Prescott College Southern
Middle School
Curriculum Handbook

PRESCOTT COLLEGE SOUTHERN
Seventh-day Adventist Schools (SA) Ltd
140 Pimpala Road, MORPHETT VALE, South Australia 5162
Telephone: (08) 8381 4290
Fax: (08) 8387 3170
Email: office@prescottsouthern.sa.edu.au
Web: **www.prescott.sa.edu.au**

Introduction

At Prescott College Southern, we are proud to be able to offer a diverse range of subjects in our Middle Years Program which are based on the Australian Curriculum. This allows the students in Years 7-9 to tailor their studies to their individual interests and needs. This approach helps to prepare our students for the rigours of the South Australian Certificate of Education (SACE) in Years 10-12.

To provide our students and their families with an overview of the available subjects, we have prepared the Middle School Curriculum Handbook. While we strive to accommodate each student's subject preferences, it is important to note that timetabling constraints and minimum class sizes may limit the availability of some courses.

We trust that the information contained in this handbook will assist our students and their parents in making informed decisions about appropriate academic pathways. For your convenience, this handbook is also accessible on the college website at www.prescottsouthern.sa.edu.au.

Nigel Peterson
(Principal)

Curriculum Vision and Principles

The Vision of Prescott College Southern

Prescott College Southern provides a warm, caring environment where all students can learn to relate positively to other students and staff. It recognises the uniqueness of each individual and priority is given to helping every student develop academically, socially, spiritually, emotionally and physically to the fullest extent possible.

Principles which underpin the vision:

- Participation in a differentiated curriculum
- Development and maturation in both academic ability and physical skills
- Making positive social adjustments
- Building lasting peer relationships
- Cultivating critical thinking and problem-solving skills
- Growing in Christian values
- Creating a sense of pride in themselves and their learning environment
- Learning in a balanced environment where their natural abilities will be challenged

This booklet is designed to assist students to make the right choices as they consider not only next year but also the possibilities that lie beyond.

Table of Contents

MIDDLE YEARS CURRICULUM

Pastoral Care

Pastoral Care is a vital part of the program of the Middle School with students at all year levels being provided with opportunities to be supported and affirmed in their dignity and worth and assisted to grow to their maximum potential in all areas of their lives. As the students increase in their awareness of the world and social issues, programs will be implemented to focus the students on their development as learners as well as foster community awareness and a commitment in all students to respect others and value diversity. Additionally, opportunities will be provided for students to provide mentorship and the development of leadership skills within the school.

Planned Programs for Years 7 & 8 include:

- Religious Studies and Values Education
- Fundraising for Organisations
- Year level camps
- Community projects
- Peer Leader programs
- School Musical Production
- Student Representative Council
- Vocal Ensemble
- Concert Band
- Explore and Challenge Programs – study of Student Well-being including resiliency skills and anti-bullying programs

The Curriculum

In Years 7 & 8 we offer a balance of the Australian curriculum across the nationally agreed eight key areas of learning that are required as part of registration as a Non-Government school in South Australia. This enables the student to experience a range of disciplines, providing them with a solid foundation for decision-making as they move through the school.

The Middle Years are a time for investigating a range of subject areas and each student will need to evaluate their own interest and performance, and plan their career pathway, as they select subjects for the Senior Years.

Year 7/8 Proposed Subjects	***Course Duration***
English	Full Year
Mathematics	Full Year
Science	Full Year
History/Geography/Civics & Citizenship	Full Year
Language – Japanese	Full Year
Religion	Full Year
Health & Physical Education	Full Year
Quest	Full Year
Project Based Learning (PBL)	1 Term
THE ARTS	
Music	1 Term
Art	1 Term
Drama	1 Term
TECHNOLOGY	
Construction (Wood)	1 Term
Digital Technology	1 Term
Food	1 Term
Textiles	1 Term

SUBJECT DESCRIPTORS YEARS 7 & 8

ENGLISH

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 7 and 8, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in both familiar and unfamiliar contexts that relate to the school curriculum, local community, regional and global contexts.

Students engage with a variety of texts for enjoyment. They listen to, read, view, interpret, evaluate and perform a range of spoken, written and multimodal texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts including newspapers, magazines and digital texts, early adolescent novels, non-fiction, poetry and dramatic performances. Students develop their understanding of how texts, including media texts, are influenced by context, purpose and audience.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

Literary texts that support and extend students in Years 7 and 8 as independent readers are drawn from a range of realistic, fantasy, speculative fiction and historical genres and involve some challenging and unpredictable plot sequences and a range of non-stereotypical characters. These texts explore themes of interpersonal relationships and ethical dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts present technical and content information from various sources about specialised topics. Text structures are more complex including chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, unfamiliar technical vocabulary, figurative and rhetorical language, and information supported by various types of graphics.

Students create a range of imaginative, informative and persuasive types of texts, for example narratives, procedures, performances, reports and discussions, and continue to create literary analyses and transformations of texts.

MATHEMATICS

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At Year 7 level:

- **understanding** includes describing patterns in uses of indices with whole numbers, recognising equivalences between fractions, decimals, percentages and ratios, plotting points on the Cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions
- **fluency** includes calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms

- **problem-solving** includes formulating and solving authentic problems using numbers and measurements, working with transformations and identifying symmetry, calculating angles and interpreting sets of data collected through chance experiments
- **reasoning** includes applying the number laws to calculations, applying known geometric facts to draw conclusions about shapes, applying an understanding of ratio and interpreting data displays.

At Year 8 level:

- **understanding** includes describing patterns involving indices and recurring decimals, identifying commonalities between operations with algebra and arithmetic, connecting rules for linear relations with their graphs, explaining the purpose of statistical measures and explaining measurements of perimeter and area
- **fluency** includes calculating accurately with simple decimals, indices and integers; recognising equivalence of common decimals and fractions including recurring decimals; factorising and simplifying basic algebraic expressions and evaluating perimeters and areas of common shapes and volumes of three-dimensional objects
- **problem-solving** includes formulating and modelling practical situations involving ratios, profit and loss, areas and perimeters of common shapes and using two-way tables and Venn diagrams to calculate probabilities
- **reasoning** includes justifying the result of a calculation or estimation as reasonable, deriving probability from its complement, using congruence to deduce properties of triangles, finding estimates of means and proportions of populations.

SCIENCE

In Year 7, students explore the diversity of life on Earth and continue to develop their understanding of the role of classification in ordering and organising information. They use and develop models such as food chains, food webs and the water cycle to represent and analyse the flow of energy and matter through ecosystems and explore the impact of changing components within these systems. They consider the interaction between multiple forces when explaining changes in an object's motion. They explore the notion of renewable and non-renewable resources and consider how this classification depends on the timescale considered. They investigate relationships in the Earth-sun-moon system and use models to predict and explain events. Students make accurate measurements and control variables to analyse relationships between system components. They explore and explain these relationships through appropriate representations and consider the role of science in decision making processes.

In Year 8, students are introduced to cells as microscopic structures that explain macroscopic properties of living systems. They link form and function at a cellular level and explore the organisation of body systems in terms of flows of matter between interdependent organs. Similarly, they explore changes in matter at a particle level, and distinguish between chemical and physical change. They begin to classify different forms of energy, and describe the role of energy in causing change in systems, including the role of heat and kinetic energy in the rock cycle. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations. They make predictions and propose explanations, drawing on evidence to support their views while considering other points of view.

HUMANITIES

Humanities provides students with an introduction to the four key learning areas – History, Geography, Societies and Cultures and Social Systems. Skills taught include source analysis, report writing, research and mapping. Indigenous Studies will form part of this subject, focusing on an understanding of the Australian Indigenous culture.

LANGUAGE - JAPANESE

The Languages program is based on the Australian Curriculum and develops students understanding through reading, writing, listening, and speaking the language. Students learn to speak and write the language of Japanese through the activities that explore and develop linguistic and cultural aspects of the language. Students are exposed to the Japanese culture to develop an appreciation of life outside of Australia.

RELIGION

This program is based on the Encounter Curriculum developed by the Adventist Schools Australia and covers a range of areas including exploring the values found in society and the Bible, investigating the life of Bible characters, and Jesus' life while he was here on earth.

HEALTH AND PHYSICAL EDUCATION

The Year 7 & 8 Health and Physical Education Australian curriculum expands students' knowledge, understanding and skills to help them achieve successful outcomes in classroom, leisure, social, movement, and online situations. Students learn how to take positive action to enhance their own and others' health, safety, and wellbeing. They do this as they examine the nature of their relationships and other factors that influence people's beliefs, attitudes, opportunities, decisions, behaviours, and actions. Students demonstrate a range of help-seeking strategies that support them to access and evaluate health and physical activity information and services.

The curriculum for Years 7 and 8 supports students to refine a range of specialised knowledge, understanding and skills in relation to their health, safety, wellbeing, and movement competence and confidence. Students develop specialised movement skills and understanding in a range of physical activity settings. They analyse how body control and coordination influence movement composition and performance and learn to transfer movement skills and concepts to a variety of physical activities. Students explore the role that games and sports, outdoor recreation, lifelong physical activities, and rhythmic and expressive movement activities play in shaping cultures and identities. They reflect on and refine personal and social skills as they participate in a range of physical activities.

QUEST

Quest is a Year 7 to 10 student well-being program with a personalised sequence of wellbeing lessons created to support our secondary students and each of our learning levels. Quest uses features like live polls and competitive quizzes to help students engage in some of the following wellbeing topics:

- Anxiety Management
- Building Connections
- Belonging
- Social Media
- Respectful Communication
- Character Strengths
- Mindfulness
- Coping with Conflict
- Gratitude
- Bullying
- Identity
- Purpose

PROJECT BASED LEARNING (PBL)

Project Based Learning (PBL) blends content mastery, meaningful work, and personal connection to create powerful learning experiences, in terms of both academic achievement and students' personal growth. Students actively engage with PBL projects that provide real-world relevance for learning. Students can solve problems that are important to them and their communities. A great project can be transformative for students. Seeing a real-world impact gives them a sense of agency and purpose. Students gain skills valuable in today's workplace and in life, such as how to take initiative, work responsibly, solve problems, collaborate in teams, and communicate ideas. Students enjoy using a spectrum of technology tools from research and collaboration through product creation and presentation.

THE ARTS

MUSIC

In Year 7 and 8 Music, students:

- build on their aural skills by identifying and manipulating rhythm, pitch, dynamics and expression, form and structure, timbre and texture in their listening, composing and performing
- aurally identify layers within a texture
- sing and play independent parts against contrasting parts
- recognise rhythmic, melodic and harmonic patterns and beat groupings
- understand their role within an ensemble and control tone and volume
- perform with expression and technical control
- identify a variety of audiences for which music is made
- draw on music from a range of cultures, times and locations as they experience music
- explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of techniques used in traditional and contemporary styles of music as they explore form in music
- explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture as they make and respond to music
- consider social, cultural and historical contexts of music
- evaluate the expressive techniques used in music they listen to and experience in performance
- maintain safety, correct posture and technique in using instruments and technologies
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.

DRAMA

In Year 7 and 8 Drama, students:

- build on their understanding of role, character and relationships
- use voice and movement to sustain character and situation
- use focus, tension, space and time to enhance drama
- incorporate language and ideas and use devices such as dramatic symbol to create dramatic action and extend mood and atmosphere in performance
- shape drama for audiences using narrative and non-narrative dramatic forms and production elements
- draw on drama from a range of cultures, times and locations as they experience drama
- explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles of drama, including contemporary styles developed by Aboriginal and Torres Strait Islander dramatists, as they explore drama forms
- explore meaning and interpretation, forms and elements including voice, movement, situation, space and time, and tension as they make and respond to drama
- consider social, cultural and historical influences of drama
- evaluate the directors' intentions and expressive skills used by actors in drama they view and perform
- maintain safety in dramatic play and in interaction with other actors
- build on their understanding from previous bands of the roles of artists and audiences as

they engage with more diverse performances.

ART

In Year 7 and 8 Art, students:

- build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
- extend their thinking, understanding and use of perceptual and conceptual skills
- continue to use and apply appropriate visual language and visual conventions with increasing complexity
- consider the qualities and sustainable properties of materials, techniques, technologies and processes and combine these to create and produce solutions to their artworks
- consider society and ethics, and economic, environmental and social factors
- exhibit their artworks individually or collaboratively, basing the selection on a concept or theme
- document the evolution of selected art styles and associated theories and/or ideologies
- reflect on the 'cause and effect' of time periods, artists and art styles influencing later artists and their artworks
- draw on artworks from a range of cultures, times and locations as they experience visual arts
- explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of techniques used in traditional and contemporary styles as they explore different forms in visual arts
- identify social relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia, and explore how these are reflected in developments in visual arts
- design, create and evaluate visual solutions to selected themes and/or concepts through a variety of visual arts forms, styles, techniques and/or processes as they make and respond to visual artworks
- develop an informed opinion about artworks based on their research of current and past artists
- examine their own culture and develop a deeper understanding of their practices as an artist who holds individual views about the world and global issues
- acknowledge that artists and audiences hold different views about selected artworks, given contexts of time and place, and established ideologies
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- build on their experience from the previous band to develop their understanding of the roles of artists and audiences.
- build on their experience from the previous band to develop their understanding of the roles of artists and audiences.

TECHNOLOGY

CONSTRUCTION TECHNOLOGY (WOOD)

Safe working methods and machine operating procedures are introduced, with students gaining an understanding in using machines in a practical situation. Students will work with a range of technologies and materials including wood and plastics constructions.

FOOD/TEXTILES TECHNOLOGY

Food Technology introduces students to a general insight into 3 major areas - Food and Nutrition, Clothing and Textiles.

Food and Nutrition introduces student to nutrition, basic food handling, and practical cookery skills. Clothing and textiles looks at the basic skills in using the sewing machine and care of clothing and textiles.

DIGITAL TECHNOLOGY

In Digital Technologies we will aim to develop the knowledge, understanding and skills to ensure that, individually and collaboratively, students:

- Design, create, manage and evaluate sustainable and innovative digital solutions to meet and redefine current and future needs
- Use computational thinking and the key concepts of abstraction; data collection, representation and interpretation; specification, algorithms and implementation to create digital solutions
- Confidently use digital systems to efficiently and effectively automate the transformation of data into information and to creatively communicate ideas in a range of settings
- Apply protocols and legal practices that support safe, ethical and respectful communications and collaboration with known and unknown audiences

Apply systems thinking to monitor, analyse, predict and shape the interactions within and between information systems and the impact of these systems on individuals, societies, economies and environments.

YEAR 9 CURRICULUM

The transition from Year 8 to Year 9 is an exciting one. For the first time, students are able to make some choices about subjects they would like to study. Having choice also means that students must take greater responsibility for their learning. This is the time they start to seriously consider their pathway to employment, further education and training.

YEAR 9 PROGRAM STRUCTURE

Core

All Year 9 students undertake the following CORE programs:

- English
- Geography (1 Semester)
- Health & Physical Education
- History (1 Semester)
- Quest
- Mathematics
- Religion
- Science

Electives

Year 9 students are able to choose from the following Elective Subjects:

The Arts

- Art
- Drama
- Music
- Photography

Design and Technology

- Digital Media & Technologies
- Electronic Systems
- Food with Flair
- Material Design & Construction
- Try-A-Trade

Other

- Athlete Development Program
- Japanese
- Scientific Innovations
- Sports Science

Year 9 Overview	
Semester 1	***Semester 2***
Assembly (1)	Assembly (1)
English (8)	English (8)
Mathematics (8)	Mathematics (8)
Science (8)	Science (8)
Religion Education/Chapel (9)	Religion Education/Chapel (9)
History (5)	Geography (5)
Health & Physical Education (5)	Health & Physical Education (6)
Quest	Quest
Elective 1 (7)	Elective 4 (7)
Elective 2 (7)	Elective 5 (7)
Elective 3 (7)	Elective 6 (7)

( ) = Lessons allocated per fortnight

Electives	***Course Duration***
Art	1 or 2 semesters
Athlete Development Program	1 semester
Drama	1 semester
Digital Technologies	1 semester
Electronic Systems	1 semester
Food with Flair	1 or 2 semesters
Japanese	1 or 2 semesters
Material Design & Construction	1 or 2 semesters
Music	1 or 2 semesters
Photography	1 or 2 semesters
Sports Science	1 or 2 semesters
Scientific Innovations	1 semester
Try-A-Trade	1 or 2 semesters

COMPULSORY SUBJECTS

ENGLISH

Course overview

The English curriculum is built around the three interrelated strands of language, literature and literacy. Together, the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed.

In Years 9 and 10, students interact with peers, teachers, individuals, groups and community members in a range of face-to-face and online/virtual environments. They experience learning in familiar and unfamiliar contexts, including local community, vocational and global contexts.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. These include various types of media texts, including newspapers, film and digital texts, fiction, non-fiction, poetry, dramatic performances and multimodal texts, with themes and issues involving levels of abstraction, higher order reasoning and intertextual references. Students develop a critical understanding of the contemporary media and the differences between media texts.

The range of literary texts for Foundation to Year 10 comprises Australian literature, including the oral narrative traditions of Aboriginal and Torres Strait Islander Peoples, as well as the contemporary literature of these two cultural groups, and classic and contemporary world literature, including texts from and about Asia.

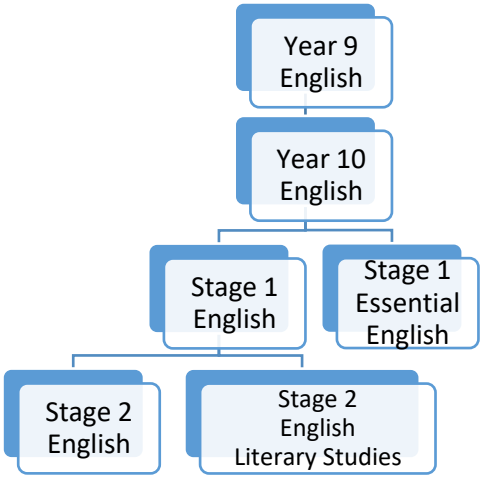
Literary texts that support and extend students in Years 9 and 10 as independent readers are drawn from a range of genres and involve complex, challenging and unpredictable plot sequences and hybrid structures that may serve multiple purposes. These texts explore themes of human experience and cultural significance, interpersonal relationships, and ethical and global dilemmas within real-world and fictional settings and represent a variety of perspectives. Informative texts represent a synthesis of technical and abstract information (from credible/verifiable sources) about a wide range of specialised topics. Text structures are more complex and include chapters, headings and subheadings, tables of contents, indexes and glossaries. Language features include successive complex sentences with embedded clauses, a high proportion of unfamiliar and technical vocabulary, figurative and rhetorical language, and dense information supported by various types of graphics presented in visual form.

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures, performances, reports, discussions, literary analyses, transformations of texts and reviews.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include: written tasks, presentations, and group discussions.

English Pathway



GEOGRAPHY

Course overview

All Year 9 students are required to complete this Australian Curriculum Subject. There are two units of study in the Year 9 curriculum for Geography: 'Biomes and food security' and 'Geographies of interconnections'.

'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food and fibre production. This unit examines the biomes of the world, their alteration and significance as a source of food and fibre, and the environmental challenges of and constraints on expanding food production in the future. These distinctive aspects of biomes, food production and food security are investigated using studies drawn from Australia and across the world.

'Geographies of interconnections' focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The content of this year level is organised into two strands: geographical knowledge and understanding, and geographical inquiry and skills.

A framework for developing students' geographical knowledge, understanding and skills is provided through the inclusion of inquiry questions and specific inquiry skills, including the use and interpretation of maps, photographs and other representations of geographical data.

The key inquiry questions for Year 9 are:

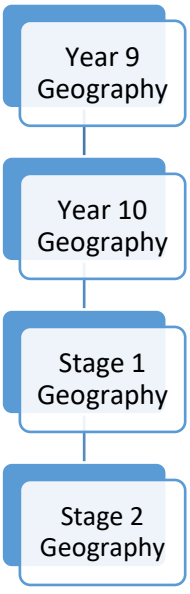
- What are the causes and consequences of change in places and environments and how can this change be managed?
- What are the future implications of changes to places and environments?
- Why are interconnections and interdependencies important for the future of places and environments?

These strands are interrelated and have been developed to be taught in an integrated manner, and in ways that are appropriate to specific local contexts.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include assignments, practicals, and tests through the development of texts, as well as using a range of communication forms (oral, graphic, written) and digital technologies.

Geography Pathway



HEALTH & PHYSICAL EDUCATION

Course overview

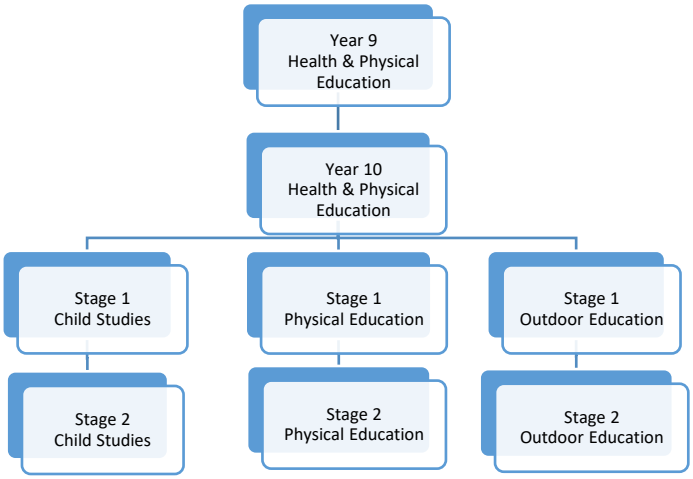
The Year 9 and 10 curriculum supports students to refine and apply strategies for maintaining a positive outlook and evaluating behavioural expectations in different leisure, social, movement and online situations. Students learn to critically analyse and apply health and physical activity information to devise and implement personalised plans for maintaining healthy and active habits. They also experience different roles that contribute to successful participation in physical activity, and propose strategies to support the development of preventive health practices that build and optimise community health and wellbeing.

In Years 9 and 10, students learn to apply more specialised movement skills and complex movement strategies and concepts in different movement environments. They also explore movement concepts and strategies to evaluate and refine their own and others' movement performances. Students analyse how participation in physical activity and sport influence an individual's identities, and explore the role participation plays in shaping cultures. The curriculum also provides opportunities for students to refine and consolidate personal and social skills in demonstrating leadership, teamwork and collaboration in a range of physical activities.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include written assignments, presentations, tests, and practical performance.

Heath and Physical Education Pathway



HISTORY

Course overview

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the 'war to end all wars'.

The content provides opportunities to develop historical understanding through key concepts, including evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability. These concepts may be investigated within a particular historical context to facilitate an understanding of the past and to provide a focus for historical inquiries.

The history content at this year level involves two strands: historical knowledge and understanding, and historical skills. These strands are interrelated and have been developed to be taught in an integrated way, and in ways that are appropriate to specific local contexts.

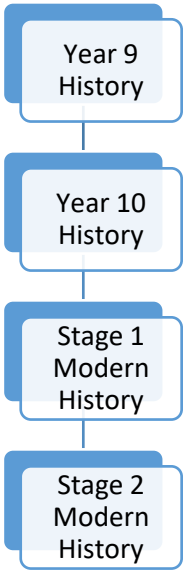
A framework for developing students' historical knowledge, understanding and skills is provided by inquiry questions through the use and interpretation of sources. The key inquiry questions for Year 9 are:

- What were the changing features of the movements of people from 1750 to 1918?
- How did new ideas and technological developments contribute to change in this period?
- What was the origin, development, significance and long-term impact of imperialism in this period?
- What was the significance of World War I?

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include assignments, practicals, and tests through the development of texts, as well as using a range of communication forms (oral, graphic, written) and digital technologies.

History Pathway



QUEST

Quest is a Year 7 to 10 student well-being program with a personalised sequence of wellbeing lessons created to support our secondary students and each of our learning levels. Quest uses features like live polls and competitive quizzes to help students engage in some of the following wellbeing topics:

- Anxiety Management
- Building Connections
- Belonging
- Social Media
- Respectful Communication
- Character Strengths
- Mindfulness
- Coping with Conflict
- Gratitude
- Bullying
- Identity
- Purpose

MATHEMATICS

Course overview

The proficiency strands **understanding, fluency, problem-solving** and **reasoning** are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics. The achievement standards reflect the content and encompass the proficiencies.

At this year level:

- **understanding** includes describing the relationship between graphs and equations, simplifying a range of algebraic expressions and explaining the use of relative frequencies to estimate probabilities and of the trigonometric ratios for right-angle triangles
- **fluency** includes applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing

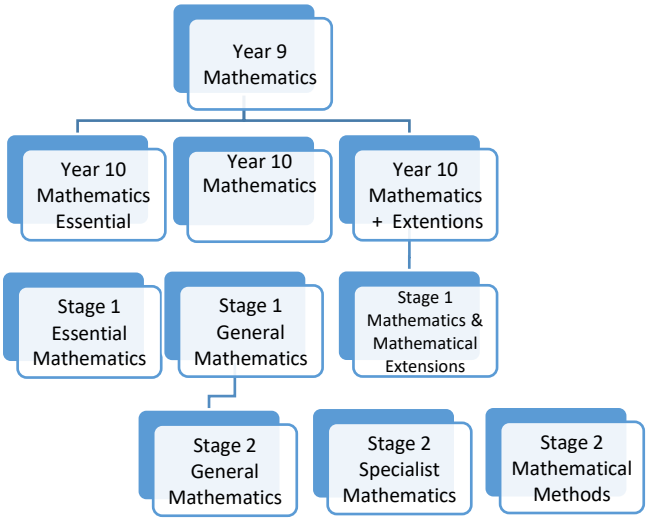
outcomes for experiments, developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms

- **problem-solving** includes formulating and modelling practical situations involving surface areas and volumes of right prisms, applying ratio and scale factors to similar figures, solving problems involving right-angle trigonometry and collecting data from secondary sources to investigate an issue
- **reasoning** includes following mathematical arguments, evaluating media reports and using statistical knowledge to clarify situations, developing strategies in investigating similarity and sketching linear graphs.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include: practical activities, reports, projects, tests, and Mathematical Pathways online assessments.

Mathematics Pathway



RELIGION

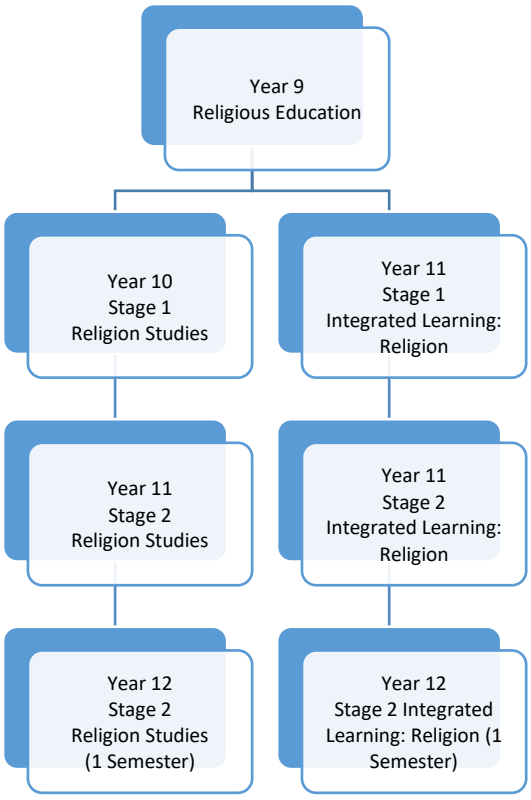
Course Overview

This program, based on the Encounter Curriculum developed by the Adventist Schools Australia, covers a range of areas including exploring the values found in society and the Bible, investigating the life of Martyrs, looking at Daniel; his identity and vision, of the beasts relating to Bible prophecy, and Jesus' life while he was here on earth.

Assessment

Students are assessed against the Encounter Curriculum. Evidence may include written testing & presentations.

Religion Pathway



SCIENCE

Course overview

The science inquiry skills and science as a human endeavour strands are described across a two-year band. The three strands of the curriculum are interrelated and their content is taught in an integrated way. The order and detail in which the content descriptions are organised into teaching and learning programs are decisions to be made by the teacher.

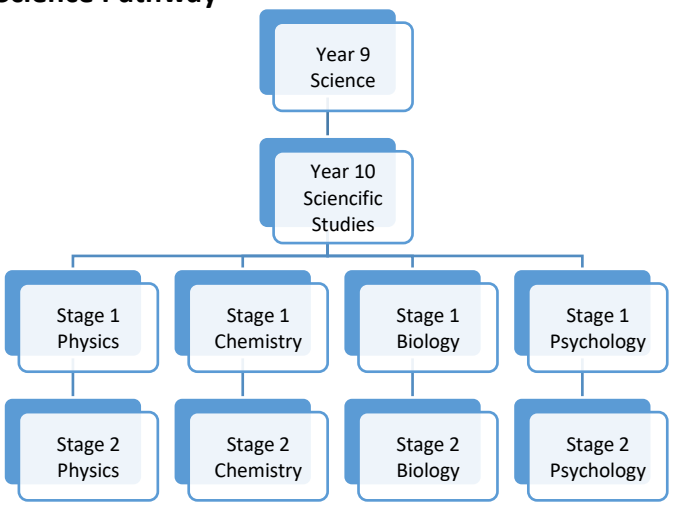
Over Years 7 to 10, students develop their understanding of microscopic and atomic structures, how systems at a range of scales are shaped by flows of energy and matter and interactions due to forces, and develop the ability to quantify changes and relative amounts.

In Year 9, students consider the operation of systems at a range of scales. They explore ways in which the human body as a system responds to its external environment and the interdependencies between biotic and abiotic components of ecosystems. They are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. They are introduced to the concept of the conservation of matter and begin to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global systems such as continental movement.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include participation and performance in practical activities, reports, projects, and tests.

Science Pathway



ELECTIVE SUBJECTS

THE ARTS

ART

Duration of Course

1 or 2 Semesters

Course overview

In Year 9 Art, students:

- build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints
- refine their personal aesthetic through working and responding perceptively and conceptually as an artist, craftsperson, designer or audience
- identify and explain, using appropriate visual language, how artists and audiences interpret artworks through explorations of different viewpoints
- research and analyse the characteristics, qualities, properties and constraints of materials, technologies and processes across a range of forms, styles, practices and viewpoints
- adapt, manipulate, deconstruct and reinvent techniques, styles and processes to make visual artworks that are cross-media or cross-form
- draw on artworks from a range of cultures, times and locations as they experience visual arts
- explore the influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- reflect on the development of different traditional and contemporary styles and how artists can be identified through the style of their artworks as they explore different forms in visual arts
- identify the social relationships that have developed between Aboriginal and Torres Strait Islander people and other cultures in Australia, and explore how these are reflected in developments of forms and styles in visual arts
- use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks
- adapt ideas, representations and practices from selected artists and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience
- extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
- build on their experience from the previous band to develop their understanding of the roles of artists and audiences.

The focus will be on the Design Process that links with Year 10 Art.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include creating, listening, viewing, exploring, and responding.

DRAMA

Duration of Course

1 or Semester

Course overview

Students choosing to enrol in Drama must be prepared to participate in all practical sessions and work cooperatively with a wide range of students. All students must be prepared to perform their Group and Solo Performance Projects for other classes. Students develop their improvisation and character skills in a range of class and performance tasks. They study the use of stereotypes in dramatic works, and learn to manipulate stereotypes to present points of view. Students develop their expressive skills, and learn to shape ideas in a range of realistic and non-naturalistic acting and performance styles. They complete evaluations of their own and others' work. Students will be given the opportunity to view theatre performances.

In Drama, students:

- refine and extend their understanding and use of role, character, relationships and situation
- extend the use of voice and movement to sustain belief in character
- maintain focus and manipulate space and time, language, ideas and dramatic action
- experiment with mood and atmosphere, use devices such as contrast, juxtaposition and dramatic symbol and modify production elements to suit different audiences
- draw on drama from a range of cultures, times and locations as they experience drama
- explore the drama and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles of drama and that dramatists can be identified through the style of their work, as they explore drama forms
- explore meaning and interpretation, forms and elements, and social, cultural and historical influences of drama as they make and respond to drama
- evaluate actors' success in expressing the directors' intentions and the use of expressive skills in drama they view and perform
- maintain safety in drama and in interaction with other actors
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse performances.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include written tasks, reflections, and reviews. Practical assessments include solo performances, group projects, and workshop participation.

MUSIC

Duration of Course

1 or 2 Semesters

Course overview

Students choosing to enrol in Music must be prepared to participate in all practical sessions and work cooperatively with a wide range of students. All students must be prepared to perform their Group Performance to the class, other classes, and at school community events such as, Music Showcase Evening, and/or a Chapel Service. Students not already learning an instrument, or participating in the vocal ensemble, are encouraged to take up instrumental tuition, or participate in the vocal ensemble, as this assists in developing performance skills and provides the necessary background for those considering future music studies.

In Music, students:

- continue to develop their aural skills as they build on their understanding and use of the elements of music
- extend their understanding and use of more complex rhythms and diversity of pitch and incorporate dynamics and expression in different forms

- extend their use of and identification of timbre to discriminate between different instruments and different voice types
- build on their understanding of their role within an ensemble as they control tone and volume in a range of styles using instrumental and vocal techniques
- extend technical and expressive skills in performance from the previous band
- draw on music from a range of cultures, times and locations as they experience music
- explore the music and influences of Aboriginal and Torres Strait Islander Peoples and those of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles as they explore music forms
- reflect on the development of traditional and contemporary styles of music and how musicians can be identified through the style of their music
- explore meaning and interpretation, forms and elements, and social, cultural and historical contexts of music as they make and respond to music
- evaluate performers' success in expressing the composers' intentions and expressive skills in music they listen to and perform
- maintain safety, correct posture and technique in using instruments and technologies
- build on their understanding from previous bands of the roles of artists and audiences as they engage with more diverse music.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include tasks such as theory and aural tests, music styles, and compositions. They are assessed on their performances and participation in class rehearsals.

PHOTOGRAPHY

Duration of Course

1 or 2 Semesters

Course overview

In Year 9 Photography, students:

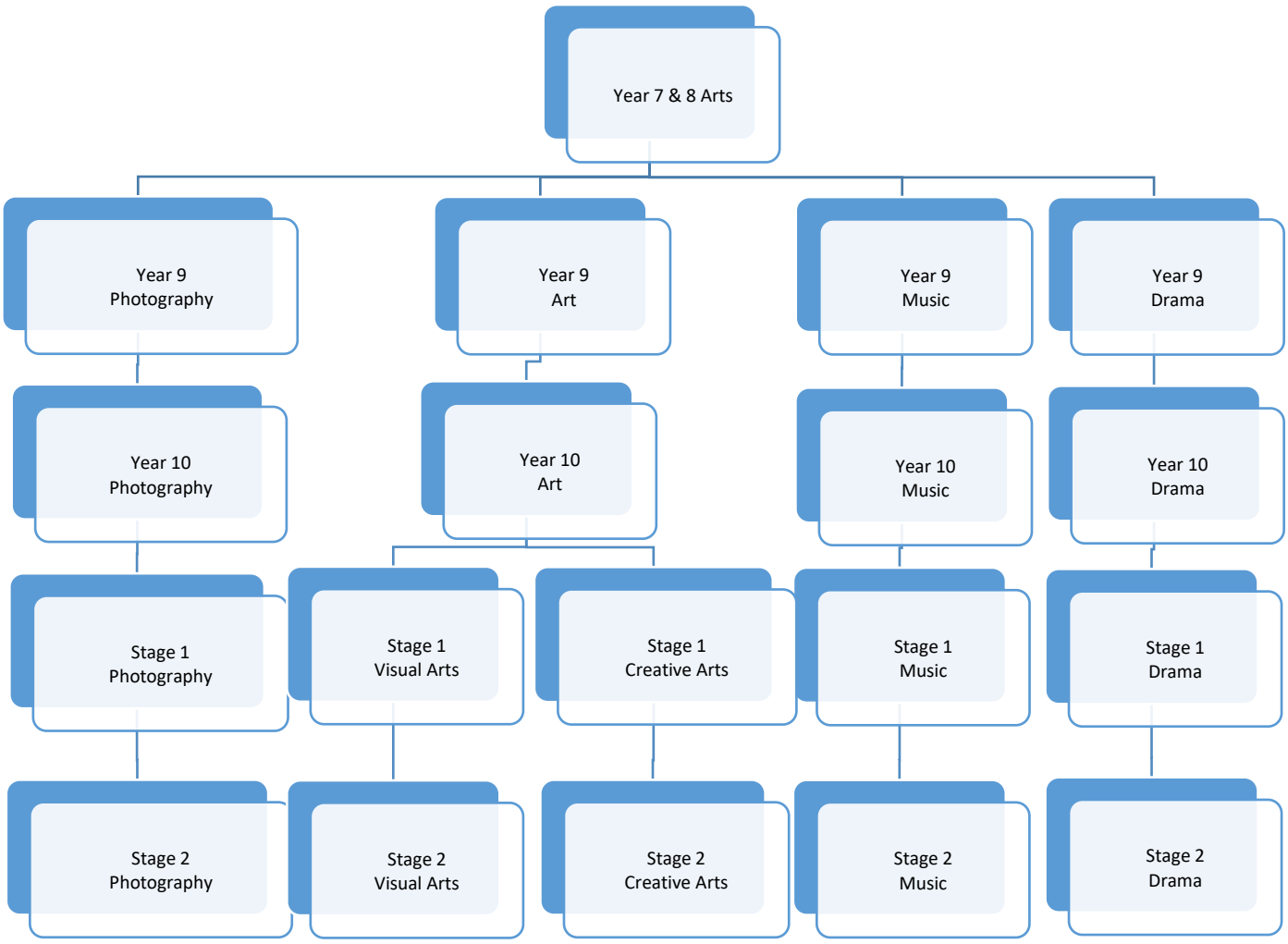
- refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions
- extend the use of time, space, sound, movement and lighting as they use technologies
- analyse the way in which audiences make meaning and how audiences interact with and share media artworks
- draw on media arts from a range of cultures, times and locations as they experience media arts
- explore the media arts and influences of Aboriginal and Torres Strait Islander Peoples and of the Asia region
- learn that Aboriginal and Torres Strait Islander people have converted oral records to other technologies
- learn that over time there has been further development of different traditional and contemporary styles as they explore media forms
- explore the representation of relationships that have developed between Aboriginal and Torres Strait Islander Peoples and other cultures in Australia and how these may influence their own artistic intentions in making media artworks
- explore meaning and interpretation, forms and elements, and social, cultural and historical influences of media arts as they make and respond to media artworks
- consider the local, global, social and cultural contexts that shape purpose and processes in production of media artworks
- evaluate the social and ethical implications of media arts

- maintain safety in use of technologies and in interaction with others, including the use of images and works of others
- maintain ethical practices and consider regulatory issues when using technology
- build on their understanding from previous bands of the roles of artists and audiences as students engage with more diverse media artworks.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include creating, listening, viewing, exploring, and responding.

Arts Pathways



DESIGN & TECHNOLOGY

DIGITAL TECHNOLOGIES

Duration of Course

1 Semester

Course overview

Year 9 Digital Technologies is designed to build on the skills that have been developed in previous years. Learning in Digital Technologies focuses on further developing understanding, and skills in computational thinking, such as, precisely and accurately describing problems, and the use of modular approaches to solutions. It also focuses on engaging students with specialised learning in preparation for vocational training or learning in the senior secondary years.

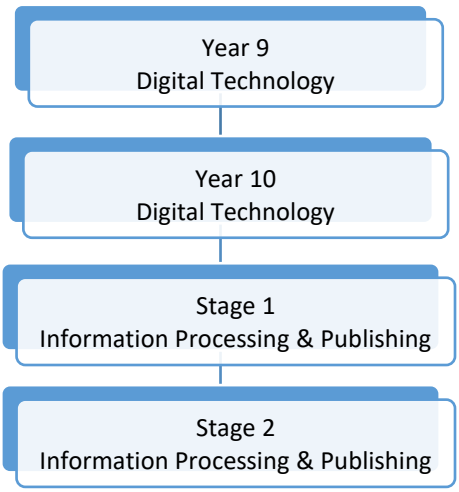
This Australian Curriculum Learning Area is organised around two strands

- Digital Technologies Knowledge and Understanding
- Digital Technologies Process and Production Skills

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include the completion of design briefs that involves investigation and design skills, production, analysing, and evaluating processes.

Digital Technology Pathway



FOOD WITH FLAIR

Duration of Course

1 or 2 Semesters

Course overview

Year 9 Food Technology students' study a range of topics including: food for special occasions, food selection and health, food science, food in Australia. Students engage in a range of theoretical and practical learning experiences to study into, and demonstrate, skills related to the above areas.

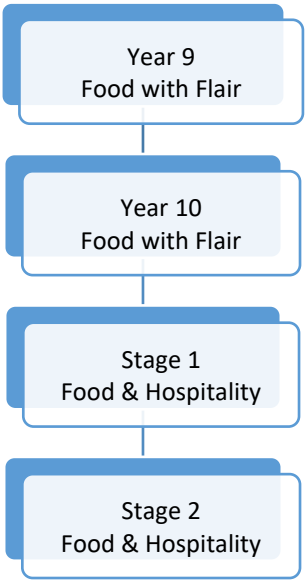
This Australian Curriculum Learning Area is organised around two strands

- Design and Technologies Knowledge and Understanding
- Design and Technologies Process and Production Skills

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include tests, presentations, and research tasks.

Food Technology Pathway



TECHNOLOGY – MATERIAL DESIGN & CONSTRUCTION / ELECTRONIC SYSTEMS

Duration of Course

Material Design & Construction 1 or 2 Semesters
Electronic Systems 1 Semester

Course overview

Studies in Design and Technology provide students with the opportunities to develop technological capabilities through planning, developing and refining design concepts, selecting appropriate materials, carrying design through systems to completion and appraising the outcome. Students develop construction skills in the areas of Woodwork, Metalwork and Plastics using 3D printing by introducing students to a range of equipment, machines and hand tools that assist in the construction process. In Electronics students develop skills in circuits, machines and mechanics.

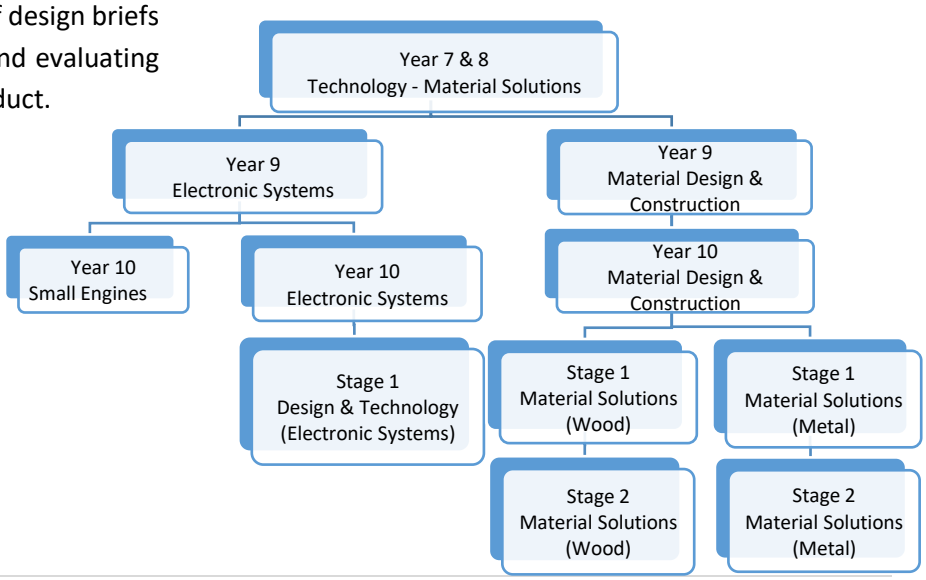
This Australian Curriculum Learning Area is organised around two strands

- Design and Technologies Knowledge and Understanding
- Design and Technologies Process and Production Skills

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills and understanding that students are expected to develop and demonstrate through their learning. Evidence may include the completion of design briefs using investigation, design, analysing and evaluating processes, and the completion of a product.

Design and Technology Pathway



TRY-A-TRADE

Duration of Course

1 or 2 Semesters

Course Overview

The Try-A-Trade program is designed to engage students in understanding a range of career opportunities available through domestic trades.

The program aims to

- Develop a broader understanding and awareness of domestic trades.
- Equip students with the skills and confidence to know how to take the next step. Exposing them to future possibilities in the form of certificate level courses, traineeships and apprenticeships.

Some of the Trade options may include:

- Plumbing
- Electrotechnology
- Engineering
- Automotive
- Construction

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include the completion of design briefs that involves investigation and design skills, production, analysing, and evaluating processes.

SUBJECT CHOICES: OTHER

ATHLETE DEVELOPMENT PROGRAM

Duration of Course

1 Semester

Course Overview

In the Athlete Development Program, students gain the knowledge, skills, and understanding necessary to explore and pursue careers in the sporting industry while focusing on athlete development. This program emphasizes the significance of athlete development in various contexts, highlighting how these factors influence an athlete's career and overall development. Through this program, students delve into the experience of being an athlete, exploring aspects such as training routines, nutrition, breathwork, & sports psychology methods. They learn what it takes to be a successful coach, including the skills and knowledge needed to guide and develop athletes, and they work towards achieving an attainment level 0 coaching course. The course will involve organizing and participating in local primary school carnivals and SACSA events.

Positions for this development program are limited. To participate, students must submit a half-page application outlining their interest, which will be reviewed by PE staff.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include unit tests, coaching demonstrations, collaborative presentations, and performances.

JAPANESE

Duration of Course

1 or 2 Semesters

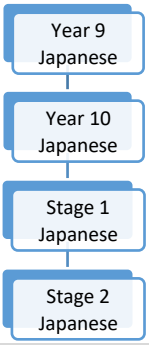
Course overview

The Japanese course offered to Year 9 students builds on their Year 7 & 8 studies. The program is based on the Australian Curriculum and develops students' understanding, and skill through reading, writing, listening, and speaking the target language. In Year 9, students will continue building their knowledge of katakana and kanji characters, and begin developing their independence when creating both written and spoken texts in Japanese. Students will have the opportunity to study Japanese culture, and enjoy strengthening their language skills through a variety of songs, class work, videos, technology, and assignments. We will look at manga (Japanese comics) to improve upon students' current knowledge of adjectives and particles, as well as understand common Japanese writing conventions such as onomatopoeia. Students will also look at celebrations in Japan, strengthening their appreciation for different cultures, and build confidence in their textual compositions and fluency.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include assessment through class work, tests, and tasks including four communication areas of listening, speaking, reading and writing.

Language Pathway



SCIENTIFIC INNOVATIONS

Duration of Course

1 Semester

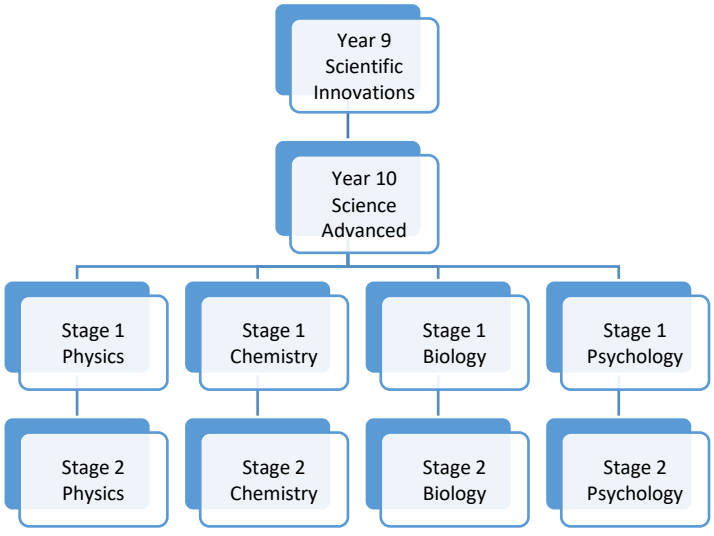
Course overview

The Science Innovations course is designed to allow for learning experiences, relating scientific concepts to real-life situations. The course is aligned to the Australian Curriculum; STEM-based learning experiences allow students to make connections across disciplines, rather than learning about subjects in isolation. Students will connect with, and engage in, learning experiences through exploration.

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include written assignments, presentations, tests, and practical performance.

Science Pathway



SPORTS SCIENCE

Duration of Course

1 or 2 Semesters

Course Overview

Sports Science aims to develop the knowledge and skills relevant to human movement including anatomy, physiology, psychology, and biomechanics. This course also aims to enhance students' capacity to participate effectively in physical activity and sport, leading to improved quality of life for themselves and others. This is achieved through exploring sport, and physical activity, from a coaching, administrative, performance, and community perspective. The course has a strong focus on communication, decision-making, planning, and problem-solving capabilities. These are explored through three key modules: Foundations of Physical Movement, Physical Activity and Sport in Australia, and Enhancing Participation and Performance. *Sports science is an academically rigorous course.*

Assessment

Students are assessed against the Achievement Standards of the Australian Curriculum. The Achievement Standards outline the knowledge, skills, and understanding that students are expected to develop and demonstrate through their learning. Evidence may include unit tests, coaching demonstrations, collaborative presentations, and performances.

Sports Science/Physical Education Pathway