

BRUCE McLAREN INTERMEDIATE SCHOOL

POLICY: CURRICULUM DELIVERY 2008

RATIONALE

The delivery of the New Zealand Curriculum is the prime function of the school. The method and emphasis of the delivery is contingent upon the needs of the students and of the community. These needs are known from community surveys and the results of testing of the children at the beginning of each year.

PURPOSES

To provide clear guidelines for the delivery of the curriculum for 2008 which are also in accordance with the NEGs and NAGs as well as with the respective curriculum statements.

POLICY

By the end of Year 8, each child will, as minimal requirements, have reached the following standards:

Language

1. Show an improvement in attitude towards reading and written language as measured by asTTle.
2. Read and comprehend texts in English at their chronological age level
 - a. Possess and apply a sound knowledge of reading skills:
 - i. Basic phonics, word attack skills and the use of context
 - ii. Critical thinking rather than merely literal comprehension
 - iii. Use of a dictionary and thesaurus
 - iv. Knowledge and use of reference materials including maps, graphs and tables (eg bus and rail timetable)
 - v. Information skills (eg note taking).
3. Use the school library for research utilising the search computers, encyclopaedias and other resource materials.
4. Write logical and sequential factual accounts (essays) with each having:
 - a. An introduction, sequential body, and conclusion
 - b. The correct use of syntax
 - c. A clear demonstration of the use of resource materials
 - d. A clear demonstration of a spelling conscience and the use of the dictionary
 - e. A clear cursive handwritten script.
5. Define and be able to identify nouns, adjectives, verbs, adverbs, conjunctions, the subject and object of a sentence.
6. Write a well presented and correctly formatted formal letter.

Mathematics

1. Have passed the Bruce McLaren Tables and Basic Facts Tests.
2. Have understanding of, and be able to compute accurately in, the four rules of **number** (addition, subtraction, multiplication and division).
3. Have understanding of, and be able to measure and compute in, the main units of measurements; length, weight, time and temperature.
4. Collect and display data using a bar, line or pie graph and interpret these graphs.
5. Know and apply two or more methods of approaching problems in mathematics.

Information and Communication Technology

1. ICT used as an integrated communication tool and the Internet used for research and communication. This to include understanding the need to verify/authenticate any information gained from the Internet. This to be facilitated with a continuation of the

Science

1. Record scientific experiments in a logical way: making a hypothesis, testing it and drawing logical conclusion(s) from the observed data.
2. Have a basic understanding of:
 - a. Solutions, mixtures, emulsions
 - b. Light and lenses
 - c. Air and air pressure (including sound)
 - d. Geology
 - e. Astronomy and the Solar System
 - f. How plants grow
 - g. The main systems of the body (respiratory, digestive, circulatory, nervous)

CONCLUSION

By concentrating upon the fundamental skills of reading, written language, mathematics, science and problem solving the children will gain the necessary skills to enable them to undertake further studies and become independent self-motivated workers. These skills will be associated with the integrated use of ICT so the children utilise the resources of the internet and electronic developments.

In these ways the children will be able to take their places in the future as productive and fully functioning members in New Zealand society.