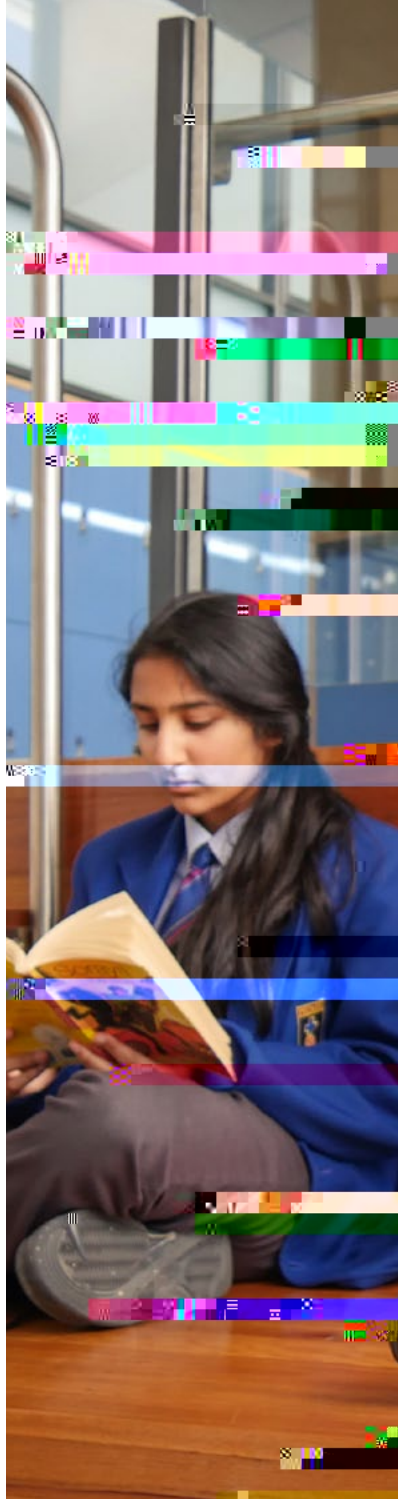


PEOPLE

Middle School

# 2024 Curriculum Handbook



## Pedare's Vision

Fostering partnerships with families that enable students to:

- excel in learning
- be globally focused
- have a strong sense of self-worth
- make a difference in the community.



## IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognising their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners, we strive to be:

### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas

### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

# Contents

Principal's Message.....



# Principal's Message

At Pedare our vision is to work in partnership with families to provide an exceptional program of learning, inclusive of every student.

of self-worth in our students by prioritising wellbeing. Through the establishment of respectful relationships between staff and students we ensure the individual needs of each young person is at the core of their Pedare experience.

Through our focus on exceptional learning and teaching, and the commitment of our dedicated staff, Pedare has a proud history of outstanding academic achievement. Senior School students

diverse. We inspire our students to develop knowledge, skills, capabilities and attitudes relevant to their aspirations, and we take pride in offering pathways to success for all students. In Years 11 and 12 students complete Stages

exceptional staff who challenge students to push the limits of what they believe to be possible.

broad and diverse range of co-curricular opportunities. This allows every student to explore their passions creatively, in an environment where they are encouraged to unlock and grow their unique gifts and talents.

The College motto is , and every student is provided with the opportunity to explore what this means for them.

We are united by our common goal of fostering inquisitive minds and developing compassionate, respectful young people who encapsulate our Anglican and Uniting Church values. Students are encouraged to contribute meaningfully to society, making a difference to others by imagining better ways.

*James Tamblyn*



**James Tamblyn**  
College Principal



**At Pedare, our vision is to work in partnership with families to provide an exceptional program of learning...**



## From the Deputy Principal - Teaching and Learning

The knowledge, skills, attributes and experiences garnered throughout an International Baccalaureate education, are a child's forever.

# Introduction

**This Curriculum Handbook has been prepared to provide parents and students with subject information for learning pathways from Year 6 through to Year 9.**

The curriculum is organised according to The Australian Curriculum

# Year 6 Curriculum





## Mathematics

In Year 6 Mathematics students' study three content strands: number and algebra, measurement and geometry, and statistics and probability.

 **One Year** || 



## Sciences

focus on climate, states of matter, electricity, change and our environment.

 **One Year** ||  **Compulsory**

**Subject Description:** In Year 6, students





## Physical and Health Education

relationships, developing self esteem, puberty, mindfulness, invasion games, movement and energy.

 **One Year** ||  **Compulsory**





## SPARK (Innovation and Agency)

focus on 'learning how to learn' through individualised, innovative and creative learning experiences. Students solve real problems and engage in rich, thematic learning that inspires them.

 **One Year** ||

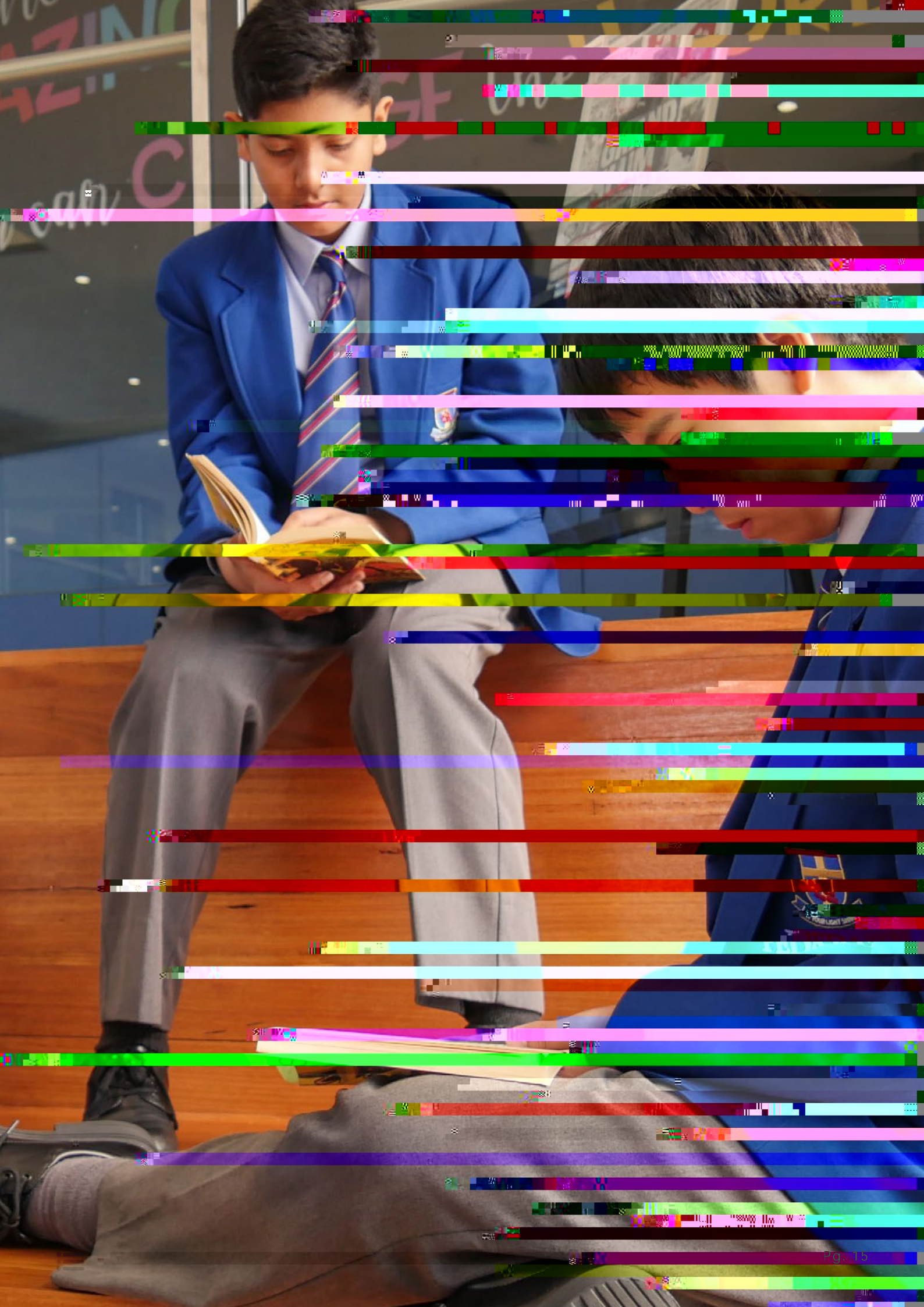


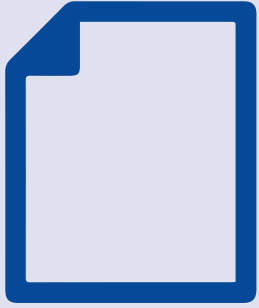
## Music



In Year 6 Music students are part of an exciting and special Instrument Journey







# Year 7 Curriculum

care from a Junior School and gently support our learners to be able to cope with greater independence and opportunities as they move towards Senior School.

Core teacher, with a strong focus on relationships and care.

Students engage in a range of compulsory subjects including

Christian Life.

Students can choose **two**

**Design Technology**

**Digital Technologies**

**Food Technology**

**Sustainability**

**AIR (Automated Intelligence Response)**

All Year 7 students will complete a full year of Visual Art and of Music.

**Students are strongly encouraged to study Digital Technologies for a semester at least once in either Year 7 or Year 8.**





## Mathematics



In Year 7 Mathematics students' study three content strands: number and algebra, measurement and geometry, and statistics and probability.





**Sciences**





## Physical and Health Education

teams, coaching methodologies, developing





## **SPARK (Innovation and Agency)**

focus on individualised, innovative and creative learning experiences. Students solve real problems and engage in rich, thematic learning that inspires them.






**Music**





## Design Technology

In Year 7 students explore contemporary, real world problems that are linked to a local or







## AIR (Automated Intelligence Response)

In Year 7 students will design, prototype and test solutions in a scaled environment.

 **One Semester** ||





# Year 8 Curriculum

As our students move into Year 8, they move into our Dual-Core model teachers and more choice in their elective subjects. Students engage in a range of compulsory subjects including

Life.

Year 8 students engage in Arts electives throughout the year exposing them to many of our specialist offerings. Students are able to choose **four out of five Arts electives** including Music, Visual Arts, Drama and Dance.

Year 8 students will also engage in a range of specialist offerings including





## Sciences

In Year 8 Sciences students have a





# Physical and Health Education

in teams, analysing and evaluating data,  
innovation and creativity, and healthy lifestyle.

 **One Year** || 









## Language Acquisition (German or Chinese)

pets, body parts, weather, directions, daily routines, hobbies, sports, food and drink, shopping.


 **One Year** ||





## Music Creations

In Year 8 Music students develop their understanding of Music through various practical and engaging activities.



## Graphic Design

In Year 8 Graphic Design - Students explore the design principles of Graphic Design and process to create graphic works of art. They will expand their knowledge of aesthetics through practical exploration with digital programs and cameras. The course has

on design process, studio practice and industry skills.

 **One Sem772mr** ||  **Elective**

**Subject Description:** Students will learn about graphic design principles and produce a series of original and creative graphic solutions using the design process. Students will follow the design process to respond to a real-world problem to develop a brief and

graphically presented. Student projects offer individual and collaborative opportunities to create graphic products from their original images. Students expand their knowledge of the visual conventions.

**Assessment:** Students are assessed through process journals, practical tasks



## Drama

In Year 8 Drama explores scripts, improvisation and develops ideas and skills to convey messages to an audience.

 **One Term** ||  **Elective**





## Product Design

In Year 8 Product Design has a focus on creativity, problem solving and design skills.

 **One Semester** ||  **Elective**

**Subject Description:** In this course students will demonstrate creativity and

of motion and existing products to create their

will manufacture their product using a wide range of machines and hand tools within the workshop. Their completed dragster will race against their peers and the product will

identify areas of achievement and potential improvement.

**Assessment:** Students are assessed through various theoretical and practical tasks.

## Digital Technologies



Film and



# Year 9 Curriculum

Year 9 students explore a learning experience through various expert staff and more subject choices, which is designed to prepare students for their Senior School years ahead.

Students remain in a Core class that engage in a range of compulsory subjects including Mathematics, Language and

Year 9 students are able to **choose four electives (will study two in each semester)** and are encouraged to study at least one Arts and

## Arts

**Music**

**Graphic Design**

**Visual Art - 2D**

**Visual Art - 3D**

**Art and Anarchy**

**Drama**

## Technology

**Food Technology**

**Product Design**

**Digital Technologies**

**Sustainability**

**Film & Media Studies**

## Science

**Health & Physical Education**

**STEM**

**Specialist Physical Education**



# Mathematics



on atoms, carbon cycle, ecosystems, chemical reactions, homeostasis, disease and tectonics.

**One Year** ||  **Compulsory**

**Subject Description:** In Year 9, students explore the operation of systems at multiple 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 alpha and beta decay. They learn that matter can be transformed through chemical change and that these changes play an important role in biological systems. They are introduced to the concept of the conservation of matter and energy to develop a more sophisticated view of energy transfer. They begin to apply their understanding of energy and forces to global processes such as continental movement.

**Assessment:** Students are assessed through guided inquiry tasks, practicals, research tasks, tests and experiments.

## (Humanities)

In Year 9 Individuals and Societies

biomes, food security, interconnections, industrial revolution, Australia and World

understanding of Civics and Citizenship

 **One Year** ||  **Compulsory**

**Subject Description:** In Year 9, students continue to study History, Geography, Civics and Citizenship and

develop greater depth in their knowledge and skills of historical inquiry through their study

of the expansion with consideration to the effects

of World War 1. In Geography students learn about Biomes, Food Security and Interconnections. Students also explore the role of local Government through Civics and Citizenship, as well as global

issues and Business.

**Assessment:** Students are assessed through guided inquiry tasks, research tasks and source analysis.





# Physical and Health Education





## Pedare Passage

The Pedare Passage is a rite of passage from the Middle School to the Senior School and

competence in practical ways, and from the growth of self-reliance and independence.

 **One Year** ||  **Compulsory**

### **Subject Description:**

Pedare's developing adolescents through emotional and physical challenges.



## **PART TWO: Positive Education**

The journey through Pedare's Middle School begins with a child feeling secure and 'at home' at school. The Pedare wellbeing model has been developed aligned with the and aims to build positive learning environments and integrate positive education into our delivery of pastoral care.

Positive education is the combination of traditional education principles with the study of

## **PART THREE: Outdoor Education Experience**

Preparation and completion of a comprehensive expedition where students are challenged independence, embracing challenges and developing resilience.

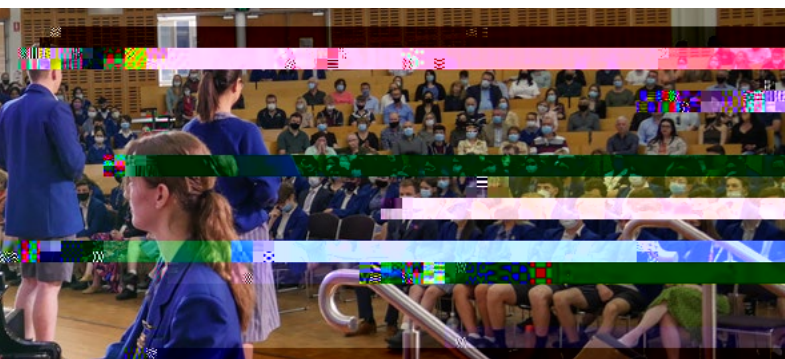
**Assessment:** Students are assessed through their Community Project.

their Community Project.



**Language Acquisition  
(German or Chinese)**





into concepts of harmony and composition as they complete arrangements of music for a

## Visual Art - 2D

In Year 9 Visual Art - 2D, students create artworks and respond to themes using traditional art materials, processes and

on drawing, painting and printmaking.

 **One Semester or Full Year**

 **Elective**

**Subject Description:** Students will explore various approaches to visual art through drawing, painting and printmaking. Students will build on their awareness of artist

## Visual Art - 3D

In Year 9 Visual Art - 3D, students create artworks and respond to themes using sculptural materials, techniques and

focus on sculptural art to produce artwork in the 3rd Dimension. Students explore and apply a range of sculpture materials such as; clay, wire and unconventional methods.

 **One Semester** ||  **Elective**

**Subject Description:** Students will explore various approaches to sculptural art using materials such as clay, wire and experimentation with unconventional materials. They explore some of the

how artistic representations communicate intentions through the manipulation of the art elements. Students are encouraged to conceptualise and develop representations of themes, concepts or subject matter and to experiment with their developing personal style. Through the manipulation of materials, techniques and processes they develop the ability to plan artworks that represent their individual artistic intention.

**Assessment:** Students are assessed through process journals, practical tasks





## Drama

focus on stage make-up, realism, and script writing.

 **One Semester or Full Year**

 **Elective**

**Subject Description:** Students explore the conventions of theatre, design and drama through stage make-up. This skill development and workshop process of stage make-up

inspired by Junior School students at Pedare who act as clients. Students are expected to consult with their Junior School clients, develop the design, and deliver for the client their face paint. Students also explore realism through scriptwriting and performance. Students explore







## Food Technology

In Year 9 Food Technology students have a  
food, nutrition and practical application.

 **One Semester** ||  **Elective**

**Subject Description:**



# Digital Technologies

In Year 9 Digital Technologies students immerse in data analytics, programming and advanced technologies such as robotics.

 **One Semester**



## Film and Media Studies

In Year 9 Film and Media Studies has a



# Sustainability





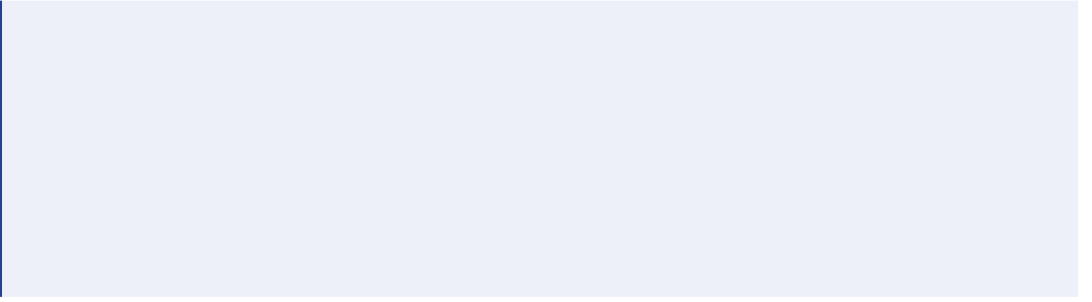


# Middle School Key Staf

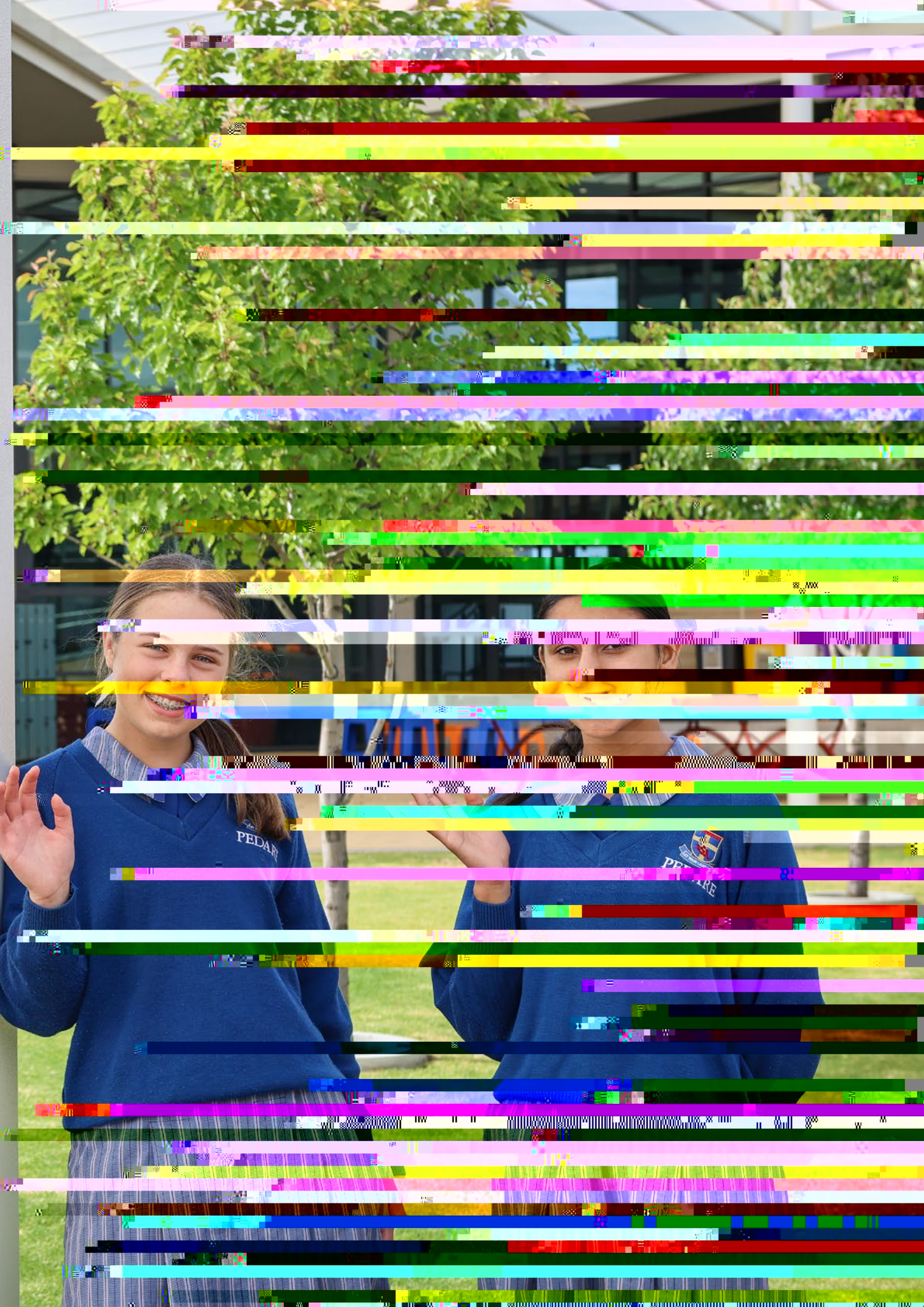




## Middle School Key Staf









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