore the historical knowledge and local stories learned through exploring artist and author models in the art and history trails around the Onekiritea area. You will get the chance to express your whakapapa, beliefs, and connection to the whenua and community through exploring and creating art and writing created in our area. Connecting to your emotions, imagination, and creativity, we will use Te Whare Tapa Whā to explore your <b>identity</b> and enable you to connect to your own tūrangawaewae - your own <b>space and place</b> .			

# FOUNDATION MODULE Set F

Modules involve 2 teachers from different Learning Areas working together.

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum coverage.

**This set does NOT contain Social Science,  
you will need to select at least one Social Science SPIN**

<b>FM1:</b> Health & Physical Education (Elizabeth) English (Eleanor)	<b>FM2:</b> Science (James) Visual Arts (Mic)	<b>FM3:</b> Maths (Rawiri) Technology (Rachel K)
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## Set F Descriptions:

<b>Title:</b> Be A Body	<b>KAMAR Code:</b> BEBODY
<b>Teachers:</b> Elizabeth and Eleanor	<b>Learning Areas:</b> Health & Physical Education and English
<b>Description:</b>	
How do people relate to sport and physical activity and how does this affect their feelings of self worth? How might sport and physical activity be more accepting of diversity? We want to help you build a more positive and sustainable relationship with physical activity and your own body image. We will go for walks and consume stories that will open your mind to new perspectives and ways of thinking about yourself and your place in the world. We want to build a class environment where everyone is accepted and we can have a laugh together. No pressure!	

<b>Title:</b> Into the Void	<b>KAMAR Code:</b> IN2VOID
<b>Teachers:</b> James and Mic	<b>Learning Areas:</b> Science and Visual Arts
<b>Description:</b>	
“Who am I? Where am I? Why do I feel this way?” - Jesus Jones, 1991  Just what exactly is this whole existence thing all about? In Term 1 we will use visual art and science to investigate our own personal inner world - What are brains? How do they work, and what happens when we alter the composition of our neural network? We will discover interesting brain conditions and learn about artists who have learnt to express their feelings, emotions and ideas while living with a variety of brain abnormalities and conditions. In Term 2 we will turn our gaze to the physical world we live in. We will collect data through experiments to investigate different forces that we interact with and how they can be manipulated in order to achieve certain outcomes. In doing this we will create both sculptural objects and two dimensional images. This is a module for anyone curious about minds and how they work.	

<b>Title:</b> Tricycle Pods	<b>KAMAR Code:</b> TRIPODF
<b>Teachers:</b> Rāwiri and Rachel K	<b>Learning Areas:</b> Maths and Technology
<b>Description:</b>	
We will be exploring how the spaces and places we live in influence our identity. What are the alternatives and benefits to creating flexible options for the space that you choose to occupy? You will be designing a living pod for a tricycle, that will express your identity, and allow you to form a community wherever you and others choose to park your Tricycle Pods! Check out this link to understand what the possibilities of tricycle living are: <a href="#">Tricycle House and Garden</a> .	

# FOUNDATION MODULE Set G

Modules involve 2 teachers from different Learning Areas working together.

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum coverage.

This set does **NOT** contain **Technology and Maths**,  
you will need to select at least one Technology and one Maths SPIN

FM1: Social Science (Maddy) Visual Arts (Phoebe)	FM2: English (Jess) Health & Physical Education (Tome)	FM3: Social Science (Kathryn) Science (Ghada)
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## Set G Descriptions:

<b>Title:</b> Whakapapa	<b>KAMAR Code:</b> WHKAPAPA
<b>Teachers:</b> Maddy and Phoebe	<b>Learning Areas:</b> Social Science and Visual Arts
<b>Description:</b>	
How do we discover our own identity? Is it something we create? Is it bestowed upon us? How is identity visually expressed? In this module, we will explore the stories that are told through Tā Moko, Tatau and Tattoo and investigate how they are grounded in space and place. You will make sense of your own identity & learn about the identity of others in order to inform visual artworks. The arrival of Māori in New Zealand will be a key context for Term 2, exploring history through the works of Charles F Goldie. Expect to engage with guest speakers, be immersed in art gallery visits and to collaborate in order to generate large scale, resolved artwork.	

<b>Title:</b> Stolen	<b>KAMAR Code:</b> STOLEN
<b>Teachers:</b> Jess and Tome	<b>Learning Areas:</b> English and Health & Physical Education
<b>Description:</b>	
Your identity is who you are, where you belong and how you and others perceive you. It makes up the fibre of your being. However, throughout history many individuals have had their identity stolen. Indigenous peoples have been silenced, ancestral links have been broken through transportation and slavery, and laws have been constructed to stop self-expression. In this module we will be examining examples from both the past and present where identities and spaces have been taken from individuals and communities. We will explore how these experiences can impact a person's hauora, as well as develop an understanding of the importance of teamwork and the effects of privilege through practical health & PE activities. The aim of this course is for you to appreciate the privilege of exploring and expressing your own identity, and to learn how to defend and support the rights of others to maintain and/or rediscover their stolen identities.	

<b>Title:</b> Trace Me	<b>KAMAR Code:</b> TRACEME
<b>Teachers:</b> Kathryn and Ghada	<b>Learning Areas:</b> Social Science and Science
<b>Description:</b>	
Unleash the power of DNA to reveal secrets in our past and predict the future. In this module, we will discover how DNA and history shape our identities and influence our decisions. We will explore our whakapapa and learn how we can use the tools of genealogy, family stories, cultural history, and genetics to gain insights into our own lives and the world in which we live. We will investigate the similarities and differences between how we categorise people, elements & ideas. You will evaluate how different groups interact with each other, learn how we navigate the physical and material world, and develop mapping skills.	

# FOUNDATION MODULE Set H

Modules involve 2 teachers from different Learning Areas working together.

Each Set of Modules includes an option from FM1, FM2, FM3. Within the Set you will have most of your Curriculum Coverage.

**This set does NOT contain Technology and Maths,  
you will need to select at least one Technology and one Maths SPIN**

<b>FM1:</b> Science (Brendan) P/Arts Dance (Megan)	<b>FM2:</b> Social Science (Maddy) English (Raegan)	<b>FM3:</b> Science (Ghada) Health & Physical Education (Anna)
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## Set H Descriptions:

<b>Title:</b> The Point of Movement	<b>KAMAR Code:</b> POINT
<b>Teachers:</b> Brendan and Megan	<b>Learning Areas:</b> Science and P/Arts Dance
<b>Description:</b>	
Have you ever stopped and watched the world move? Birds fly, plants twist and contort, oceans ebb and flow, and the clouds crawl above. Movement is all around us and quite often taken for granted. In this class you will be exploring the reasons why the world moves the way it does. Through developing an understanding of the movements in nature, your human body, and various styles of dance you will create performance works that speak to how you personally identify with the world around you. Your success is only limited by your imagination and your willingness to give new things a go, this really is a module for everyone.	

<b>Title:</b> Dismantle	<b>KAMAR Code:</b> DISMANTL
<b>Teachers:</b> Maddy and Raegan	<b>Learning Areas:</b> Social Science and English
<b>Description:</b>	
What are the powers that exist? Who has power and access? How do we dismantle the current power structures to create a more equitable society? These are questions you will be considering in this module. You can expect to be challenged and to challenge others as you explore the existing power structures that shape our society and our own identities. The patriarchy, colonisation, racism and the marginalising of certain groups are a few of the systems you will be learning about. By using spoken word poetry, artworks, articles and short stories, you will engage in not only understanding the powers that be but also learn to dismantle the stereotypes and systems.	

<b>Title:</b> Unleash Your Potential	<b>KAMAR Code:</b> UNLEASH
<b>Teachers:</b> Alice and Anna	<b>Learning Areas:</b> Science and Health & Physical Education
<b>Description:</b>	
What makes you choose to sign up for a sport? What makes you really good at it? In this module you will explore your biological and cultural inheritance - your genes, physiology, upbringing and life experiences - and consider how they are shaping your participation and performance in physical activity and sport. Then, we will research some world class athletes and discover how their physiology and life stories have enabled their success. Later, we will make sense of and test out some sports psychology by looking at real and perceived risk, how our bodies respond via fight, flight or freeze, and strategies you can use to be more effective in challenging situations.	

# TERM 1 SPINS

# Big Concept: Identity

You will select three choices per SPIN line (FS1, FS2, FS3). When making your SPIN selections, check which learning areas are missing from the sets you choose, and make sure these missing learning areas are covered in your SPIN selections.

Social Science	Science	English	Mathematics	Health & PE	The Arts	Technology	Languages	SYMTXT
FS 1								FS 3
<b>Rebellion [REBEL]</b> Social Science, Kathryn <p><b>Description:</b> For generations, people have rebelled against society, governments and the status quo in effort to create their own identity. In this spin we will explore the rebels of the past and the present -the musicians and poets, the activists and the oppressed to discover the many ways in which our identity can be expressed through acts of rebellion.</p>	<b>Isolated? [ISOLATED]</b> Social Science, Yasmin <p><b>Description:</b> People often consider Aotearoa New Zealand to be an isolated country because of our distance from other nations, but how isolated are we really? In this SPIN we will be focussing on Aotearoa and how our identity is a part of and influenced by events, movements and people far outside our borders. We cannot understand our history without understanding the things which influence us.</p>	<b>Refugee [REFUGEE]</b> Social Science, Aidan <p><b>Description:</b> Refugees are people who are forced to flee their homes because of war, famine, persecution, natural disaster, or climate change. Over 80 million people currently have been forced to flee their homes, and in doing so, leave behind their home, memories and connections to culture and identity. What are some of the ways that refugees maintain their culture in new, foreign lands? In this spin, we will explore exactly this by looking at different groups of refugees, the reasons they fled their home and how they adjusted to a different life while still maintaining ties to their identity. We will put faces to the numbers reported in the news and come to grips with what the refugee experience is like. As well, we will consider how New Zealand could (and should) accommodate some of the world's first climate change refugees, citizens of our Pacific Island neighbours, as rising sea levels threaten to destroy their homes in the near future.</p>						
<b>Conspiracies and Secret Societies [CULTCON]</b> Social Science, Maddy <p><b>Description:</b> How do people define themselves through the groups they are involved with? This spin will explore the connection between cults, conspiracies and secret societies and the impact these groups and ideas have in developing someone's identity. You will make sense of the social psychology behind cults and consider why people join, stay and recruit others into these groups. Be prepared to be challenged by both theoretical provocations and real life examples.</p>	<b>Nation [NATION]</b> Social Science, Nick <p><b>Description:</b> What makes a nation? How do some groups of people go from seeing themselves as distinct (often fighting among themselves) to having a unified national identity? When, how and why did Pakeha New Zealanders stop seeing themselves as British, and instead as New Zealanders? How did this process affect or involve Māori? What happens when foreigners arrive in a region and create nations out of thin air? In this SPIN we will examine the processes and causes of the formation of nations - looking at examples from all over the world including Europe, Africa, the Americas and at home.</p>	<b>Electricity Generation and Supply [GENERATE]</b> Science, Cairan <p><b>Description:</b> Electricity runs our lives. It is essential to modern society, and keeping the electricity supply stable and secure is an essential task to keep us safe, fed and entertained. Aotearoa is proud of our sustainable electricity generation, but it comes with problems - and now, we are burning more coal than ever to keep the electricity supply stable. In this SPIN we will investigate how electricity is generated, how it gets to our homes, and how we can have an electrically secure future that maintains our identity as a clean, green Aotearoa.</p>						
<b>Secrets of the Bones [BONES]</b> Science, Danielle <p><b>Description:</b> Across time and place, across history and different cultures, bones have always had great significance. Bones are the keepers of many secrets; about our ancient past, about our crimes, and even about our futures. They have been used as talismans, weapons, records, objects of divinations for oracles, and as evidence in scientific studies. In this spin we will explore scientific techniques to discover some of the many exciting secrets hidden in bones from our past and present.</p>	<b>Living Creatures [LIVING]</b> Science, Alice <p><b>Description:</b> What makes something a living thing? Is it the ability to move? To grow? To reproduce? Actually it's all these things, and more. The variety of life on our planet is mind-blowing, and creatures have some weird and wonderful ways of carrying out the life processes that enable them to survive in their unique habitat. In this spin we will explore comparative physiology by modelling how humans and other living creatures have adapted in different ways to tackle life's challenges, and survive.</p>	<b>All about Money [MONEY]</b> Maths, Dhiren <p><b>Description:</b> In this SPIN we will be exploring the multitude of finance options that we have to assist us in the future. Are they really trying to help or are they spiralling you into a cycle of debt and epayments. How do the "small fees" add up and are they really that small? We will explore using percentages, decimals and fractions to help us make rational decisions. We will also make sense of financial identity and the influence on how people manage money to build personal or collective financial wellbeing.</p>						
<b>Number Life [NMBRLIFE]</b> Maths, Heidi <p><b>Description:</b> What does money buy you these days? How does your financial status affect your identity? What kind of house, car, travel, hobbies etc can you afford? What kind of job do you want? In this class we will use number skills to learn about what the income from your dream job will pay you and how you might use this money to buy the things you want.</p>	<b>Heart Crooks Brain [HBRAIN]</b> Science, James <p><b>Description:</b> Have you ever had an emotion or feeling so strong you can't help but act on it? Do you ever get caught in a never ending loop of thoughts, emotions, and feelings; that teenage riot in your heart and brain! In this Spin we will begin to discover some of the things that might cause this and the underlying structure of the brain that are involved.</p>	<b>Bird of the Year [BIRDY]</b> Maths, Judit <p><b>Description:</b> Does it tweet, chirp, shriek or honk? In this class we will investigate native New Zealand birds and the Bird of the Year competition. How do New Zealand birds relate to our identity as New Zealanders? What does the bird you support say about your identity? You will develop number skills around research relating to the birds, including their habitat, diet and what it takes to win. We will also explore the survival chances for each species of bird.</p>						

<p><b>The How of Who [HOWOFWHO]</b> English, Glenn</p> <p><b>Description:</b> For most of us, what hooks us into a story is interesting characters. The best story tellers use their words and devices to create in our minds the images of fully-formed people who make us curious, or hopeful, or even angry. In this SPIN we will read a range of different texts to make sense of ideas about characters. We will deconstruct those texts to unpack some of the tools that story-tellers use to create engaging characters and finally we will implement those tools to generate interesting and engaging character descriptions of our own.</p>	<p><b>Dear Diary [DIARY]</b> English, Eleanor</p> <p><b>Description:</b> Whether you doodle, jot, vent or scribble - diary writing helps the brain regulate emotions and process events. It provides a greater sense of confidence, creative expression and self-identity. In this SPIN we will improve our writing, organise our thoughts and snoop through the private thoughts of other humans (Not your classmates! Literary people!). Note: Your diaries will be private unless you want to share something AND we will *not* be writing our diaries on computers (unless you have a good reason for needing one).</p>	<p><b>Back Story [BKSTRY22]</b> English, Toni</p> <p><b>Description:</b> Ka mua, ka muri. Look backwards to go forwards. Knowing where you came from is a huge part of knowing where you're going. Whether it's that you want to change the direction set in your family and be the first doctor in a whanau of bakers, or you want to follow in your family's talents and continue the legacy of the most amazing bakery ever created. Our backstory contributes to our sense of <b>identity</b>, however we want to relate to that backstory.</p>
<p><b>Movement that matters [MTM]</b> Health &amp; PE, Natasha</p> <p><b>Description:</b> Our bodies are made to move. It's good for us right? But, how do we find movement that matters to us? Who tells us what we <i>should</i> and <i>shouldn't</i> do? We will hear stories of passion and protest, people fighting for what they love to do. We will explore a range of sports and Māori games to discover ways of moving and what they mean to people. Be willing to see yourself and others in a new light and to think about how sport might be more inclusive and accepting of diversity.</p>	<p><b>Passport [PASSPORT]</b> Health &amp; Physical Education, Tome</p> <p><b>Description:</b> Travel the World through sport as we take part in a variety of sports from across the globe. Delving into how sport may influence identity at a personal, interpersonal and societal level. Through this exploration we will consider the impact sport can have on hauora. Some sports we might take part in are; Gaelic football, Kilikiti, Lape, Ki O Rahi and more.</p>	<p><b>Multifaceted [MULTIFAC]</b> English, Amanda</p> <p><b>Description:</b> Multifaceted: Adjective. Having many sides. You are complex. Your identity cannot be pinned down to one aspect or feature that makes you uniquely you. In this SPIN, we will explore the multifaceted nature of identity through stories and poetry. We will look at the ways in which you can hold many different identities at once, and how these mix together to create the one and only YOU.</p>
<p><b>Multiskilz [MAKE]</b> Technology, Tony</p> <p><b>Description:</b> You can make it yourself! Simple designs that you can make with just a few skills and even fewer tools. What makes a good design? Are there some basic features that all good designs have in common? Does your culture guide what you believe is good design? Let's dive in and find out, and at the same time develop some workshop confidence by making a simple design you can use.</p>	<p><b>Fired Up [FIREUP]</b> Health &amp; Physical Education, Anna</p> <p><b>Description:</b> In this spin you will explore some of the many messages that the media transmits about gender and ethnicity in sport and physical activity. You will delve into a range of stereotypes and unpack how they may have influenced your own perspective and experiences with sport and physical activity, in your life so far. You will participate in a range of practical activities that will challenge you to consider the different messages and identify ways to be more inclusive and accepting of diversity.</p>	<p><b>Wildcats [HSM]</b> Health &amp; PE, Elizabeth</p> <p><b>Description:</b> "No, no, no, no, Stick to the stuff you know, If you wanna be cool, Follow one simple rule, Don't mess with the flow, no no, Stick to the status quo." You will explore identity in and through physical activity. We look at what it means to be an individual as well a member of a team/society. We will explore this through "High School Musical" and team sports/games.</p>
<p><b>Persona [PERSONA]</b> P/Arts Drama, Jack</p> <p><b>Description:</b> What makes a person tick? What makes you an individual? These are all things that we will be looking into in this class. You will have the opportunity to delve into the minds of various characters and learn to embody them as performers. For this spin you will need a positive attitude and a willingness to work with others. I look forward to seeing you in 2022.</p>	<p><b>Bits and Pieces [BITSETC]</b> Visual art, Mic</p> <p><b>Description:</b> In this SPIN we will use a variety of collage and drawing techniques to explore different aspects of our identity. In creating a range of artworks, we will develop ideas about personal identity as a whole being composed of many many parts.</p>	<p><b>Spin on Symbols [SPNSMBLS]</b> Visual art, Amanda K</p> <p><b>Description:</b> In this SPIN we will look at the representation of identity in artworks, unpicking the symbols that communicate ideas beyond what we can see in front of us. You will have the opportunity to create your own Identity Portrait using elements that represent you. The technical focus of this SPIN is to learn how to take photographs of a still life, to develop skill in beautiful painting techniques combined with a contemporary SPIN on symbols that will really get you thinking.</p>
<p><b>Music Identity [MUSEID]</b> Music, Jeni</p> <p><b>Description:</b> Who am I? What threads of identity and culture have been "knitted" together to create the unique musical me? How do I relate to this musical world? How is my identity expressed through my musical choices? Music is an amazing way to express your ideas and emotions to the world. In this spin you will focus on developing musical skills involving playing instruments, singing, and learning how to create your own music using Music Tech apps and software.</p>	<p><b>Thoughts [THOUGHTS]</b> P/Arts Drama, Jack</p> <p><b>Description:</b> Feel like there is an inner playwright within? Have a flare for the creative? This is the class for you. In this class we will be learning how to develop our ideas towards writing original stories from the point of view of characters you created.</p> <p>This will have some performance aspects but a larger portion will involve writing.</p>	<p><b>My Food Bag [KAI ]</b> Technology, Marla</p> <p><b>Description:</b> In this Spin we look at various spaces that provide Kai (nourishment) to individuals, the community and across cultures. We will begin with growing our own food sustainably, then explore foraging and come up with a farm to fork dining experience. There is a course fee of \$50 for ingredients and an EOTC Trip.</p>

<p><b>Portraitchur [CHUR]</b> Visual art, Phoebe</p> <p><b>Description:</b> In this SPIN, you will explore a range of art making practices including drawing, printmaking, painting and photography to create a selection of portraits. You will learn about portraiture throughout history and the ways in which art making can be used as a device to capture the essence of someone's identity, not just what they immediately look like. We will unpack the work of famous artists such as Chuck Close, Rita Angus, Frida Khalo and Francis Bacon.</p> <p>If you wish to improve your technical artmaking skills and explore using a range of new creative media - this is the class for you!</p>	<p><b>Nihongo 1 [NIHONGO1]</b> Japanese, Maryann</p> <p><b>Description:</b> If you want to communicate in Japanese or want to enjoy manga or anime without relying on translators or subtitles this is the class for you! Start your Japanese language adventure now. No previous experience required.</p>	<p><b>Tick Tock Boom! [TIKTOKBM]</b> Dance, Megan</p> <p><b>Description:</b> In this SPIN, you will tell the story of who you are by creating a series of Tik Tok style dance videos. What makes someone tick? How do we identify ourselves in the world of social media? What is real and what is fake? You will research, plan, and storyboard your ideas. We will be looking at how culture and identity are expressed through movement and you will discover how dance and performance elements can be used to express identity. How can you combine dance, sound, visual image to communicate your uniqueness? We will look at Tik Tok and the influence of social media on the expression of identity and culture in a dance context. You will explore the elements of dance, try out choreographic devices, and work collaboratively. In this Spin you must be willing to explore new ideas and take risks!</p>
<p><b>Whānau [WHĀNAU]</b> Te Reo Māori (Full Year), Leoni</p> <p><b>Description:</b> In this SPIN you will explore your connection to others.</p>	<p><b>Cool Fans [COOLFANS]</b> Technology, Rachel K</p> <p><b>Description:</b> From ancient Egyptian times through to modern day, the hand fan is both functional, and more often than not, aesthetically beautiful. The fan is a vehicle for showcasing and celebrating cultural or fashion identity through materials used, texture, patterns, shape, and colours. In this Spin you will be identifying the differences in fan style and design from across a broad range of cultures, and honing in on Tuvaluan's flamboyant fans. You will generate your own unique design concepts for a fan that will show off your personal identity, and finish by creating a Fontange shape fan that will help keep you stylishly cool for many summers to come.</p>	<p><b>Self / Other [SELFOTHR]</b> Visual art, Mic</p> <p><b>Description:</b> In this SPIN we will use drawing as a mechanism to explore the line between ourselves and the rest of reality. Is the line where you think it is? Or somewhere else? Is there a line at all?</p>
<p><b>SYMTXT Y9 Num [SYM9221]</b> SYMTX Y9 Num, Beth/Rachel L</p> <p><b>Description:</b> This class is designed for selected students. In this spin we will look at numeracy in real-life contexts and make links from what we already know to new ideas that may seem challenging or overwhelming. We will support you with strategies to use in modules.</p>	<p><b>Kākano 1E [KĀKANO1E]</b> Te Reo Māori Taster, Whaea Leoni</p> <p><b>Description:</b> In this SPIN you will explore ways of sharing information about yourself, your whānau and identity.</p>	<p><b>Kākano 1F [KĀKANO1F]</b> Te Reo Māori Taster, Leoni</p> <p><b>Description:</b> In this SPIN you will explore ways of sharing information about yourself, your whānau and identity.</p>
<p><b>SYMTXT Y9 Lit [TXT9221]</b> SYMTXT Y9 Lit, Rachel L/Kathryn</p> <p><b>Description:</b> This class is designed for selected students. We will be challenging your thinking with literacy tasks to accelerate learning, help you make connections to other learning areas, and support you with strategies to learn in modules.</p>	<p><b>SYMTXT Y10 [SNL10221]</b> SYMTXT Y10, Marion/Rachel L</p> <p><b>Description:</b> This class is designed for selected year 10 students. We will be exploring literacy and numeracy through passion projects and workshops. This class will provide exciting ways to think about aspects of numeracy and literacy and connect them to something you are passionate about.</p>	

# TERM 2 SPINS

# Big Concept: Place & Space

You will select three choices per SPIN line (FS1, FS2, FS3). When making your SPIN selections, check which learning areas are missing from the sets you choose, and make sure these missing learning areas are covered in your SPIN selections.

Social Science	Science	English	Mathematics	Health & PE	The Arts	Technology	Languages	SYMTXT
FS 1								FS 3
<b>Roam [ROAM]</b> Social Science, Kathryn <p><b>Description:</b> There's no place like home! But what if your home was ever-changing and you didn't have one place to call home? What if you moved from place to place in search of food, or because of war or marginalisation? In this SPIN we will explore the lives of nomads, refugees, "gypsies" and travellers. We will make sense by understanding the importance of place and environment - wherever you may roam.</p>	<b>Home [HOME]</b> Social Science, Yasmin <p><b>Description:</b> All groups of people have a home, right? Well....what happens when a group is forced out of their home? How can this happen? What happens to these groups when they arrive in their new space? In this SPIN we will examine groups who have no home, either through war, persecution, land alienation or climate change and how they attempt to adapt to their new homes and whether they have been, or are being, successful. We will look at examples from New Zealand and overseas to improve our understanding of this process.</p>	<b>Connect [LANDLINK]</b> Social Science, Aidan <p><b>Description:</b> What are the things that bind us to place and space, and how do they vary across countries and continents? In this SPIN, we will explore connections of different groups of people to place and space through food, music, storytelling and more.</p>						
<b>Scattered [SCATTER]</b> Social Science, Maddy <p><b>Description:</b> Diaspora: The spread of movement of people from their original homeland. Why do people move away from the place they are born? How does the movement of people around the world affect our societies? In this SPIN, you will explore some of the major diasporas in both recent and historical times. You will consider why people move from their homeland both for reasons in and out of their control. The diaspora of people from India, the movement of refugees from both Syria and Afghanistan as well as the mass movement of the Jewish people from Israel will be some of the case studies you can expect to learn about.</p>	<b>Colonise [COLONISE]</b> Social Science, Nick <p><b>Description:</b> Both people and the planet have been changed dramatically by the act of colonisation in the roughly 3000 years human beings have been moving from one place and resettling in other, distant places. From the ancient Greeks, to the Medieval Arabs and Polynesians to the great European colonising powers of the 16th-19th centuries, human beings have moved en masse into new places. What is colonisation? Why did we do it? How? And what were the impacts, on both those that moved and any peoples already in the destinations? How does this act still impact the world today? These are some questions we will address as we look into one of the most important processes in human history.</p>	<b>Space is Very Very Big [WOWBIG22]</b> Science, Cairan <p><b>Description:</b> Space is big. Really big. You just won't believe how vastly hugely mindbogglingly big it is. I mean you may think it's a long way down the road to the supermarket, but that's just peanuts to space. When confronted by the sheer enormity of distances between the stars, better minds than mine have faltered. Some invite you to consider for a moment a peanut in Wellington and a small walnut in Johannesburg, and other such dizzying concepts. The simple truth is that interstellar distances will not fit into the human imagination. Even light, which travels so fast that it takes most races thousands of years to realize that it travels at all, takes time to journey between the stars. It takes eight minutes from the star Sol to the place where the Earth used to be, and four years more to arrive at Sol's nearest stellar neighbour, Alpha Proxima. In this SPIN we will try to appreciate the scale involved in astronomy, and hopefully find a sense of humility when faced with just how tiny and unlikely we really are.</p>						
<b>Under the Sea [MERMAID]</b> Science, Danielle <p><b>Description:</b> "Just look at the world around you, right here on the ocean floor. Such wonderful things surround you, what more are you looking for? Under the sea, under the sea. Darling it's better, down where it's wetter, take it from me!" In this SPIN we will explore life under the sea. We will look at the incredible ways in which organisms are adapted to live in the extreme depths of the ocean, in shallow tide pools, tropical reefs and more.</p>	<b>Drink Like a Dinosaur [DINOH2O]</b> Science, Alice <p><b>Description:</b> Did you know that the water we drink today is the same water the dinosaurs drank? The atoms and molecules that make up the earth and all living things on it have been recycling for billions of years. In this SPIN, we will explore the chemistry of the earth, ourselves, and the life around us, and how we are all connected. We will use evidence to make meaning of how plants respire, how matter decays, and how we came to be drinking dinosaur urine.</p>	<b>Garden [GARDEN]</b> Maths, Dhiren <p><b>Description:</b> In the age of high density living, we often struggle to create an outdoor space for a herb garden, a greenhouse or generally connect with nature. In this SPIN we will create an outdoor space which would give us joy and relaxation. We will use measurement and geometry skills to optimise the space and get creative.</p>						
<b>High Density [HIDENSTY]</b> Maths, Heidi <p><b>Description:</b> Is Hobsonville Point really 'high density living'? What we view as high density living in NZ isn't necessarily the same in other countries. In this class we will investigate what it means to live in different housing situations around the world and how people maximise the space they have. We will use measurement and geometry skills to create plans for our own high density living environment.</p>	<b>Pandemic [PANDEMIC]</b> Science, James <p><b>Description:</b> Humans historically have dealt with pandemics of various types. We will be investigating a range of pandemics, both current and historical, and attempting to understand how place and space can affect the outcome.</p>	<b>Living the Dream [DREAM]</b> Maths, Judit <p><b>Description:</b> In what sort of spaces do people live in different countries around the world? What is your dream living space? We will research different living arrangements and designs, for example tiny flats in large apartment blocks and the quarter acre Kiwi dream. You will learn measurement and geometry skills and apply them to designing your own living space.</p>						

<p><b>The How of Where and When [WHERWHEN]</b> <b>English</b>, Glenn</p> <p><b>Description:</b> A titanic starship in hyperdrive across a galactic empire. A witch's cottage crumbling on the edge of a snowbound, enchanted forest. A shopping mall crowded with burqa-clad shoppers in glittering, dusty Dubai. A courtroom bristling with tension. A dark basement oozing suspense.</p> <p>Filmmakers and game designers go to great lengths to employ a range of visual and auditory language techniques to make us, their audience, really feel like we are experiencing different places, times, and even realities. In this SPIN we will deconstruct visual text to identify and define some of these techniques in order to understand how they are used to make meaning and stimulate different emotions in the audience. We will learn the components of mise en scene (like lighting, costume and set design) and how these all contribute to our sense of space and place on the screen.</p>	<p><b>Liminal [LIMINAL]</b> <b>English</b>, Eleanor</p> <p><b>Description:</b> A dimly lit elevator emitting garbled music... A hallway with portraits whose eyes follow you... A location where possibilities converge — a crossroads, a battle, an airport, a train station, a hotel, even a school.</p> <p>Liminal spaces are the spaces between one destination and the next. They can also be quite creepy! In this SPIN we will explore visual texts which use liminal spaces to intensify different emotions in the audience and highlight the paths characters take, or don't, and what the choice means for them as well as for the audience. We will deconstruct how filmmakers and other visual creatives use sets to convey ideas on screen, and have a go at pitching and designing our own sets for imaginary film projects.</p> <p>If you want to see a video which shows you an example of a liminal space used on screen to great effect, search "The Wiz - subway scene" on Youtube. Warning! This is not the SPIN for you if you don't enjoy being a wee bit creeped out!</p>	<p><b>Ripple Effects [RPPLFX22]</b> <b>English</b>, Toni</p> <p><b>Description:</b> Your thoughts and actions are like stones dropped into still waters. They create ripples that spread and expand as they move outward. The impact you have on the world is greater than you could ever imagine. Every transformation, just like every ripple, has a point of origin. Every day we impact someone in our own way, creating powerful ripples of aroha, whanaungatanga &amp; manaakitanga. Without giving it a second thought, we are creating ripples in so many different ways. This term we will look at a range of visual texts and explore the concept of actions having ripple effects through spaces and in places.</p>
<p><b>Let's do it [LETSDOIT]</b> <b>Health &amp; Physical Education</b>, Natasha</p> <p><b>Description:</b> What do we do when the going gets tough? How do we manage in challenging situations, in spaces that feel outside our comfort zone? We get our head straight, we get problem solving and we make a plan. We will create and test strategies for success in a range of challenging situations such as: learning a new physical skill/sport, navigating social dilemmas and keeping safe in the outdoors.</p>	<p><b>Mahitahi [MAHITAH]</b> <b>Health &amp; Physical Education</b>, Tome</p> <p><b>Description:</b> Team work makes the dream work! Take part in Adventure Based Learning games that focus on developing your interpersonal skills so that you can contribute confidently and responsibly in group and team situations. You will develop strategies to make sure you can get yourself in the right headspace when working with others.</p>	<p><b>Multifaceted II [MULTIFAC2]</b> <b>English</b>, Amanda</p> <p><b>Description:</b> Multifaceted: Adjective. Having many sides. You are complex. Your identity cannot be pinned down to one aspect or feature that makes you uniquely you. In this SPIN, we will explore the multifaceted nature of identity through film and look at the role of places in shaping our sense of self.</p>
<p><b>Skillbuild [BUILD]</b> <b>Technology</b>, Tony</p> <p><b>Description:</b> You can make it yourself! Simple designs that you can make with just a few skills and even fewer tools. Learn about using and maintaining tools safely. Discover some simple processes that will allow you to create your own products. Become a confident practitioner in the workshop space. Develop your workshop proficiency by making a simple design that has a function at your place.</p>	<p><b>On the Edge [ONEDGE]</b> <b>Health &amp; Physical Education</b>, Anna</p> <p><b>Description:</b> When it comes to outdoor activities, what is outside your comfort zone? Why do you perceive an activity as 'risky' and unsafe, when others don't? In this SPIN you must be prepared to step outside your comfort zone and explore the concept of perceived versus real risk. You will experience a range of challenging activities and apply responsible behaviours to enhance the physical and emotional safety of yourself and others.</p>	<p><b>Azkaban [AZKABAN]</b> <b>Health &amp; Physical Education</b>, Elizabeth</p> <p><b>Description:</b> What is life without taking a little risk? You will explore the concept of challenge and test strategies to improve/change the outcome of challenging situations. This could look like dealing with issues from peer pressure, to dealing with participating in a physically challenging activity that puts you well out of your comfort zone. It's going to be a bumpy ride!</p>
<p><b>Gestures [GESTURES]</b> <b>Drama</b>, Jack</p> <p><b>Description:</b> Physical theatre is a type of performance where physical movement is the primary method of storytelling. In this class we will be learning about the intricate art of physical theatre. We will look at the various aspects of this theatre form and you will create your own piece of physical theatre with a group of your friends.</p>	<p><b>The Darkness [DARKNESS]</b> <b>Visual Arts</b>, Mic</p> <p><b>Description:</b> In this SPIN we will explore the idea of darkness and think about how light can bring shape to it. Through photographic and other techniques we will look to understand the ways we make sense of our surroundings from the photons making their way to us through THE DARKNESS...</p>	<p><b>Space Invaders [SPCNVDRS]</b> <b>Visual Arts</b>, Amanda K</p> <p><b>Description:</b> Art is in our public spaces. It is walked around and driven beside, it is at train stations and in playgrounds, it is at the library and in our parks. However, how often have you considered what these artworks are all about and why they are there? How do Artworks transform a space? How does the environmental context in which an artwork is placed transform the artwork? In this SPIN we will take a closer look at Artworks and their ability to transform and be transformed by the space in which they stand or are constructed. We will then consider our own site specific artwork by transforming our ideas and research into a contextual design for a space of our choice.</p>

<p><b>Musical World [MUSELAND]</b> <b>Music</b>, Jeni</p> <p><b>Description:</b> Music reflects the space and the place it was created and performed in. Music has more than one goal - it can be to express ideas or emotions, and it can be for a special function i.e. celebration, worship, dancing. In this class we will learn how different music from a range of places and spaces was created in a variety of contexts. Through practical and creative musical making we will learn about how music is influenced by the space and place where it was first conceived.</p>	<p><b>Worldwide [WRLDWIDE]</b> <b>P/Arts Drama</b>, Jack</p> <p><b>Description:</b> As the famous saying goes "All the world's a stage, and all the men and women merely players". In this class we will be looking at different styles of theatre around the world and how they are done. You will also have the opportunity to give one ago. This class will also involve some information about the backstage aspect of theatre as well.</p>	<p><b>My Food Bag [MYFDBAG]</b> <b>Technology</b>, Marla</p> <p><b>Description:</b> Are you prepared to be a junior foodie, a budding food enthusiast and a locavore? Then this class is meant to inspire and challenge you to bring your passion and creative energy to understand and apply certain elements of design while preparing food. You will be able to identify, unveil and relate certain food ingredients with historical and cultural significance while becoming junior Masterchefs. In class, you will learn great hacks and tips to infuse, macerate, render, ferment and temper both familiar and unfamiliar food ingredients. At the end you will create your own signature dish and beverage that will be part of your food bag. There is a course fee of \$50 for ingredients and an EOTC Trip.</p>
<p><b>Install [INSTALL]</b> <b>Visual Arts</b>, Phoebe</p> <p><b>Description:</b> In this SPIN, you will be given a space within HPSS that will inspire a large-scale collaborative, art installation. We will learn about sculpture and installation artists all over the globe. Together with your group you will work like real artists, responding to a site specific brief. This class will require you to be creative, innovative, take risks, be strong willed in your ideas and work collaboratively to achieve professional outcomes.</p>	<p><b>Nihongo 2 [NIHONGO2]</b> <b>Japanese</b>, Maryann</p> <p><b>Description:</b> If you want to communicate in Japanese or want to enjoy manga or anime without relying on translators or subtitles this is the class for you! Start your Japanese language adventure now. No previous experience required.</p>	<p><b>Taking it to the streets!! [STREETDANCE]</b> <b>Dance</b>, Megan</p> <p><b>Description:</b> In this SPIN, we are taking it back to the 80's, when kids were doing headspins on cardboard, rap music echoed the streets and Hip Hop dance was taking over the world! We will look at the origins of Street Dance and what it was communicating about that moment in history. You will be tasked with your group to produce a site specific street performance by fulfilling a dance brief. You will be required to adopt the habits by being adventurous, creative, responsive, contributive and purposeful. You must be willing to give things a go, explore and experiment creatively and work collaboratively.</p>
<p><b>Akomanga [AKOMANGA]</b> <b>Te Reo Māori (Full Year)</b>, Leoni</p> <p><b>Description:</b> In this SPIN you will learn language in relation to our learning environment.</p>	<p><b>Be Seated [BESEATED]</b> <b>Technology</b>, Rachel K</p> <p><b>Description:</b> How do we encourage people to stop, linger, enjoy the view, or take in the atmosphere of a public space; to make a connection with it? Provide a bench! Taking inspiration from the local whenua (land) and Māori hītori (history), you will create sketched and draft scale model concepts for an outdoor bench to be situated on your selected section of Te Ara Manawa. Your final bench concept will be modelled digitally using Computer Aided Design (CAD).</p>	<p><b>Labyrinth [LABYRNTH]</b> <b>Visual Arts</b>, Mic</p> <p><b>Description:</b> In this SPIN we will be looking at interference patterns, optical illusions and how artists use them in different ways to mess with the minds of those who view their works. We will use some of these ideas to create artworks of our own; incorporating impossible worlds, brain-bending patterns and a variety of other distortions of reality.</p>
<p><b>Kākano 2E [KĀKANO2E]</b> <b>Te Reo Māori Taster</b>, Whaea Leoni</p> <p><b>Description:</b> In this SPIN you will explore ways of sharing information about yourself, your whānau and identity.</p>	<p><b>Kākano 2F [KĀKANO2F]</b> <b>Te Reo Māori Taster</b>, Whaea Leoni</p> <p><b>Description:</b> In this SPIN you will explore ways of sharing information about yourself, your whānau and identity.</p>	<p><b>SYMTXT Y9 Num [SYM9222]</b> <b>SYMTX Y9 Num</b>, Beth/Rachel L</p> <p><b>Description:</b> This class is designed for selected students. In this SPIN we will look at numeracy in real-life contexts and make links from what we already know to new ideas that may seem challenging or overwhelming. We will support you with strategies to use in modules.</p>
<p><b>SYMTXT Y9 Num [SYM9222]</b> <b>SYMTX Y9 Num</b>, Beth/Rachel L</p> <p><b>Description:</b> This class is designed for selected students. In this SPIN we will look at numeracy in real-life contexts and make links from what we already know to new ideas that may seem challenging or overwhelming. We will support you with strategies to use in modules.</p>	<p><b>SYMTXT Y9 Lit [TXT9222]</b> <b>SYMTXT Y9 Lit</b>, Rachel L/Kathryn</p> <p><b>Description:</b> This class is designed for selected students. We will be challenging your thinking with literacy tasks to accelerate learning, help you make connections to other learning areas, and support you with strategies to learn in modules.</p>	<p><b>SYMTXT Y10 [SNL10222]</b> <b>SYMTXT Y10</b>, Marion/Rachel L</p> <p><b>Description:</b> This class is designed for selected year 10 students. We will be exploring literacy and numeracy through passion projects and workshops. This class will provide exciting ways to think about aspects of numeracy and literacy and connect them to something you are passionate about.</p>

# FOUNDATION Hard Copy SELECTIONS SHEET

Name		<b>MODULES:</b> You will need to select three Module sets out of Set A, B, C, D, E, F and G. These sets will contain coverage for MOST Learning Areas, with the missing areas being covered in your SPINS
NSN		<b>SPINS:</b> You will select <b>three choices</b> per SPIN line (FS1, FS2, FS3). When making your SPIN selections, check which learning areas are missing from the sets you choose, and make sure these missing learning areas are covered in your SPIN selections. (You may be moved into a SPIN that you did not select for learning area coverage if it is not included in your SPIN selections).
Hub Coach		

**ALL** students are required to cover the NZ Curriculum Learning Areas:

Arts, Technology, English, Science, Social Science, Maths, Health & PE Learning Areas and Te Reo Māori. Other languages are optional.

## FOUNDATION MODULE Set A

This set does not contain Social Science or Health & Physical Education

You will need to select at least one Social Science and one Health & Physical Education SPIN

**FM1: SCIPOET**  
Science (Alice)  
English (Amanda)

**FM2: TRIPODA**  
Maths (Rawiri)  
Technology (Rachel K)

**FM3: TUAKIRI**  
Visual Arts (Nicole)  
Te Ao Māori (Whaea Leoni)

## FOUNDATION MODULE Set B

This set does not contain English or Health & Physical Education

You will need to select at least one English and one Health & Physical Education SPIN

**FM1: ROOTS**  
Social Science (Kathryn)  
Visual Arts (Nicole)

**FM2: NOHOTAHİ**  
Science (Andrea)  
Maths (Sally)

**FM3: LINEUP**  
Technology (Tony)  
P/Arts Drama (Jack)

## FOUNDATION MODULE Set C

This set does not contain Health & Physical Education

You will need to select at least one Health & Physical Education SPIN

**FM1: EXODUS**  
English (Glenn)  
Social Science (Nick)

**FM2: SHAPEME**  
Science (Ghada)  
Visual Arts (Amanda K)

**FM3: WEARABLE**  
Technology (Liz)  
Maths (Judit)

## FOUNDATION MODULE Set D

This set does not contain Arts

You will need to select at least one Arts SPIN

**FM1: MARKET**  
Science (Logan)  
Maths (Dhiren)

**FM2: KAIHAKNA**  
Health & Physical Education (Kogi)  
Technology (Marla)

**FM3: INSTAO1**  
English (Eleanor)  
Social Science (Aidan)

## FOUNDATION MODULE Set E

This set does not contain Science

You will need to select at least one Science SPIN

**FM1: INNOUT**  
Health & Physical Education (Natasha)  
Maths (Tanya)

**FM2: BRANDZ**  
Social Science (Kathryn)  
Technology (Tony)

**FM3: TURANGA**  
English (Toni)  
Visual Arts (Michelle)

## FOUNDATION MODULE Set F

This set does not contain Social Science

You will need to select at least one Social Science SPIN

**FM1: BEBODY**  
Health & Physical Education (Elizabeth)  
English (Eleanor)

**FM2: IN2VOID**  
Science (James)  
Visual Arts (Mic)

**FM3: TRIPODF**  
Maths (Rawiri)  
Technology (Rachel K)

## FOUNDATION MODULE Set G

This set does not contain Technology and Maths

You will need to select at least one Technology and one Maths SPIN

**FM1: WHKAPAPA**  
Social Science (Maddy)  
Visual Arts (Phoebe)

**FM2: STOLEN**  
English (Jess)  
Health & Physical Education (Tome)

**FM3: TRACEME**  
Social Science (Kathryn)  
Science (Ghada)

## FOUNDATION MODULE Set H

This set does not contain Technology and Maths

You will need to select at least one Technology and one Maths SPIN

**FM1: POINT**  
Science (Brendan)  
P/Arts Dance (Megan)

**FM2: DISMANTL**  
Social Science (Maddy)  
English (Raegan)

**FM3: UNLEASH**  
Science (Ghada)  
Health & Physical Education (Anna)

## TERM 1 SPINS

All Learning Areas have been colour coded for easy reference. **Select SPINs** that are not covered in Module Sets.

Social Science	Science	English	Mathematics	Health & PE	TheArts	Technology	Languages	SYMTXT
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- All Year 9 students will be assigned to a ONE TERM SPIN (in SPIN 1) of Te Reo Māori in Community based groups. **Term 1: Waiarohia, Term 2: Tiriwa.**

T1, F SPIN 1	T1, F SPIN 2	T1, F SPIN 3
Rebellion [REBEL] Social Science, Kathryn	Isolated? [ISOLATED] Social Science, Yasmin	Refugee [REFUGEE] Social Science, Aidan
Conspiracies and Secret Societies [CULTCON] Social Science, Maddy	Nation [NATION] Social Science, Nick	Electricity Generation and Supply [GENERATE] Science, Cairan
Secrets of the Bones [BONES] Science, Danielle	Living Creatures [LIVING] Science, Alice	All about Money [MONEY] Maths, Dhiren
Number Life [NMBRLIFE] Maths, Heidi	Heart Crooks Brain [HBRAIN] Science, James	Bird of the Year [BIRDY] Maths, Judit
The How of Who [HOWOFWHO] English, Glenn	Dear Diary [DIARY] English, Eleanor	Back Story [BKSTRY22] English, Toni
Movement that matters [MTM] Health & PE, Natasha	Passport [PASSPORT] Health & Physical Education, Tome	Multifaceted [MULTIFAC] English, Amanda
Multiskilz [MAKE] Technology, Tony	Fired Up [FIREUP] Health & Physical Education, Anna	Wildcats [HSM] Health & PE, Elizabeth
Persona [PERSONA] P/Arts Drama, Jack	Bits and Pieces [BITSETC] Visual art, Mic	Spin on Symbols [SPNSMBLS] Visual art, Amanda K
Music Identity [MUSEID] Music, Jeni	Thoughts [THOUGHTS] P/Arts Drama, Jack	My Food Bag [KAI] Technology, Marla
Portraitchur [CHUR] Visual art, Phoebe	Nihongo 1 [NIHONGO1] Japanese, Maryann	Tick Tock Boom! [TIKTOKBM] Dance, Megan
Whānau [WHĀNAU] Te Reo Māori (Full Year), Leoni	Cool Fans [COOLFANS] Technology, Rachel K	Self / Other [SELFOTHR] Visual art, Mic
	Kākano 1E [KĀKANO1E] Te Reo Māori Taster, Whaea Leoni	Kākano 1F [KĀKANO1F] Te Reo Māori Taster, Leoni
SYMTXT Y9 Num [SYM9221] Year 9 Numeracy, Beth/Rachel L	SYMTXT Y9 Lit [TXT9221] Year 9 Literacy, Rachel L/Kathryn	SYMTXT Y10 [SNL10221] SYMTXT Year 10, Marion/Rachel L

# TERM 2 SPINS

All Learning Areas have been colour coded for easy reference. **Select SPINs** that are not covered in Module Sets.

Social Science	Science	English	Mathematics	Health & PE	The Arts	Technology	Languages	SYMTXT
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- All Year 9 students will be assigned to a ONE TERM SPIN (in SPIN 1) of Te Reo Māori in Community based groups. **Term 1: Waiarohia, Term 2: Tiriwa.**

T2, F SPIN 1		T2, F SPIN 2		T2, F SPIN 3	
Roam [ROAM] Social Science, Kathryn		Home [HOME] Social Science, Yasmin		Land Link [LANDLINK] Social Science, Aidan	
Scattered [SCATTER] Social Science, Maddy		Colonise [COLONISE] Social Science, Nick		Space is Very Very Big [WOWBIG22] Science, Cairan	
Under the Sea [MERMAID] Science, Danielle		Drink Like a Dinosaur [DINOH2O] Science, Alice		Garden [GARDEN] Maths, Dhiren	
High Density [HIDENSTY] Maths, Heidi		Pandemic [PANDEMIC] Science, James		Living the Dream [DREAM] Maths, Judit	
The How of Where and When [WHERWHEN] English, Glenn		Liminal [LIMINAL] English, Eleanor		Ripple Effects [RPPLFX22] English, Toni	
Let's do it [LETSDOIT] Health & Physical Education, Natasha		Mahitahi [MAHITAHİ] Health & Physical Education, Tome		Multifaceted II [MULTIFAC2] English, Amanda	
Skillbuild [BUILD] Technology, Tony		On the Edge [ONEDGE] Health & Physical Education, Anna		Azkaban [AZKABAN] Health & Physical Education, Elizabeth	
Gestures [GESTURES] Drama, Jack		The Darkness [DARKNESS] Visual Arts, Mic		Space Invaders [SPCNVDRS] Visual Arts, Amanda K	
Musical World [MUSELAND] Music, Jeni		Worldwide [WRLDWIDE] P/Arts Drama, Jack		My Food Bag [MYFDBAG] Technology, Marla	
Install [INSTALL] Visual Arts, Phoebe		Nihongo 2 [NIHONGO2] Japanese, Maryann		Taking it to the streets!! [STREETDANCE] Dance, Megan	
Akomanga [AKOMANGA] Te Reo Māori (Full Year), Leoni		Be Seated [BESEATED] Technology, Rachel K		Labyrinth [LABYRNTH] Visual Arts, Mic	
		Kākano 2E [KĀKANO2E] Te Reo Māori Taster, Whaea Leoni		Kākano 2F [KĀKANO2F] Te Reo Māori Taster, Whaea Leoni	
SYMTXT Y9 Num [SYM9221]Year 9 Numeracy, Beth/Rachel L		SYMTXT Y9 Lit [TXT9221] Year 9 Literacy, Rachel L/Kathryn		SYMTXT Y10 [SNL10221] SYMTXT Year 10, Marion/Rachel L	