Prescott College Southern
Middle Years Curriculum

because your child matters..........
A message from the Principal

The decision of Prescott Primary Southern to extend to an R-12 school will provide further educational opportunities for students in southern Adelaide.

This booklet provides an overview of the proposed programs to be offered in the Middle School (Years 7 –9). Year 8 will begin in 2012. In setting up a Middle School our goal is to provide a formal education that is responsive and appropriate to the developmental needs of young adolescents. The Curriculum Overview provides students, parents and caregivers information in regards to subjects to be offered and details of each of the learning areas and the range of activities planned for the pastoral care sessions.

As a nation we have embarked upon another significant change in Education – The National Curriculum – and due to this still being in the development stage, we have made our decisions for curriculum based on the current SACSA (South Australian Curriculum) while recognizing that this will most probably change with the implementation of the national curriculum.

We look forward to 2012 with anticipation and know that as we work towards developing the facilities and program for ongoing education at Prescott Southern we will be providing a much-needed facility in Southern Adelaide.

Christine Clark
Principal
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 7-9 include:

- Religious Studies and Values Education
- Fundraising for Organizations
- Duke of Edinburgh Award
- Outdoor Education
- Orientation Camp
- Year level camps
- Community projects
- Peer Leader programs
- School Production
- Anti-harassment and bullying programs
- Student Representative Council
- Career Planning and transition Portfolio
- School Choir
- Concert Band

The Curriculum

In Years 7-9 we will offer a balance of curriculum across the nationally agreed eight key areas of learning that are required as part of registration with the Non-Government Schools Registration Board. 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 about what suits their individual needs and pathways. 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.
## Proposed Year 7 & 8 Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>full year</td>
</tr>
<tr>
<td>Mathematics</td>
<td>full year</td>
</tr>
<tr>
<td>Science</td>
<td>full year</td>
</tr>
<tr>
<td>Language – Japanese</td>
<td>full year</td>
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<tr>
<td><strong>The Arts</strong></td>
<td></td>
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<tr>
<td>Music</td>
<td>full year</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>1 semester</td>
</tr>
<tr>
<td>Drama</td>
<td>full year</td>
</tr>
<tr>
<td>Studies of Society and Environment</td>
<td>1 semester</td>
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<tr>
<td><strong>Technology</strong></td>
<td></td>
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<tr>
<td>Construction (Manual Arts)</td>
<td>1 semester</td>
</tr>
<tr>
<td>Communication</td>
<td>1 semester</td>
</tr>
<tr>
<td><strong>Health and Personal Development</strong></td>
<td></td>
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<tr>
<td>Sport</td>
<td>full year</td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>1 semester</td>
</tr>
<tr>
<td>Home Economics</td>
<td>1 semester</td>
</tr>
</tbody>
</table>

## Subject Descriptors Years 7 & 8

**English/ English as a Second Language**

In year 7 & 8 the skills of reading and viewing, writing, speaking and listening are developed. Students are exposed to a range of texts and supported in developing an understanding of the way texts are produced and the role of the audience in constructing meaning. Students are supported so that they can further develop their skills to write correctly, expressively and with detail. Oral work is an important part of the English program, with students being encouraged to express their own ideas appropriately and with confidence.

**Mathematics**

Mathematics covers the strands of:

- Number
- Measurement
- Spatial and geometric reasoning
- Patterns and Algebraic reasoning
- Exploring Analyzing and Modeling Data
Science

Science in Years 7 & 8 involves all the major areas of science including an introduction to laboratory skills and safety. The curriculum is consistent with the SACSA strands and includes:
- Earth and Space – Earth Processes, Space
- Energy Systems - Electricity, Forces
- Life Systems – Classification of organisms, Nature and Habitats of Living Systems
- Matter – Substances and Reactions, Matter and its properties

Language - Japanese

The Languages program is based on the SACSA Framework 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.

Students who have English as a Second Language or have Special Needs may not be required to complete this subject but rather engage in other learning more relevant to their specific needs.

The Arts

Music

Students will gain a general overview of Music, basic reading of music and the use of musical instruments, tools and ICT processes. Basic performance and instrumental skills with an overview of Music within society will form part of this subject.

Drama

In this subject students will develop basic skills of improvisation, vocal expression, mime and movement. The concept of characterization will be developed through the study of body language. Script devising and writing as well as performance to a community group will form part of this learning area.

Visual Arts

Students will be introduced to the fundamental skills and processes of art making and be encouraged to express individuality in their projects. Appreciation of works of visual art, artists and various cultures will be explored.

Studies of Society and the Environment

Society and Environment 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.
Technology

Communication Technology

This subject will provide a general introduction to the variety of areas offered in this learning area. The course is designed to enable students to make better use if IT resources incorporating databases, spreadsheets, presentation, CAD Graphics, web page design and digital photography.

Construction Technology (Manual Arts)

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 metal constructions.

Health and Personal Development

Sport

Students will have the opportunity to engage in a range of Sports throughout the year as part of this learning area. This will include practical activities on a weekly basis.

Health and Physical Education

Health and physical education is concerned with helping students develop an understanding of themselves and how to make good decisions in regards to their personal health and fitness. There is a focus on the contribution of physical activity to growth and functioning as well as the establishment of a positive self-esteem and relationships. This Learning Area is organised around three strands

- physical activity and participation
- personal and social development
- health of individuals and communities.

Home Economics

Home Economics introduces students to a general insight into 3 major areas - Food and Nutrition, Clothing and Textiles and Personal Development.

Food and Nutrition introduces student to nutrition and 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. Personal Development looks at the teaching and implementation of various life skills.
Proposed Year 9 Subjects

<table>
<thead>
<tr>
<th>Subject</th>
<th>Duration</th>
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<tbody>
<tr>
<td>English</td>
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<td>Language – Japanese</td>
<td>full year</td>
</tr>
<tr>
<td>Sport</td>
<td>full year</td>
</tr>
<tr>
<td>Studies of Society and Environment</td>
<td>1 semester (min)</td>
</tr>
<tr>
<td>Design and Technology</td>
<td>1 semester (min)</td>
</tr>
<tr>
<td>Construction (Manual Arts)</td>
<td></td>
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<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Integrated</td>
<td></td>
</tr>
<tr>
<td>Health and Personal Development</td>
<td>1 semester (min)</td>
</tr>
<tr>
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Students will be able to choose subjects depending on their area of interest and possible career path.

Senior Schooling Years 10-12

The South Australian Certificate of Education (SACE) is a qualification awarded to students who successfully complete their senior secondary education (Years 11 and 12). The SACE has recently been updated and strengthened to ensure it meets the needs of students, families, higher and further education providers, employers and the community. The SACE certificate will help students develop the skills and knowledge needed to succeed – whether they are headed for further education and training, university, an apprenticeship or straight into the workforce. The certificate is based on two stages of achievement: Stage 1 (normally undertaken in Year 11) and Stage 2 (Year 12). Students will be able to study a wide range of subjects and courses as part of the SACE.

The new SACE began in 2009 with the introduction of a compulsory subject called the Personal Learning Plan (PLP), normally undertaken in Year 10. As part of this subject a student will consider their aspirations and research reliable career information to help them make appropriate subject choices and map out their future. Students will work towards goals they need to achieve as they progress through school towards work, training or further study.

The Personal Learning Plan will help students:
- Identify and research career paths and options (including further education, training and work).
- Choose appropriate SACE subjects and courses based on plans for future work and study.
- Consider and access subjects and courses available in and beyond school.
- Review their strengths and areas they need to work on, including literacy, numeracy and information and communication technology (ICT) skills.
- Gain skills for future employment.
- Identify goals and plans for improvement.
- Review and adjust plans to achieve goals.

The Personal Learning Plan will contribute 10 credits towards the SACE certificate.
As part of the SACE students will:

- Receive credits for many different forms of education and training (such as academic subjects, learning a trade, TAFE, vocational training and community service) provided they are recognized by the SACE Board.
- Be able to return to their studies at any time in the future to complete the SACE without losing credit for work already undertaken.
- Receive A-E grades in every Stage 1 and Stage 2 SACE subject.
- Be expected to gain and demonstrate essential skills and knowledge for their future, focusing on communication, citizenship, personal development, work and learning.
- Have 30 per cent of their work in every Stage 2 subject externally assessed. This will be done in various ways, including exams, practical performances and presentations.
- Have external moderators check the school-assessed requirements of Stage 2 subjects to ensure consistent grading across the State.

Prescott Southern plans to offer 3 pathways for students in their journey towards the completion of their SACE Certificate:

University
TAFE
Apprenticeship/ Traineeship/ Work placement

Details of the Senior School Curriculum will be made available following the outcome of the National Curriculum implementation.