

**Gold Creek School
Year 9/10 Electives
2021/2022**



Dear Parents, Carers and Students,

At Gold Creek School, we are pleased to be able to offer a wide range of educational choices for selection in 2021 & 2022 designed to provide students with a balanced and manageable learning program and one that is underpinned by the values and mission of the school as an IB World School. Elective Modules are aimed at providing students with the opportunity to explore more deeply options that support their personal academic and career goals as well as areas of talent/interest.

For 2021, students in year 9 and 10 will be required to select from Rotation Year A Semester 1 and 2, one Elective Preference and three Reserves for each semester. Efforts will be made to place student in their 1st preference subject where possible, however, due to class size restriction some students may be placed in a 2nd, or 3rd or 4th preference subject. Students should consider their preferences carefully, based on academic and career pathways and special areas of interest. All classes have a limit to the number of students that can enrol; however, every effort will be made for students to be placed in their first or second preference class.

For Semester 2, students in years 9 and 10 will also be asked to select a Language and Literature and a Physical and Health Education elective. More details on these selections will be made available to students in Term 2, 2021. This information will be provided in the Semester 2 Subject Guides.

In 2021 Gold Creek School families will be asked to pay a one-off Elective Contribution of \$60 either through the Book Pack or directly to the school. Please also be aware that some electives will have additional excursion or camp costs.

****Please Note****

- Any of the courses in this guide can only run if enough students are enrolled and we have teachers to run them. Some practical courses have smaller class sizes, according to Occupational Health and Safety recommendations.
- Current Year 9 students will not be able to choose an elective they have previously completed in 2020.
- It is recommended that each student does at least one Arts module and one Design module by the end of Year 10.
- If a student selects, and is placed Advanced Outdoor Education, this is a yearlong course and they will automatically be placed in this elective for Semester 2. A prerequisite for choosing Advanced Outdoor Education is the successful completion of an Outdoor Education PE elective in 2020. Outdoor Education will be offered as a Physical and Health Education elective in Semester 2 for students who would like to choose this course in 2021.

Thank you for your support in this matter.

Regards

Angela Spence
Principal

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SUMMARY OF 9/10 ELECTIVE MODULES

	SUMMARY OF 9/10 ELECTIVE MODULES			
	Year A – Semester 1	Year A – Semester 2	Year B – Semester 1	Year B – Semester 2
The Arts	Dance: Ready to Perform Drama: Children’s Theatre Music: Bach to the Future Visual Arts: Art and Culture	Dance: Styles, Techniques & Choreographic Devices Drama: The Performer in Focus Music: All you Need is Music Visual Arts: Making a Mark	Dance: Journey Through Dance Styles Drama: Original Works Music: The Power of Chords Visual Arts: Creations in Clay	Dance: Performance Application & Techniques Drama: Independent Unit Music: The Sound of Musicals Visual Arts: Images with Impact
Design	Digital Design Food: Basic Ingredients and Methods Product Design Textiles: Fibres to Fabric	Digital Designers Food: Methods for Recipe Design Design: Materials, Design & Technology Textiles: Sustainable Fashion	Digital Design Food: Design a Diet Product: Design and Technology Textiles: Fashion and Design	Digital Designers Food: Cooking for Others Product: Design Studio Textiles: Welcome to Textile Art
Interdisciplinary	Psychology	Psychology	Psychology	Psychology
Physical & Health Education	Advanced Outdoor Education (Year Long Module)		Advanced Outdoor Education (Year Long Module)	
		<u>PE Electives</u> Court Sports Girls Group Hold It and Hit It Outdoor Education Personal Fitness		<u>PE Electives</u> Court Sports Girls Group Hold It and Hit It Outdoor Education Personal Fitness
Language and Literature		<u>Language and Literature Electives</u> Horror Crime Fiction Science Fiction/Fantasy Creative Writing Pictures tell the Story Comedy and Satire World Literature		<u>Language and Literature Electives</u> Horror Crime Fiction Science Fiction/Fantasy Creative Writing Pictures tell the Story Comedy and Satire World Literature

The Arts

MYP Course Description and Aims

In MYP arts, students function as artists as well as learners of the arts. Artists must be curious. By developing curiosity about themselves, others and the world, students become effective learners, inquirers, and creative problem-solvers. Students create, perform and present arts in ways that engage and convey feelings, experiences, and ideas. Through this practice, students acquire new skills and master those developed in prior learning.

Development in the arts is a dynamic process, and not necessarily linear. Students move freely through a creative process towards a deeper understanding of the arts. The process of creating artwork, as well as the product, demonstrates what students have experienced, learned, and attempted to convey.

Arts in the MYP stimulate young imaginations, challenge perceptions, and develop creative and analytical skills. The course encourages students to understand the context and cultural histories of artworks, supporting the development of an inquiring and empathetic world view. Arts challenge and enrich personal identity and build awareness of the aesthetic in a real-world context.

MYP arts has four objectives of equal importance and value: knowing and understanding; developing skills; thinking creatively; responding. Although the objectives can be addressed separately to scaffold learning, collectively they enrich teaching and learning of the arts.

The aims of MYP arts are to encourage and enable students to:

- create and present art
- develop skills specific to the discipline
- engage in a process of creative exploration and (self-) discovery
- make purposeful connections between investigation and practice
- understand the relationship between art and its contexts
- respond to and reflect on art
- deepen their understanding of the world.

The Arts

DANCE COURSES

Ready to Perform	Styles, Techniques and Choreographic Devices	Journey Through Dance Styles	Performance Application and Techniques
<p><i>Rotation: Year A – Semester 1</i> <i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>	<p><i>Rotation: Year A – Semester 2</i> <i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>	<p><i>Rotation: Year B – Semester 1</i> <i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>	<p><i>Rotation: Year B – Semester 2</i> <i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>
<p>This unit offers students the opportunity to explore the key elements of composition in preparation for performances across the school and the wider community. Students explore, compose, practice and refine their skills towards performance, including costume, lighting and music. Students research, create, and perform dances from different genres for a variety of audiences, and complete a musical theatre film comparison study.</p>	<p>This unit offers students with opportunities to perform in a variety of settings including small groups, large groups, solo and pairs. Specific content is tailored to suit individuals in the class and varies according to the skills and interests of the students. Students will have opportunities to study: dance steps: Latin; Hip Hop; Contemporary; Jazz; The elements of dance & different choreography techniques. The main areas of focus are spatial direction awareness, choreography, small group tasks and warm-ups.</p>	<p>This unit covers specific content which is designed to suit individuals in the class and varies according to the skills and interests of the students. Students will have the opportunity to learn a variety of different dance steps in a variety of different styles including Latin, Hip Hop, Contemporary and Jazz, whilst understanding technical concepts with the elements of dance and choreographic techniques.</p>	<p>This unit explores the key elements of choreography through performance preparation for events such as DanceFest. Students explore, compose, practice and refine skills towards performance including costume, lighting and music. Students research, create and perform dances from different genres for a variety of audiences.</p>
Statement of Inquiry	Statement of Inquiry	Statement of Inquiry	Statement of Inquiry
<p>Development in dance styles can manipulate a dancer's identity. What dance styles are considered influential over time?</p>	<p>When we create a dance sequence, we use elements of dance to create aesthetic representation to communicate. What is the relationship between dance and the audience?</p>	<p>A journey through dance styles: Developments in dance styles can manipulate dancers' identity.</p>	<p>Elements of composition: Mediums and tools must change along with the times to stay relevant in society. Choreographic devices: Representations express a recurring sentiment through time and space. Indigenous cultural dance: Many cultures consider balance and harmony found in nature to be the cornerstones of aesthetics.</p>
Assessment Task	Assessment Task	Assessment Task	Assessment Task
<p>Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Weekly reflections in process journal: Ongoing Performance and presentation to a public audience Week 6 Performance and presentation to a public audience Week 11 Choreographic Planning Week 16 In class Performance Week 17</p>	<p>Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Weekly reflections in process journal: Ongoing Performance and presentation to a public audience Week 6 Performance and presentation to a public audience Week 11 Choreographic Planning Week 16 In class Performance Week 17</p>	<p>Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Weekly reflections in process journal: Ongoing Performance and presentation to a public audience Week 6 Performance and presentation to a public audience Week 11 Choreographic Planning Week 16 In class Performance Week 17</p>	<p>Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Weekly reflections in process journal: Ongoing Elements of composition presentation/teaching task Week 22 Elements of dance analysis Week 23 Group composition Week 29</p>

The Arts

DRAMA COURSES

Children's Theatre	The Performer in Focus	Original Works	Independent Unit
<p><i>Rotation: Year A – Semester 1</i> <i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>	<p><i>Rotation: Year A – Semester 2</i> <i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>	<p><i>Rotation: Year B – Semester 1</i> <i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>	<p><i>Rotation: Year B – Semester 2</i> <i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>
<p>This unit offers students the opportunity to take part in a chosen school performance in a supportive learning environment. Students will be allocated and play an acting part or technical role in a performance intended for Junior School audiences. Detailed coaching is given in performing roles, voice, language and using physical humour to play out the nuances of this classic tale. Students undertaking a technical role are coached in the use of equipment and choosing design elements to convey dramatic meaning to the audience.</p>	<p>This unit offers students the opportunity to develop their play-building skills through improvisation, workshops, performance, practical exercises, and written work (journals, critical reflection). Students will prepare and develop characters and technical skills focusing on performances, looking at spontaneous and prepared improvisation, various scripts and other stimulus material through a range of interesting, different, believable characters.</p>	<p>In this unit, students develop their knowledge, skills, and understanding of physical and verbal language through analysing the dramatic conventions of several great practitioners (e.g. Stanislavski, Boal and Brecht) and applying them to devising an original script. The unit focuses specifically on symbolism, relationships, mood, character, tension and contrast. Students will have the opportunity to extend their understanding of the elements of drama through writing their own scripts for potential inclusion in the Canberra Theatre Centre's 'Acting Up' competition.</p>	<p>In this unit, students develop and realise an independent project to enhance their knowledge, skills, and understanding of Drama. Students may choose a performance, technical, design or writing project that capitalises on their strengths. Students can work in groups of up to four team members, however, each student is individually responsible for their aspect and are to be individually assessed on their separate contribution. The unit focuses specifically on developing appropriate approaches to learning, including creative thinking, self-management, research, collaboration and communication skills.</p>
Statement of Inquiry	Statement of Inquiry	Statement of Inquiry	Statement of Inquiry
<p>Form guides the creative process and structure of a work, which shapes presentation and audience impact. What is the relationship between drama and the audience?</p>	<p>The process of collaborative creation can lead to self-discovery. When is process more important than product?</p>	<p>Devising and Analysing Original Works: Form guides the creative process and structure of a work, which shapes presentation and audience impact.</p>	<p>Devising and Analysing Original Works: Theatrical form guides the creative process and structure of a work, which shapes presentation and audience impact.</p>
Assessment Task	Assessment Task	Assessment Task	Assessment Task
<p>Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Weekly reflections in journal: Ongoing Performance Task 1: Script Performance and presentation to a public audience Week 10 Performance Task 2: Script in class Performance Week 15 Script Writing and Analysis Week 16</p>	<p>Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Weekly reflections in journal: Ongoing Performance Task 1: Script Performance and presentation to a public audience Week 10 Performance Task 2: Creating dramatic environments Week 15 Theatre genre study: Week 16</p>	<p>Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Weekly reflections in journal: Ongoing Performance Task 1: Script Performance and presentation to a public audience Week 10 Performance Task 2: Script in class Performance Week 15 Script Writing Week 16</p>	<p>Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Weekly reflections in journal: Ongoing Collaborative Theatre Ongoing Individual learning Project Week 11 Duologue Performance Week 13 Group Performance Week 18</p>

The Arts

VISUAL ARTS COURSES

Art and Culture	Making a Mark	Creations in Clay	Images with Impact
<p><i>Rotation: Year A - Semester 1</i> <i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>	<p><i>Rotation: Year A – Semester 2</i> <i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>	<p><i>Rotation: Year B – Semester 1</i> <i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>	<p><i>Rotation: Year B – Semester 2</i> <i>Duration: 1 Semester</i> <i>Grades: 9, 10</i> <i>Prerequisite: None</i></p>
<p>Students explore and experiment with a range of media and techniques to plan and create 2 and 3 dimensional artworks. Practical work requires careful selection and manipulation of materials, developing conceptual and design processes and problem-solving skills. Students work independently and as a group to study and create artworks responding to their discussions of aesthetics, cultural traditions, artist intention and exhibition. Students study Australian and international cultures and artists to explore areas of design, representation, appropriation, and celebration. A variety of contexts and cultures are investigated to analyse the relationships between Artist, Artwork, Audience and Global Context.</p>	<p>This course is about working with mixed media. It provides opportunities for students to study and develop their own independent drawing and design skills using a range of introduced materials and techniques. The use of art elements and design principles is at the core of developing our work and language. A variety of artists and artistic traditions are studied as students analyse the relationships between Artist Intention, Audience and Global Context. Both historic and contemporary Australian and International artists are used as case studies to explore the use of drawing and mixed media in visual arts and popular culture.</p>	<p>This unit is designed to extend each student’s basic sculptural, conceptual and presentation skills, with an emphasis upon independently creating several quality finished objects. Students will identify and demonstrate a range of construction and decorative techniques illustrating personal influences, intent, and design development.</p>	<p>In this unit students will explore various printmaking techniques and identify their role as a communication tool and catalyst for change in a historical, political and cultural context. Students will develop and use skills to create works. Both international and Australian artists and artworks will be studied for students to develop knowledge of artist intention, art history and artwork analysis.</p>
Statement of Inquiry	Statement of Inquiry	Statement of Inquiry	Statement of Inquiry
<p>Cultural symbols and conventions used to convey meaning to audiences are influenced by time and space. Does culture guide and shape our daily lives? How does our social context influence our identity? Can our identity impact the culture around us?</p>	<p>The elements and principles of art are the building blocks to good aesthetics, composition, narrative and presentation. What are effective ways to communicate your ideas to an audience? What choices must an artist make before beginning a work? When is process more important than product?</p>	<p>Art can allow us to explore social constructs and cultural traditions across time and place.</p>	<p>The way we express our ideas impacts our community.</p>
Assessment Task	Assessment Task	Assessment Task	Assessment Task
<p>Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Course work effort Ongoing Cultural Integrity Unit: Thoughts about Hermannsburg: persuasive writing task Week 7 Story Pot: In class design & ceramics project [3D] Week 9 Telling the World: Illustrated written response Week 13 Big Culture: in-class research, design, IT, Mixed Media, illustration project [2D] Week 14 More Culture: in-class student directed project [2D/ 3D/4D] Week 19</p>	<p>Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Course work effort: Ongoing Journal reflections: Ongoing Cultural Integrity Unit Week 7 Printmaking Analysis Research Task: Week 10 Printmaking Projects: Week 4, 7, 12, 17 Compare & Contrast, Written Analysis: Week 15</p>	<p>Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Course work effort Ongoing Ongoing Weekly reflections in journal: Ongoing Cultural Integrity Unit Week 7 Sculpture Analysis Research Task Week 8 Ceramic Projects Week 4,7,12,17 Compare & Contrast Written Analysis Week 15</p>	<p>Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress. Course work effort Ongoing Weekly reflections in journal: Ongoing Arts Analysis - Research Task Week 8 Practical projects Week 4,7,12,17 Compare & Contrast Written Analysis Week 15</p>

Design

MYP Course Description and Aims

Design, and the resultant development of new technologies, has given rise to profound changes in society, transforming how we access and process information, adapt our environment, communicate with others, solve problems, work and live. MYP design challenges students to apply practical and creative-thinking skills to solve design problems; encourages students to explore the role of design in historical and contemporary contexts; and raises students' awareness of their responsibilities when making design decisions and taking action.

Inquiry and problem-solving are at the heart of design. MYP design requires the use of the design cycle as a tool, which provides: the methodology to structure the inquiry and analyse problems; the development of feasible solutions; the creation of solutions; and the testing and evaluation of the solution. In MYP design, a solution can be a model, prototype, product, or system independently created and developed by students.

MYP design enables students to develop not only practical skills but also strategies for creative and critical thinking.

The aims of MYP design are to encourage and enable students to:

- enjoy the design process, and develop an appreciation of its elegance and power
- develop knowledge, understanding and skills from different disciplines to design and create solutions to problems using the design cycle
- use and apply technology effectively as a means to access, process and communicate information, model and create solutions, and to solve problems
- develop an appreciation of the impact of design innovations for life, global society and environments
- appreciate past, present and emerging design within cultural, political, social, historical and environmental contexts
- develop respect for others' viewpoints and appreciate alternative solutions to problems
- act with integrity and honesty and take responsibility for their own actions developing effective working practices.

INTERDISCIPLINARY

MYP Course Description and Aims

Interdisciplinary learning can take place between different subject groups and between different disciplines within a subject group to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Interdisciplinary connections must be meaningful.

In the MYP, interdisciplinary learning is the process by which students come to understand bodies of knowledge and modes of thinking from two or more disciplines and then integrate them to create a new understanding. Students demonstrate this by bringing together concepts, methods or forms of communication to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through a single discipline.

MYP schools must engage students in at least one collaboratively planned interdisciplinary unit in each year of the MYP in order to integrate knowledge and skills from two or more subject groups in an interdisciplinary manner.

The aims of interdisciplinary learning in the MYP are to:

- develop a deeper understanding of learning skills and apply them in meaningful contexts
- integrate conceptual learning, ways of knowing and methods of inquiring from multiple disciplines
- inquire into compelling issues, ideas and challenges by creating products or explaining phenomena
- reflect on and communicate understanding of the interdisciplinary learning process

PHYSICAL & HEALTH EDUCATION

MYP Course Description and Aims

MYP physical and health education aims to empower students to understand and appreciate the value of being physically active while developing the motivation for making healthy and informed life choices. To this end, physical and health education courses foster the development of knowledge, skills and attitudes contributing to a balanced and healthy lifestyle.

Students engaged in physical and health education will explore a variety of concepts that help foster an awareness of physical development and health perspectives, as well as positive social interaction. Physical activity and health are of central importance to human identity and global communities, creating meaningful connections among people, nations, cultures, and the natural world.

Through physical and health education, students learn to appreciate and respect the ideas of others and develop effective collaboration and communication skills. This subject area also offers many opportunities to build positive interpersonal relationships that can help students to develop a sense of social responsibility and intercultural understanding.

The aims of MYP physical and health education are to encourage and enable students to:

- use inquiry to explore physical and health education concepts
- participate effectively in a variety of contexts
- understand the value of physical activity
- achieve and maintain a healthy lifestyle
- collaborate and communicate effectively
- build positive relationships and demonstrate social responsibility
- reflect on their learning experiences.

Physical and Health Education

OUTDOOR EDUCATION COURSES

Advanced Outdoor Education

Rotation: Year A
Duration: Full year
Grades: 10
Prerequisite: Year 9 PE - Outdoor Education
Costs: Each camp costs on average approx. \$200

This module is limited to 24 students. Those who wish to be included will need to apply in writing to ensure they understand that this will be a demanding course both physically and academically. Advanced Outdoor Education works on extending the students roping, camping and bushcraft skills that they previously have learned during standard Outdoor Education. In Semester One, students extend their coastal understanding, and develop outdoor climbing skills. The course also introduces the students to the alpine environment through theory, and a Cross Country skiing trip to Perisher Blue in Term Three. During Term Four, students participate in a canyoning trip to the Blue Mountains as a culmination of their studies. This unit is for Year 10 students who have previously studied Outdoor Education. Students are expected to attend at least one camp per semester as part of their assessment. Camp costs are always made as affordable as possible.

Statement of Inquiry: Semester 1

Coastal Appreciation
 Statement of Inquiry: Identities and relationships are formed through connections between people through an inquiry into the importance of open communication.
 Advanced Safety Rope Techniques
 Statement of Inquiry: Students will learn that communication and connections are a vital part of establishing safe practices through an inquiry into identities and environment.
 Fitness
 Statement of Inquiry: Performers respond and adapt to changing environments, challenges, and situations.

Assessment Task

Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.
 Fitness Ongoing
 Photo Journal from Camp Week 10
 Group Research Presentation Week 15
 Ropes Camp Week 16

Advanced Outdoor Education

Rotation: Year B
Duration: Full year
Grades: 10
Prerequisite: Year 9 PE - Outdoor Education
Costs: Each camp costs on average approx. \$200

This module is limited to 24 students. Those who wish to be included will need to apply in writing to ensure they understand that this will be a demanding course both physically and academically. Advanced Outdoor Education works on extending the students roping, camping and bushcraft skills that they previously have learned during standard Outdoor Education. In Semester One, students extend their coastal understanding, and develop outdoor climbing skills. The course also introduces the students to the alpine environment through theory, and a Cross Country skiing trip to Perisher Blue in Term Three. During Term Four, students participate in a canyoning trip to the Blue Mountains as a culmination of their studies. This unit is for Year 10 students who have previously studied Outdoor Education. Students are expected to attend at least one camp per semester as part of their assessment. Camp costs are always made as affordable as possible.

Statement of Inquiry: Semester 2

Winter Sports
 Statement of Inquiry: Identities and relationships are formed through connections between people through an inquiry into the importance of open communication.
 Canyoning
 Statement of Inquiry: Students will learn that communication and connections are a vital part of establishing safe practices through an inquiry into identities and environment.
 Fitness
 Statement of Inquiry: Performers respond and adapt to changing environments, challenges, and situations.

Assessment Task

Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.
 Fitness Ongoing
 Cross Country Ski Camp Week 28
 Research Presentation Assignment Week 30
 Canyoning Camp Week 37

Advanced Outdoor Education

Rotation: Year B
Duration: Full year
Grades: 10
Prerequisite: Year 9 PE - Outdoor Education
Costs: Each camp costs on average approx. \$200

This module is limited to 24 students. Those who wish to be included will need to apply in writing to ensure they understand that this will be a demanding course both physically and academically. Advanced Outdoor Education works on extending the students roping, camping and bushcraft skills that they previously have learned during standard Outdoor Education. In Semester One, students extend their coastal understanding, and develop outdoor climbing skills. The course also introduces the students to the alpine environment through theory, and a Cross Country skiing trip to Perisher Blue in Term Three. During Term Four, students participate in a canyoning trip to the Blue Mountains as a culmination of their studies. This unit is for Year 10 students who have previously studied Outdoor Education. Students are expected to attend at least one camp per semester as part of their assessment. Camp costs are always made as affordable as possible.

Statement of Inquiry: Semester 1

Coastal Appreciation
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 Statement of Inquiry: Students will learn that communication and connections are a vital part of establishing safe practices through an inquiry into identities and environment.
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 Statement of Inquiry: Performers respond and adapt to changing environments, challenges, and situations.

Assessment Task

Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.
 Fitness Ongoing
 Photo Journal from Camp Week 10
 Group Research Presentation Week 15
 Ropes Camp Week 16

Statement of Inquiry: Semester 2

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Formative assessment - Ongoing class tasks and class participation, including peer and individual teacher feedback on progress.
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 Cross Country Ski Camp Week 28
 Research Presentation Assignment Week 30
 Canyoning Camp Week 37

