RINGWOOD SECONDARY COLLEGE

Middle School

Course Selection Handbook 2023/24

Bedford Road Ringwood, Victoria 3134

Website: www.ringwoodsc.vic.edu.au

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Middle School Support Team

Eleni Stathatos
Assistant Principal of Middle School
astathatos@ringwoodsc.vic.edu.au

Rhett Jordon
Middle School Leader
rjordon@ringwoodsc.vic.edu.au

Samantha Woollard
9A - 9F Coordinator
swoollard@ringwoodsc.vic.edu.au

Hannah Wertheim
9G - 9K Coordinator
hwertheim@ringwoodsc.vic.edu.au

Marissa Lee
10A - 10F Coordinator
mlee@ringwoodsc.vic.edu.au

Eric Yeap
10G- 10L Coordinator
eyeap@ringwoodsc.vic.edu.au

Samantha Woollard
InterGREAT Coordinator

Annette Niven
ACE Program Coordinator

Stacey Miriklis
Careers and VET Coordinator

Nilly Banai
Careers Practitioner

Sharlene Hetherington
Wellbeing Coordinator

Karen Hallam
Wellbeing Coordinator

Middle School Program Overview

The Middle School Program at Ringwood Secondary College provides a rich and varied curriculum which aims to engage students 'interests, broaden their horizons, and equip them with the knowledge and skills necessary to facilitate a smooth transition into the College's VCE and VCE-VM pathways.

The program for Years 9 and 10 includes both core and elective studies and has been designed to meet students' diverse educational needs. Students are formally assessed against the Victorian Curriculum at the end of each semester, while also receiving ongoing feedback and reporting throughout the year. Subject teachers and the Middle School Support team work closely together to ensure that the progress of each student is monitored and that individually tailored support structures can be set in place for those needing extra help. The Middle School team is driven by their shared purpose of establishing a sense of community and students are encouraged to participate in a wide range of curricular and extra-curricular programs including student leadership, public speaking, sport, music, production, and academic competitions to offer new learning opportunities that develop the whole individual and foster a sense of belonging.

Careers education is emphasised in the Middle School Program with Year 9 students participating in 'My Career Insights' to support their vocational planning and Year 10 students undertaking a Work Experience program.

To support student engagement in the Middle School, Year 9 students participate in the InterGREAT program and attend a week-long City Experience in Melbourne. Year 10s can supplement their studies by undertaking either a VET program or an early-entry VCE study. In Year 10, students have the unique opportunity to join the Central Australia Tour to explore the Northern Territory's expansive natural features and rich Indigenous culture. Other experiences and incursions occur throughout the expanse of each year, including guest speakers in our BOUNCE Positive Education program, the various Round Robins and Carnivals in our Sport program, opportunities presented by our Performing Arts and Music faculties, Mental Health Carnival and other support days, and other community engagement activities.

1:1 Device Programs

In 2024, students in Year 9 will continue with the 1:1 iPad program that they started in Year 7. Students in Year 10 will begin using a 1:1 laptop.

The College aims for students to be supported in their learning with a device that will enhance their learning program for the duration of their studies.

Use of technologies in classes assists in developing autonomous and independent digital learners who are confident and creative.

Increased use of these intuitive devices leverages learning that is interactive, differentiated and collaborative, preparing students to operate more effectively in our digital age.

Further information about laptops for Year 10s in 2024 will be provided in late Term 3 and parents will be notified via the Compass newsfeed.

ACE Program

ACHIEVEMENT, COMMITMENT, EXCELLENCE

The ACE Program for high achieving students continues in Years 9 and 10 with the aim of engaging and challenging high-ability students to reach their full potential through an accelerated educational program. Students in the Year 9 ACE class undertake an enriched and rigorous curriculum for the core subjects of English, Humanities (Geography & History), Mathematics, and Science. They participate in mainstream, mixed-ability classes for their elective subjects. Students in the Year 10 ACE Program will have the opportunity to study components of English Language and Literature as part of their Year 10 English study and will be encouraged to select an early-entry VCE subject. Students who completed Extension Maths in Year 9 will also be able to study Extension Maths in Year 10, which will then provide a pathway into Unit 3 & 4 Further Maths in Year 11. Students who completed ACE Maths in Year 9 will study ACE Maths in Year 10.

Vocational Education and Training (VET) Studies

The VET Program is designed to broaden students' educational opportunities by enabling them to undertake preliminary vocational training as part of their overall school program. Students are able to combine general and vocational studies, explore career options and pathways, learn in the workplace and develop skills that prepare them for the workforce and further study. VET courses are nationally recognised programs that contribute to VCE or VCE Vocational Major studies. Students in Year 10 can access a VET course in place of one of their elective subjects each semester.

Most courses run on Wednesday afternoons from 1.00pm until 5.30pm. All VET courses require students to complete an Expression of Interest Form which is available at the Careers Office. Please note that some VET courses may incur an additional cost.

Automotive Technology, Dance, CISCO and Engineering.

Students can apply to undertake one of these or any of the many VET courses offered at different schools and institutions across our network including:

- Acting, Film & TV
- Allied Health
- Animal Studies
- Automotive
- Beauty Services
- Building
- CISCO
- Academy of Interactive Entertainment IT
- Community Services
- Creative Industries
- Dance
- Early Childhood Education and Care
- Electrotechnology
- Engineering
- Equine Studies
- Fashion Design
- Design Fundamentals
- Graphic Design Fundamentals
- Hairdressing/Salon Assistant
- Horticulture
- Hospitality
- Make-up and Skincare
- Music Industry
- Plumbing
- Sport and Recreation

Ringwood Secondary College offers four VET courses onsite:

Early-entry VCE

Academically capable Year 10 students, upon successful application, may complete a VCE Unit 1 & 2 study as part of their Year 10 program. Students completing a Unit 1 & 2 in Year 10 will normally complete the Unit 3 & 4 study of that subject in Year 11. The benefit of this is that students will have a sixth study to contribute to their Australian Tertiary Admission Rank (ATAR) and will have gained valuable experience managing the expectations of VCE Learning Outcomes and SACs. Students must receive an overall grade of 'B+ 'or higher to be guaranteed the opportunity to complete Units 3 & 4 in the following year. At Ringwood Secondary College, students will study six subjects in Year 11 and five in Year 12. This program is not for students seeking to spread their VCE over three years due to academic difficulties or to only undertake four subjects in Year 12.

Students who are interested in undertaking a Unit 1 & 2 study should submit a VCE Expression of Interest sheet. Eligibility is determined based on a combination of a student's academic analytics, teacher recommendations and the professional judgement of the Middle and Senior School teams. The final decision as to whether a student may participate in this program will be made by the Middle School Leader and Assistant Principal.

Arts:
Media Units 1 & 2
Art Creative Practice Units 1 & 2
Visual Communication Design Units 1 & 2

Health & Physical Education:
Health & Human Development Units 1 & 2
Physical Education Units 1 & 2

Humanities:
Business Management Units 1 & 2
Geography Units 1 & 2
Legal Studies Units 1 & 2

Science
Biology Units 1 & 2
Psychology Units 1 & 2
Environmental Science Units 1 & 2

Technology
Food Studies Units 1 & 2
Product, Design & Technology: Textiles Units 1 & 2
Product, Design & Technology: Wood Units 1 & 2

VCE subjects offered to Year 10s include:

Year 9 Program Overview

CORE PROGRAM:

English

English

Accelerated English (invite only)

English as an Additional Language (EAL)

Mathematics

Mathematics

ACE Maths/Extension Math (teacher recommendation only)

Numeracy Support (teacher recommendation only)

Science

Science

Humanities

Geography

History

Health & Physical Education

Health

Physical Education

Cross Curriculum

InterGREAT

ELECTIVE SUBJECTS:

Cross Curriculum

Duke of Edinburgh Program (by application)

Languages

French

Indonesian

Technology

Food Studies

Information Technology

Product, Design and Technology: Textiles

Product, Design and Technology: Wood

Robotics

The Arts

Art

Dance

Drama

Media

Music

Musical Theatre

Photography

Visual Communication Design

*Curriculum contributions are requested for some subjects due to the provision of necessary resources and/or activities for student learning.

Typical structure of the Year 9 program

*PPF= Periods per fortnight

YEAR 9	CORE PROGRAM						ELECTIVE PROGRAM		
Semester 1	English (7 PPF)	Maths (7 PPF)	Geography (5 PPF)	Science (5 PPF)	PE (4 PPF)	InterGREAT (5 PPF)	Health (5 PPF)	*Semester Elective (5 PPF)*	*Semester Elective (5 PPF)*
Semester 2	English (7 PPF)	Maths (7 PPF)	History (5 PPF)	Science (5 PPF)	PE (4 PPF)	InterGREAT (5 PPF)	*Semester Elective (5 PPF)*	*Semester Elective (5 PPF)*	*Semester Elective (5 PPF)*

Year 10 Program overview

CORE PROGRAM:

English
English
English as an Additional Language (EAL)

Mathematics
Mathematics
ACE Maths/Extension Maths (teacher recommendation only)
Numeracy Support (teacher recommendation only)

Science
Students must select once Science subject from:
Environmental Science
Forensic Science
Projectile Science
Science Investigations

Humanities
History 20th Century

Health & Physical Education
Health

English
Creative Writing and Literature

Health & Physical Education
Active for Life and Physical Education

Humanities
Business and Economics, Dollars and Sense, Geography, Heroes through History and Philosophy

Languages
French or Indonesian

Technology
Bakery Delights, IT Programming, IT Web Technologies, Product Design and Technology: Textiles, Product Design and Technology: Wood, Restaurant Delights

The Arts
Art, Dance, Drama, Media, Music and Visual Communication Design

Science
Environmental Science, Forensic Science, Projectile Science, Science Investigations and Psychology

*Curriculum contributions are requested for some subjects due to the provision of necessary resources and/or activities for student learning.

Typical structure of the Year 10 program

*PPF= Periods per fortnight

YEAR 10	CORE PROGRAM				ELECTIVE PROGRAM		
Semester 1	English (8 PPF)	Maths (8 PPF)	Science (8 PPF)	Bounce (2 PPF)	Health (8 PPF)	Semester Elective (8 PPF)	Semester Elective (8 PPF)
Semester 2	English (8 PPF)	Maths (8 PPF)	History (8 PPF)	Bounce (2 PPF)	Semester Elective (8 PPF)	Semester Elective (8 PPF)	Semester Elective (8 PPF)

ELECTIVE SUBJECTS:

Course Selection Process

This handbook provides students with a concise description of all subjects, both core and elective, that are offered as part of the Ringwood Secondary College Middle School Program. This information should be read and carefully considered before a course of study is selected.

When planning subjects for selection, students should complete the relevant Student Course Selection sheet which can be downloaded from the Ringwood Secondary College website. Please be sure to refer to the timeline for subject selection on the next page of this handbook.

Guidelines for Course Selection

In Year 9, students will study:

- English, Mathematics, Science, Physical Education and InterGREAT (year length studies)
- History, Geography and Health (semester length studies)
- Plus five electives of their choice (semester length studies)

In Year 10, students will study:

- English and Mathematics (year length studies)
- History, Science and Health (semester length studies)
- Plus five electives of their choice (semester length studies)

Advice about choosing electives

As students progress through Secondary College, they have increasing choice within their course. Students should use this opportunity to carefully consider all options by familiarising themselves with the information provided in this handbook. When considering each elective, they should ask:

- How interested in this subject am I?
- Did I like this subject when I studied it previously?
- What ability do I have in this subject?
- What skills will I develop by studying this subject?
- How useful will this subject be to me in the future?
- Am I closing options by not studying this subject?

Other things to consider:

- Students who enjoy Art and are considering a career in this field are advised to continue this study. Entry into Art courses at tertiary level is extremely competitive and relies on the presentation of a folio of work. The greater experience, the more likely the student is of having highly developed skills.
- A foreign language, once dropped, is not easily picked up at secondary college but a new language can be started at university or at Saturday morning or evening classes.
- Finally, students should check to see that they have chosen a broad range of subjects and not narrowed their options. It is quite normal for students to be uncertain about their career goals when in Years 8 or 9, so it is important that they keep their options open.
- Please note that some elective subjects many not run due to insufficient interest.

Course Selection Process

1. Students will attend an assembly where they will learn about the process of subject selection for their following school year as follows:
   - Year 8 in 2023: Thursday 27th July in BOUNCE class
   - Year 9 in 2023: Wednesday 26th July in interGREAT
2. Students will be encouraged to read through this handbook to develop an understanding of both the core studies and elective subjects offered.
3. Parents will be sent a link to access an information session online to learn about the subject selection process and how to support their child. These links will be sent as follows:
   - Year 9 in 2024 - Friday 28th July
   - Year 10 in 2024 – Friday 21st July

   *This link will be placed on Compass.

   Please note that the session will aim to cover all aspects of the subject selection process and students/parents will be able to contact the Middle School Team with any follow up questions.
4. After their relevant assembly, students will have an opportunity to consider the electives on offer and use the subject selection planning sheets to develop their preferred elective program.

   *Note that students entering Year 9 need to make three additional elective choices and students entering Year 10 need to make four additional subject choices as a back up in the event that one or more of their preferred subjects is unavailable.
5. Subject selections for Year 9 (2024) should be made online via the link on the Ringwood Secondary College Portal.
6. Subject selections for Year 10 (2024) will be uploaded to a Learning Task in InterGREAT during Week 6 (Wednesday 16th August).

Thursday 27th July	Bounce Assembly - Year 8 into 9 Subject Selection
Friday 28th July	Online Link to Parent Information session - Year 8 into 9 Subject Selection
Friday 14th July	Duke of Edinburgh applications due
Monday 8th August	Duke of Edinburgh candidates confirmed
Thursday 11th August	Subject Selections entered online

Timeline for Year 10 of 2024

Wednesday 26th July	InterGREAT assembly - Year 9 into 10 Subject Selection
Friday 21st July	Online link to Parent Information session - Year 9 into 10 Subject Selection
Wednesday 19th July	VET & Early-entry VCE applications open
Thursday 3rd August	VET & Early-entry VCE applications close
Thursday 10th August	Early-entry VCE outcomes confirmed
Thursday 17th August	Subject Selections uploaded via Compass

Timeline for Year 9 of 2024

Year 9 Studies Offered

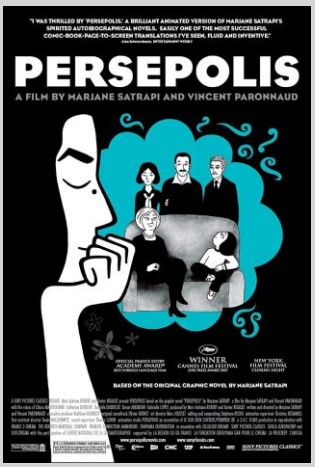
The following pages provide a Course Outline and Topics Covered for both the core studies and elective program at Year 9:

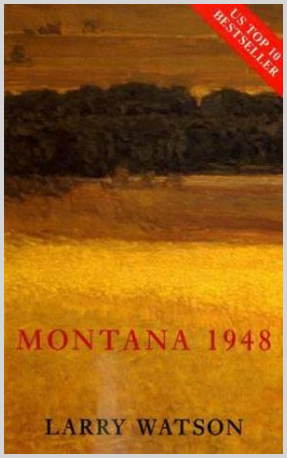
English

Course Outline & Assessment

English is a core subject, incorporating written expression, reading fiction and non-fiction texts, and speaking and listening. Students develop their skills in writing formal analytical essays, creative responses and persuasive texts. They read and analyse literary and film texts, and persuasive texts, as well as reading novels for pleasure. Speaking and listening skills are developed through informal class discussions, and both formal and dramatic oral presentations. The texts studied in this course include: 'Persepolis 'by Marjane Satrapi, 'Montana 1948 'by Larry Watson and a film study of 'Mean Girls'. This course is designed to build upon skills learnt in Years 7 and 8, and prepares students for English at the senior level.

Assessment will focus on major areas: Reading and Viewing, Writing and Speaking and Listening.





- Film as Text
- Text Analysis
- Argument Analysis
- Persuasive Writing
- Analytical Writing
- Creative Writing
- Persuasive Oral

Topics covered:

English as an Additional Language (EAL)

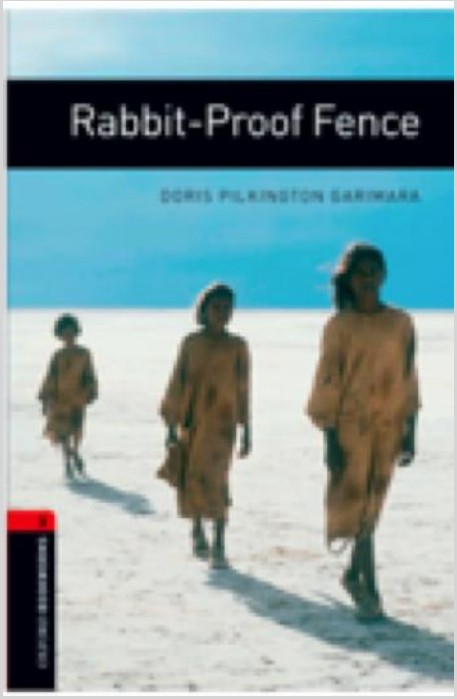
Course Outline & Assessment

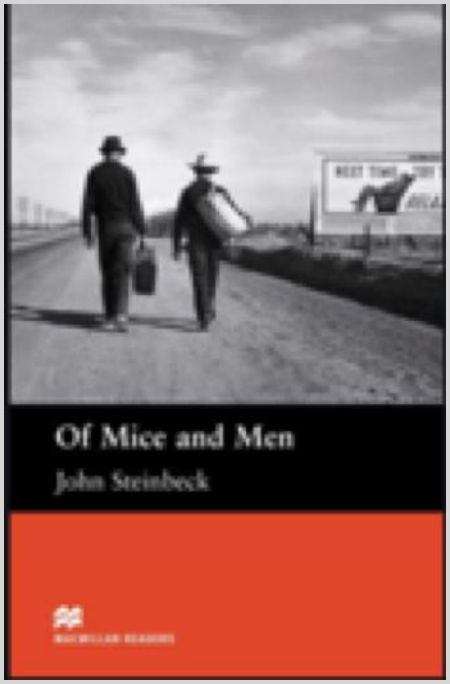
The EAL course is designed for a range of EAL students from diverse language and educational backgrounds and experiences. Students develop their skills in writing formal essays, creative responses and persuasive texts, as well as reading novels for pleasure. Speaking and listening skills are developed through formal and informal class discussions and assessed oral presentations. The texts studied in this course include the abridged versions of *'Rabbit Proof Fence'* and *'Of Mice and Men'.* This course provides students with a strong foundation in oral and written communication skills.

Assessment will focus on the following major areas: Reading and Viewing, Writing, Speaking and Listening.

Topics Covered

- Creative Writing
- Persuasive Oral
- Argument Analysis
- Text Analysis
- Film as Text
- Comparative Writing





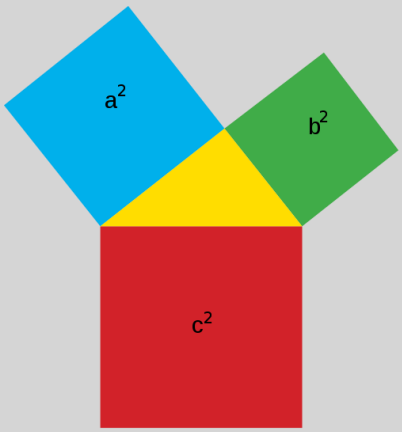
Mathematics

Course Outline & Assessment

The Mathematics program aims to develop an appreciation of Mathematical processes and their applications. It seeks to enable students to understand the connections between theoretical learning in this knowledge area and the application of that learning in the physical world, and to utilise problem-solving and investigation skills. Students are introduced to the CAS calculator in Year 9, as a tool to assist in applying the skills and concepts to solve problems.

The assessment for this course consists of:

- Topic tests
- Assignments
- End of semester exams



Topics Covered

Measurement
Students will calculate areas of 2D shapes, as well as volume and surface area for 3D solids.

Algebra
Students will simplify algebraic expressions, substitute values into expressions, solve equations and apply index laws.

Probability
This topic includes determining outcomes for two-step chance problems using tree diagrams and Venn diagrams.

Statistics
Students will study summary statistics, construct stem and leaf plots, create histograms, and compare data distributions.

Straight Line graphs
This includes drawing and exploring key features of linear graphs and their application to real-life problems.

Geometry
Students will solve problems using ratio and scale factors with congruent and similar shapes.

Trigonometry
Including the investigation and application of Pythagoras' Theorem and trigonometric ratios in solving problems in right-angled triangles.

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Science

Course Outline & Assessment

Science in Year 9 is designed to build on the research and practical skills that students established in Junior Science. The course makes use of the 1:1 laptops and students have the opportunity to analyse data electronically, introduce multimedia into their project work and engage in high-level individual web-based research. The subject is an activity-based curriculum in the areas of Biology, Chemistry, Physics and Environmental Science.

Students will be assessed by topic tests, assignments and homework and practical work including laboratory -based tasks that build on theory and develop understanding.

- Chemistry (including structure of the atom, the periodic table and radioactivity)
- Electricity (basic circuits)
- Global systems, the environment and everyday reactions

Topics Covered

Geography

Course Outline & Assessment

In Year 9 Geography students examine the natural and human worlds and seek to understand how they impact people's lives. The topics we specifically focus upon include the different Biomes of the World as well as the positive and negative Impacts of Globalisation and Tourism. These topics allow students to develop their skills as they ask questions about the world they live in. Students will learn to gather, interpret and represent different types of data and come to understand some complex issues that affect our world.

Assessment will focus on the following major areas:
Biomes and Food Security, Impact of Tourism and Sustainable Tourism.

Topics Covered

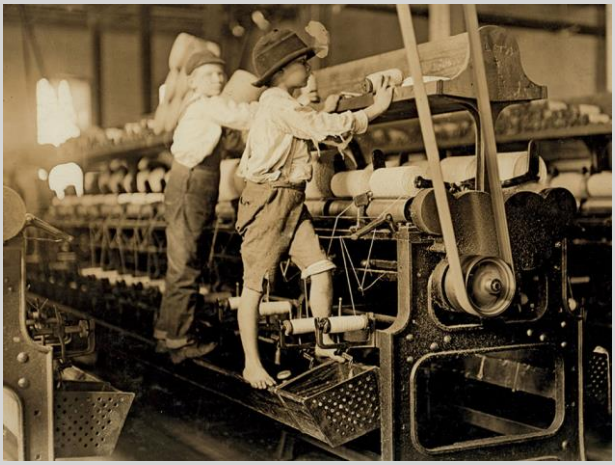
- International Trade
- Biomes and Food Security
- Tourism
- Globalisation

History

Course Outline & Assessment

In Year 9 History we consider how Australia was impacted by, and has changed since, European settlement. Specific units focus on the Industrial Revolution, the gold fields and World War One. Students will build their investigative skills as they develop lines of inquiry and seek to understand different points of view about the past.

Assessment will focus on the following major areas: Industrial Revolution, Document Analysis & WW1.



Topics Covered

- Industrial Revolution
- The Gold Rush and Federation
- World War 1

Health

Course Outline & Assessment

Health Education aims to provide students with an understanding of how they think, feel and act. The course explores critical thinking, values clarification, and decision-making.

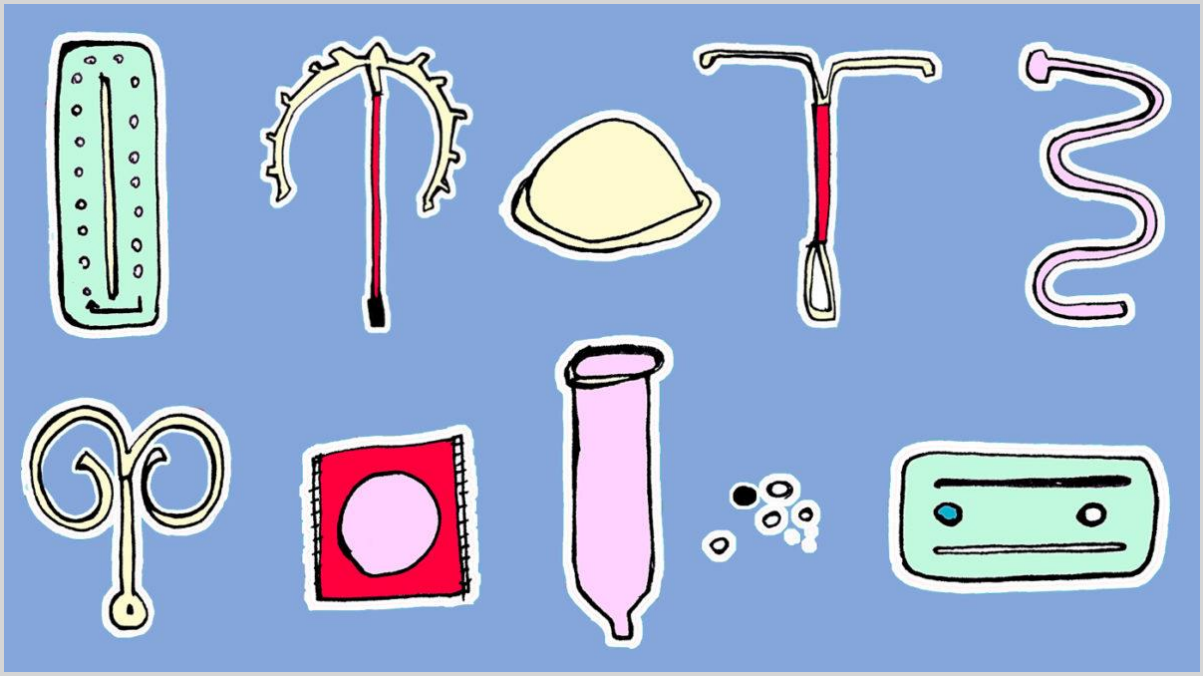
Students are assessed upon their ability to contribute positively to classroom discussions in a thoughtful manner, their research and use of ICT skills, media files, tests, visual displays and assignments.

There are three areas of assessment:

1. Assignments contributing to 80% of the overall assessment
   - My health review
   - Youth health promotion campaign
   - Sexual health board game
2. Tests contributing 20% to the overall assessment
3. Class work contributes to an overall S/N

Topics Covered

- Components of Health
- Introduction to Drugs & Alcohol
- Relationships & Consent
- Pregnancy and the Reproductive System
- Contraception
- Communication
- Risk Taking
- Values
- STIs



Physical Education

Course Outline & Assessment

The aim of the course is to allow all students the opportunity to participate in a range of activities, which enable them to develop practical skills and theoretical knowledge in a wide variety of physical and recreational pursuits.

Students will complete the following units of work: Court sports, Field sports, Striking sports. Each unit will run for a term with a game sense approach, where students focus on tactics and decision making to help them develop an understanding of the games. Students will also take part in a fitness and recreation unit where they will explore their own fitness and have the opportunity to experience various training methods and recreational classes for improved fitness.

Assessment will include fitness reports, measurement of skill performance and the level of involvement and participation in class activities.

Topics Covered

- Court Sports
- Field Sports
- Striking Sports
- Fitness & Recreation

InterGREAT

Course Outline & Assessment

The InterGREAT program has been designed to engage, address and nurture the unique needs of students at this critical age of their social, academic and emotional development. InterGREAT seeks to create real learning experiences for Year 9 students both within the classroom and within the extended community. Included in this program are locally based excursions and City Experience Week, along with many guest presentations throughout the year. InterGREAT also aims to promote a heightened understanding of the self and the self in the world.

Assessment in this subject will culminate in various projects throughout the year including:

- Personal Project
- Global Issues Project
- Discover Melbourne Project
- Career Industry Interview
- Reflection Tasks

Topics Covered

The program will enable students to pursue personal and community service projects and provide a framework for hands-on learning. It also allows for students to develop a social responsibility and ethical thinking when considering these themes across the year.

Duke of Edinburgh

This course is by application and acceptance only. Offers are provisional, contingent on continued behaviour and performance. There is a cost involved.

Course Outline & Assessment

The Duke of Edinburgh's Award Program in Year 9 is a year-long elective. The program aims to offer students the opportunity to develop new life skills and engage in a variety of physically challenging activities. Throughout the year, the two classes will take part in two multi-day camps (including a four-day camp in Term 1 and a five-day expedition in Term 4), excursions (such as cross country skiing), First-Aid Level 2, community service, personal extension, as well as cooperative and teamwork tasks. These tasks aim to develop students' interpersonal and personal skills such as teamwork, leadership, creative and logical thinking, grit and resilience.

The class is limited to 40 students (two classes of 20 students) due to transport, staffing and funding limitations. Students are selected on the basis of their application and recommendations from the Year 8 Coordinators as well as teachers who identify students who would most benefit from the program. Work habits, such as effort and behaviour are also taken into consideration, as is base fitness level indicated by their beep test result from PE class.

Achieving the Duke of Edinburgh's Award is a large focus of this course and students will need to commit to a number of extra-curricular hours to complete their Bronze Award within the year.

The Duke of Edinburgh Award requires students to:

- undertake community service
- learn a new skill (e.g. a musical instrument, cooking)
- complete a physical component

In addition to scheduled class time, students undertake an average of one hour per week for three months for each of the three areas listed above, extending one of them to six months. There is also an expedition component, which is covered by the camps and excursions run during the year.

Application

Students are required to access the application form either from the Compass newsfeed or the Junior School office. Hard copy applications must be submitted to the RSC library by 3.30pm on Friday 14th July 2023. Successful candidates will be notified in the first week of August 2023. Only successful candidates should choose Duke of Edinburgh in their online subject selection.

Topics Covered

Accelerated Literacy Support - Year 9

Course Outline

At Ringwood Secondary College we have a rigorous and comprehensive literacy intervention program from Years 7-9 with a pathway into STRIVE curriculum support at Year 10.

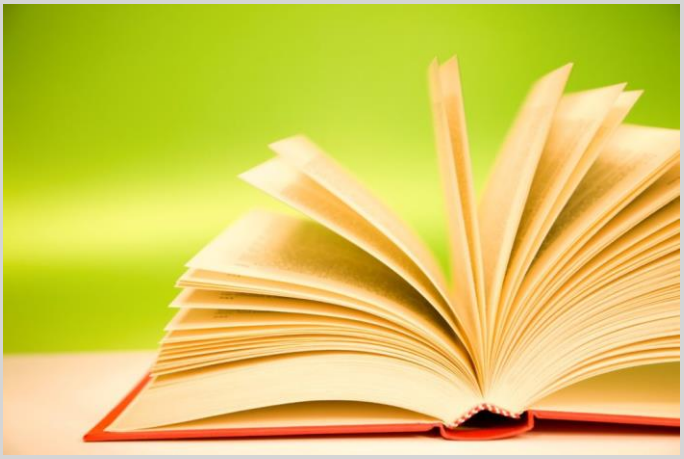
Entry into the Year 9 Accelerated Literacy Support program is by invitation only, based on several considerations, including: testing data, reports by educational psychologists and ongoing consultation with classroom teachers.

Topics Covered

In the Literacy Support program at Year 9, students work intensively on decoding skills, reading fluency, reading comprehension and a range of writing skills. We place a maximum of eight students in each class.

Program Structure

Students involved in the Year 9 Literacy Support program do the subject in place of one of their electives and have five periods of classes per fortnight.



French

Course Outline & Assessment

The French course at Ringwood Secondary College is a vibrant, exciting, and interactive course intended to have a practical value by teaching students to read, write, speak, and listen to the language as it is written and spoken in France and French-speaking countries. Stimulating extension activities outside the classroom are also provided, which can enrich personal skills and resources and make learning fun. Competitions, film studies, French Club at lunch, and cinema visits are enjoyable activities that help foster the spirit of language learning. The topics studied are taken from the student's personal world and the broader Francophone world, aiming to highlight both the similarities and differences between our cultures and languages.

Students study relatable topics such as household experiences and chores, leisure activities and holiday plans, school and future careers, in alignment with relevant grammar, vocabulary, and conversation.

Technology plays an important role in the French course, providing our staff and students access to authentic and current teaching and learning material through the use of the iPad/laptop program. Students will access an online platform Education Perfect to engage with study sets and tasks. Assessments include written pieces, speaking role-plays or videos, listening tasks, and reading comprehension, along with projects around culture and context.

Topics Covered

- Hobbies and weekend activities
- School life and interpersonal relationships
- Jobs, careers, future aspirations
- Likes, dislikes, interests
- French culture, including food and travel
- French music, film, YouTube, books, and more

Indonesian

Course Outline & Assessment

The Year 9 Indonesian course aims to build on students ' passion and knowledge of Indonesian language and culture from their Junior studies. Students will be introduced to increasingly complex grammar patterns and will be encouraged to communicate more in Indonesian. They will also practise their Indonesian writing skills by corresponding with a pen-friend from our sister school in Indonesia. Indonesia is Australia's closest neighbour and is the fourth most populated country in the world with over 240 million speakers of Indonesian. Language learning develops students' awareness of how other people speak and live and builds tolerance of cultures other than our own. Learning a second language not only enriches personal communication skills but also increases career opportunities.

Students will have the opportunity to use their Indonesian language skills outside of the classroom in an authentic environment and can potentially participate in a homestay and cultural trip to Indonesia.

Topics Covered

Body and Health

Students learn the vocabulary for certain body parts and develop the ability to describe illnesses and health concerns.

Going to the Market

They will understand how to bargain for fruits and vegetables in an Indonesian market using the correct vocabulary.

Eating out in Indonesia

Students will be able to order a meal and eat respectfully according to Indonesian culture which they will put into practise at a local Indonesian restaurant.

The Home

They will be able to describe details about their family home.

Food Studies

Course Outline & Assessment

Food plays such an important part in everyone's life that we should all have the basic skills to use and enjoy it. Food studies will provide students with the opportunity to develop the skills that will enable them to prepare foods for themselves and others confidently. Students will expand their knowledge of food and health and be taught to make informed decisions regarding their food choices.

Assessments will include participation in practical activities, pizza design brief and cultural food project.

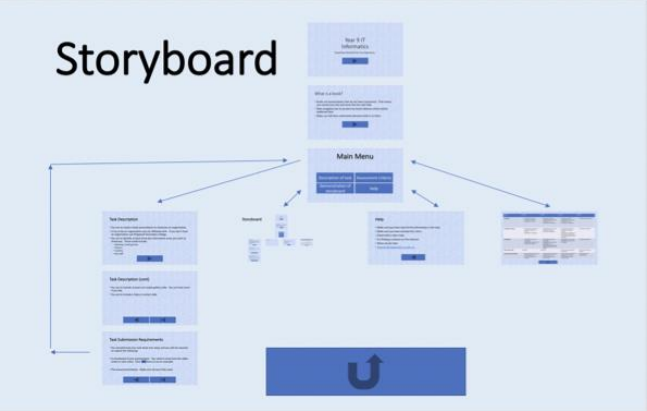
Topics Covered

- Safe and hygienic food handling practices to prevent food spoilage and food poisoning
- The use of the 'Australian Guide To Healthy Eating' to assess food choices
- Methods of meal preparation
- Methods of preparing a variety of flour mixtures
- Researching and implementing solutions to a design brief
- The use of appropriate tools and equipment to produce optimum results
- Food sustainability
- Sensory evaluation on a range of food items

Information Technology

Course Outline & Assessment

Information Technology develops further skills in informatics and software development. Students study how to use Excel to analyse large sets of data, do complex calculations and display information in charts and tables. Students also study how to make interactive Powerpoint presentations that include builds, transitions, animations and action buttons to create engaging presentations. Students are introduced to the Python programming language that is used in Years 10, 11 and 12. They will learn to simulate events such as dice rolling and card drawing to develop simple games that can be further developed according to the student's imagination. The skills learned in this course are important ones that can be used in all other subjects.



Topics Covered

- Excel - formulae, calculations, graphs & charts.
- PowerPoint - templates, builds, transitions, animations, action buttons, kiosk presentations.
- Python - variables, arrays, FOR loops, IF statements, basic game design, random numbers, cards and dice.

```
class Item():
    """The base class for all items"""

    def __init__(self, name, description, value):
        self.name = name
        self.description = description
        self.value = value

    def __str__(self):
        descStr = self.name + '\n=====\n' + self.description
        return descStr
```

Product Design and Technology: Textiles

Course Outline & Assessment

Product Design and Technology at Year 9 level concentrates on the practical and creative aspects of working with a range of materials such as wood, fabric and more to develop a sense of achievement in designing and producing products that allow a variety of practical skills to be developed.

Students are encouraged to be creative in developing design solutions for a range of context. The design process is central in underpinning the knowledge and skills developed in this semester elective to build ability in preparation for more complex processes in Year 10 and VCE Product Design and Technology.

Topics Covered

- Unpacking and interpreting a design brief to generate design ideas
- Developing design ideas and using critical thinking skills to select the most suitable option to meet the needs of the design brief
- Producing a suitable design product using a variety of material and tools
- Evaluating the effectiveness of the product

Product Design and Technology: Wood

Course Outline & Assessment

Woodwork Technology at Year 9 level concentrates on the practical and creative aspects of woodwork. The course aims to develop a sense of achievement in designing and producing models of practical value whilst developing skills which will allow those students who elect Year 10 Woodwork Technology to tackle either more advanced practical work, or the more creative forms of woodwork, with some degree of confidence in their own ability and knowledge of the medium. There is clear value in developing woodwork skills for all students in practical, vocational or recreational situations.

This structured course is aimed at introducing students to the creative aspects of woodwork whilst allowing for a continuation of the practical techniques and skills developed in Year 7. Students are required to complete two models, keep a journal and complete an investigation.

Topics Covered

- Designing a product from a set design brief
- Planning and time management
- Producing a designed product safely using hand and power tools.
- Evaluating the finished product against your initial design

Robotics

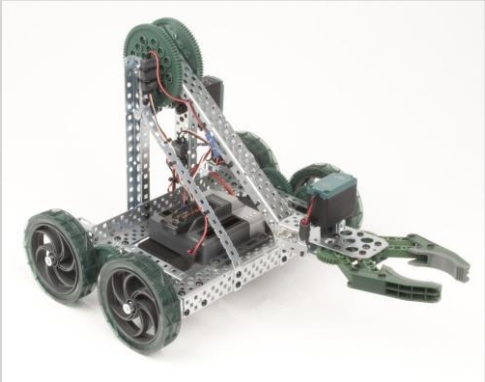
Course Outline & Assessment

Robotics will introduce students to the design, manufacturing and evaluation processes in a number of technological applications. Students will gain an understanding of the components that are used to build a system. Robotics will be investigated through the construction of models using VEX robots and the Arduino microcontroller. Although a considerable amount of time will be involved in practical work, students will become aware of the increasingly greater role Robotics plays in our everyday lives and its effects on our society, through worksheets and research topic.

Assessment will involve the following aspects:
Production: The student must make products that utilise appropriate skills and techniques and demonstrate their implementation of the design briefs.
Journal: The completion of an organised record of work, including investigations and evaluation of components to build robots.
Investigation: The completion of independent research on a topic related to a focus of study e.g. Robots in Industry.

Topics Covered

- Mechanical systems
- Electrical systems
- Basic movement
- Advanced control including obstacle avoidance.



Art

Course Outline & Assessment

The Year 9 Art course encourages students to develop their practical and theoretical ideas and skills. Students will explore the art forms of drawing, painting and printmaking and create finished artworks. Students will also describe, analyse and interpret artworks to determine how artists communicate ideas and convey meaning in artworks. Assessment includes the development, finished artwork and art analysis.

The course features three major assessment tasks:
Printmaking - Research printmaking artists, materials, techniques, and processes and create their own lino prints.
Surrealism - Study the art movement of surrealism, artists and techniques and use this knowledge to create their own surrealist-inspired artwork.
Analysis - Describe, analyse and interpret artworks using appropriate art concepts and terminology.

- Printmaking: carving and printing lino.
- Painting: learning about art movements and creating an artwork which features surrealist signs and symbols
- Art analysis: writing about art and considering artists 'use of materials and techniques, art elements and principles, interpretation and meaning

Topics Covered

Dance

Course Outline & Assessment

Students will learn about dance from different cultures and styles. They build on their confidence and awareness of how the body can be used for specific dance styles. They gain an understanding of how to create movement as a choreographer and are given the opportunity to develop a dance that showcases their skills as well as communicates ideas to an audience. They acquire technical dance ability in a variety of styles while working safely in large and small groups.

Topics Covered

Dance History and Traditions

Students participate in teacher-led class workshops in cultural dance styles, such as African, Bollywood and Indigenous dance as well as traditional dance styles, such as jazz, hip hop, contemporary tap and ballet. They complete research tasks on their chosen style to gain greater understanding of the history of movement and how dance influences popular culture.

Choreography

Students explore their own personal dance style while creating choreography in small groups.

Present and Perform

They learn dances in different styles to perform in small and large groups to develop and showcase their performance skills. They consider the communication intention of a choreographer in the performance of their work.

Drama

Course Outline & Assessment

Students can tap into their creative side by creating and developing unique characters, relationships and situations. They experiment with the use of voice and movement with their peers to explore comical situations and dramatic potential. They experiment using differentStaff production devices such as sound, makeup, costume and script interpretation to suit different audiences.

Topics Covered

Ensemble Performance

Students will work together to create new work influenced by inspirational images, texts and videos.

Acting

They learn how to manipulate their voice, facial expression, movement and gestures to create multi-dimensional characters who react to situations. After all, acting is reacting!

Present and Perform

Students will script and perform their own dramas, making deliberate artistic choices to create dramatic meaning for an audience. They will work collaboratively with a creative team to direct the blocking and staging of dramatic action.

Production Areas

Students will use different production areas such as lighting, sound, makeup, costume, props and direction to enhance performances.

Media

Course Outline & Assessment

The course is an introduction to the study and creation of , and the media's influence in contemporary society. Students will be introduced to the process of creating a media product, learn how to use their camera to communicate meaning to their audience and develop skills using editing software.

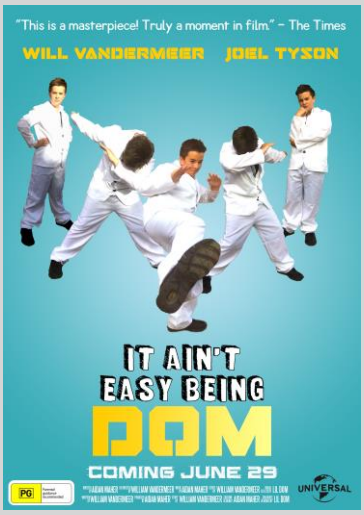
The course features three major assessment tasks:

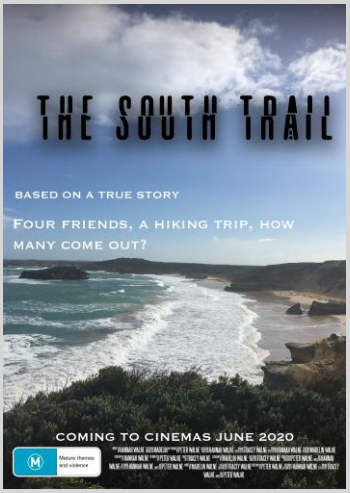
Movie Posters – Students will plan and then create a movie poster in a film genre of their choice. This task involves taking a photograph to represent their chosen idea and edit using Adobe Photoshop.

Short Film Analysis – Students will learn about the technical codes, camera, lighting, sound, editing and special effects. This task involves both written analysis of short films and practical hands on tasks to learn how these codes work to communicate meaning and engage an audience.

Music Video – This task involves students working in small collaborative groups to plan for, film and edit a music video. Students will apply their knowledge of the technical codes to communicate meaning and engage their audience with their finished project.

- Media production process
- Photography editing with Adobe Photoshop,
- Video editing with iMovie and Adobe Premiere Rush
- Short film analysis
- Technical codes including camera, editing, lighting and sound





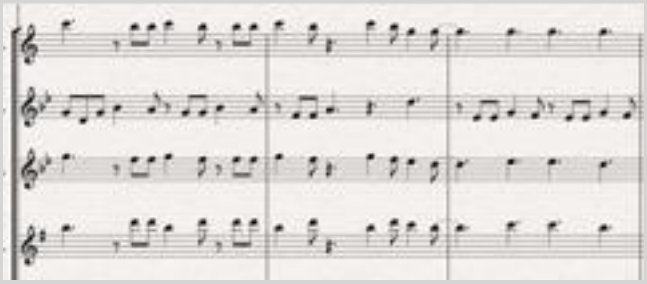
Topics Covered

Music

Course Outline & Assessment

This course has a practical focus and is designed to help students improve their performance capability and their understanding of how to compose and arrange musical compositions. This course is suitable for students who wish to study VCE Music and introduces some of the content and style of assessments that will be encountered in VCE. Learning an instrument is recommended when choosing this subject as the course is more comprehensive and challenging than Year 7/8 core music.

Assessment includes performance, original composition, music technology, aural studies, and critical responses to music.



Topics Covered

Performance

Students choose an instrument they wish to perform on. This may be an instrument they study privately or an instrument which they wish to learn more about. Students are then provided with a range of strategies and also investigate ways to improve their performance capability on their instrument. Assessment for this outcome is based on improvement and not on a set benchmark, meaning any entry skill level is suitable.

Performance Styles

Students learn about different styles of music to add informed interpretations of styles to their performance. Students learn about a range of styles of music including aspects such as; history, significant artists and stylistic features. Students choose a style of music to investigate.

Composition

Students learn how to practically structure theoretical concepts learnt in Year 7 and 8 Music to create their own compositions as well as arranging music for different instruments. Students will create and perform their own composition.

Musical Theatre

Course Outline & Assessment

'We sing because we can't speak anymore. Dance is an extension of that - we dance because we can't speak anymore."
— Kristin Chenoweth

Sometimes speaking to get our voice heard is just not enough. In musical theatre we draw upon other important skills to help express ourselves. This subject is a taste test of all the wonderful skills we learn in the Performing Arts. The subject will specifically encourage students to participate in a range of Performing Arts activities to learn skills incorporating music, dance, drama, and media with the intention of the opportunity to perform an ensemble creation of their own 'Mini Musical'.

Topics Covered

Performing Arts Skills

Students will participate in focused class activities to learn more about expressive skills in drama through melodramatic performances, dance. They will learn how music and expressive skills can be used to add energy to a scene.

Musical Theatre Style

Students engage with famous musicals and learn repertoire from them to gain an understanding of the musical theatre style.

Present and Perform

Students have the opportunity to showcase their skills in the different discipline areas in a group task which they create their own 'Mini Musical'. The students are completely in charge of the themes, script writing, song choice and choreography, each taking on an integral part of the artistic team to create a one-of-a-kind musical.

Photography

Course Outline & Assessment

The Year 9 Photography course encourages students to build on their photographic interest by enhancing camera handling knowledge and digital editing skills. Students are encouraged to have access to their own photographic device that they bring to every class such as a phone, iPad, digital camera or Digital SLR. Please note that the school library has cameras for students to borrow, but these are limited.

The course features three major assessment tasks:
Technical Journal - Students study compositional rules such as cropping, dutch tilt and angles and capture these through photographs on their device. Students will edit these images and reflect on how they have used the composition rules.
Photographic Portfolio - Students create their own artistic photography portfolio. They will explore the creative process of planning, capturing and editing their own photos to reflect their technical knowledge.
Photographer Research task - Students will engage with professional photographers' work, and critically analyse and discuss their process. Students will gain insight into career progression and professional practice of a photographer.

Topics Covered

- Compositional Rules
- Camera Handling
- Adobe Photoshop
- Editing and Filters
- Photographic Styles

Visual Communication Design

Course Outline & Assessment

The Year 9 Visual Communication Design course encourages students to build on their manual and digital design skills whilst learning and actively practicing the design process in their folio. Students will broaden their design thinking strategies and will become stronger at 2D and 3D technical drawing and developing visual ways of conveying information. Students can also learn to apply digital applications to produce final presentations.

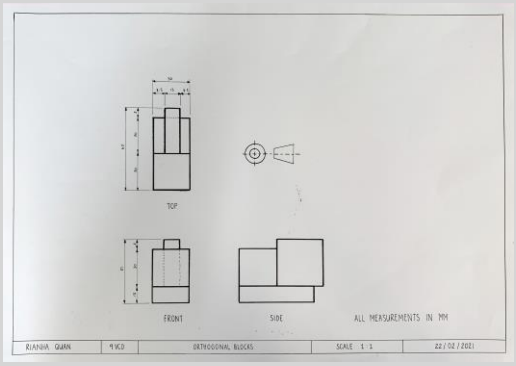
- Design Process
- Design Thinking Strategies
- Digital applications on iPad
- Planometric Drawings & Orthogonal Drawings
- Materials, Media and Methods
- Elements and Principles
- Purpose and Target Audience

The course features three major assessment tasks:

Communication Design Students develop their idea for a new fruit through a series of tasks which aims to develop their design thinking skills and experimentation with different manual and/or digital methods including digital applications. The final presentation is a poster to sell a new and exciting fruit.

Environmental Design Students will write about a piece of visual communication and consider a designer's target audience, purpose, use of materials, media and methods, elements and principles and influences. In response to the stimulus they will then create an alternative design to what they have analysed. For example create a mini golf course design for the interior or exterior of the building.

Orthogonal Drawings Students will develop their technical drawings skills by creating various third angle orthogonal drawings in manual and/or digital methods.

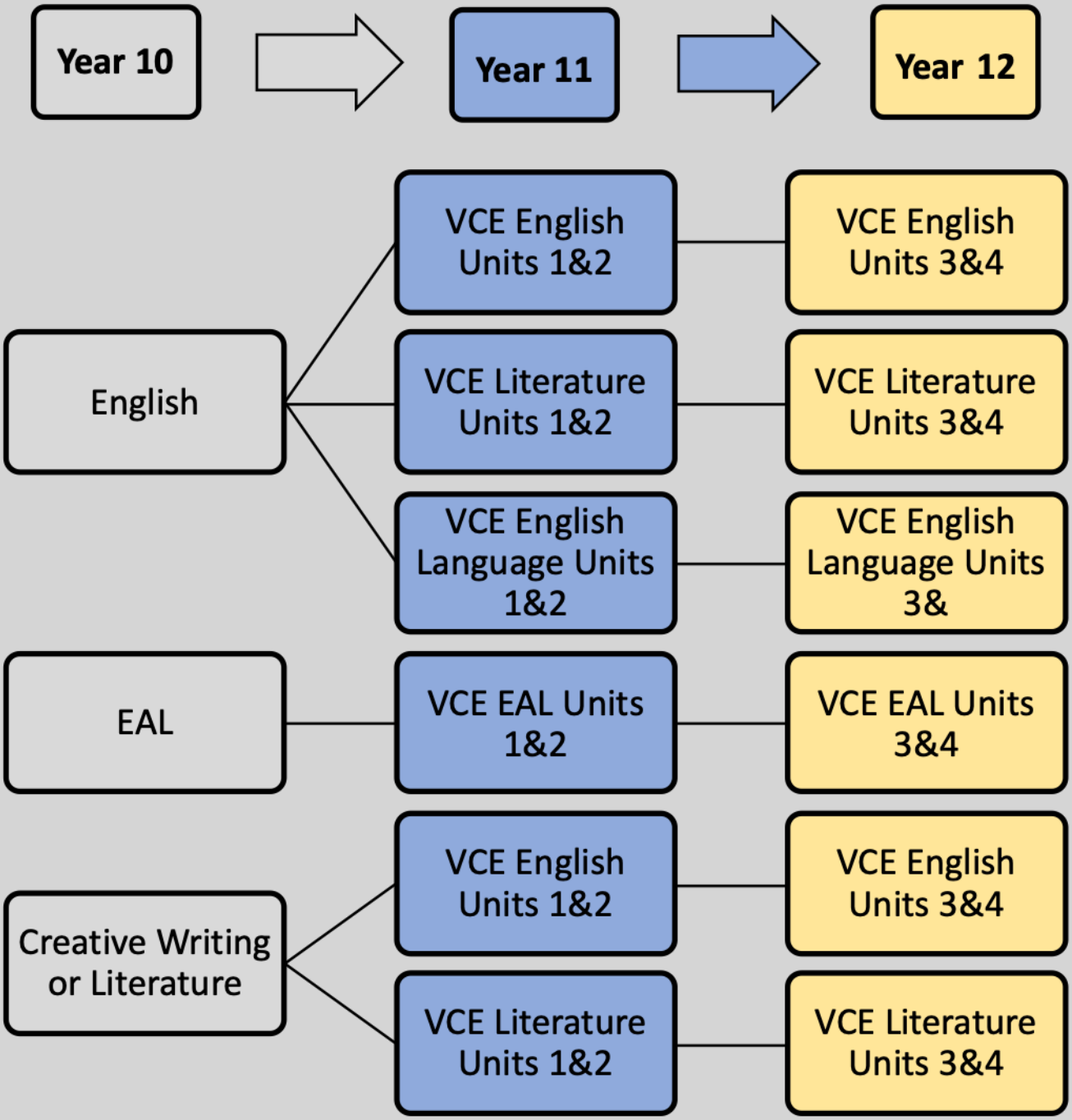


Topics Covered

Year 10 Studies Offered

The following pages provide either a Studies Pathway or Course Outline and Topics Covered for both the core studies and elective program for Year 10:

English Studies Pathway



English

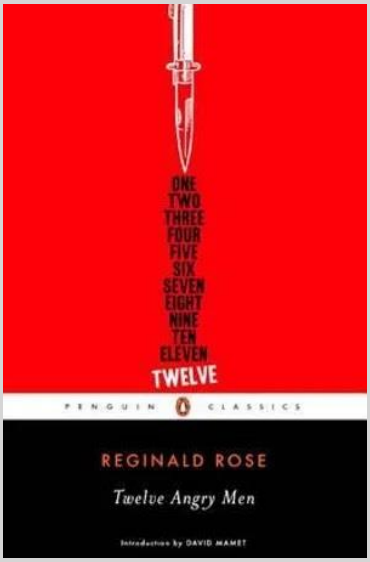
Course Outline & Assessment

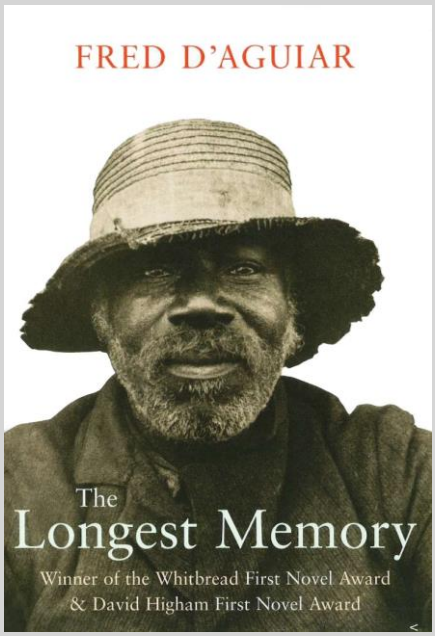
English is a subject which provides students with an excellent foundation in terms of written and oral communication skills. In English, students study a range of texts including novels, films and media texts. Students develop their skills as a writer and create a number of persuasive, creative and expository texts. The texts studied in this course include; 'Twelve Angry Men 'by Reginald Rose, 'The Longest Memory 'by Fred D'Aguiar. Other smaller texts will be studied as part of a broad study of 'Place and Displacement"

Assessment will focus on major areas: Reading and Responding, Writing and Speaking and Listening.

Topics Covered

- Persuasive Oral Presentation
- Creative Writing
- Analytical Writing
- Comparative Analysis
- Persuasive Writing





English as an Additional Language (EAL)

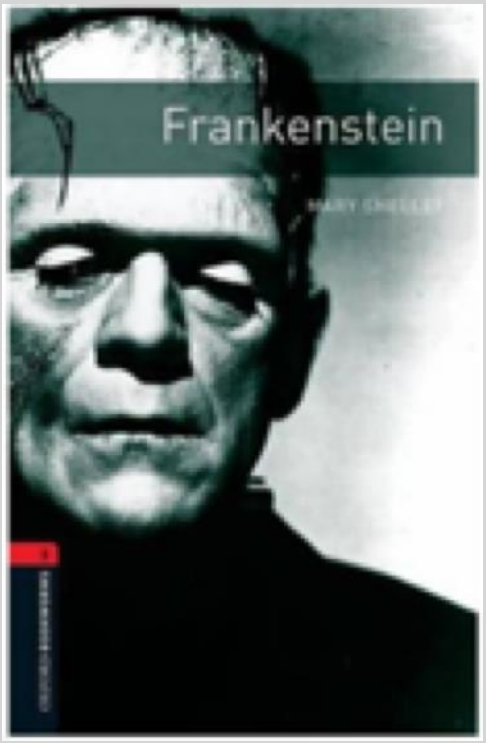
Course Outline & Assessment

The EAL course is designed to consolidate existing language skills and prepares students for studies at the Senior level. Students develop their skills in writing formal essays, creative responses and persuasive texts, as well as reading novels for pleasure. Speaking and listening skills are developed through formal and informal class discussions and assessed oral presentations. The texts studied in this course include the abridged versions of *'Frankenstein'* and *'Macbeth'*, and a film study.

Assessment will focus on major areas: Reading and Viewing, Writing and Speaking and Listening.

Topics covered:

- Film as Text
- Text Analysis
- Argument Analysis
- Creative Writing
- Persuasive Oral
- Argument Analysis
- Text Analysis
- Film as Text
- Comparative Writing



Creative Writing

Course Outline & Assessment

This course is not just about writing stories: it is about capturing a voice and making sense of experiences through writing. This course involves students in exploring the craft and art of writing as they produce their own writing, through a variety of activities. Students will explore the creation of character and voice, different writing forms and the challenging and exciting role of editing. The focus in this subject is on writing.

The course is divided into three areas for assessment:

- **Journal:** a collection of ideas, character outlines, plans for plots, brainstorming and observations on other writing which contributes to 20% of the assessment.
- **Class exercises:** a collection of the weekly exercises exploring different approaches to writing, also contributing 20%.
- **Portfolio:** a collection of two polished pieces, complete with drafts, planning and handwritten notes/ideas of writing across different writing styles. This is worth 60% of the overall assessment.

Topics Covered

- Defining effective writing
- Narrative construction
- Working with narrative elements
- Children's books
- Character development
- Exploring the senses
- Poetic approaches
- Editing and reviewing

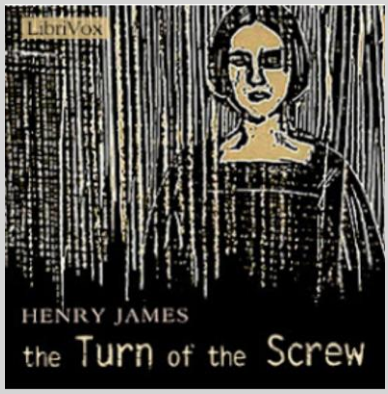
Literature

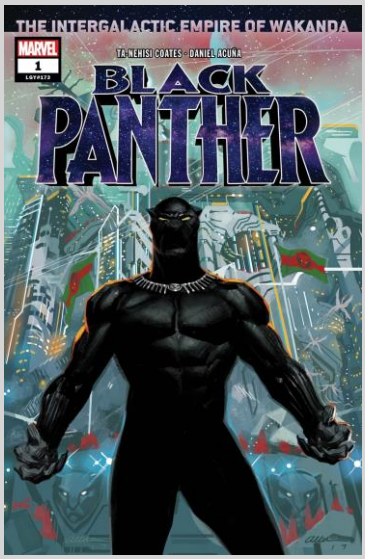
Course Outline & Assessment

Literature is a subject for lovers of reading, deep-thinking and fun discussions. Students study classic literature, including poetry and plays; but also contemporary texts, including films. Students will respond to these texts both creatively and through interpretation and close analysis; students will engage with a range of opinions on different literary eras and genres. Being in a classroom of thoughtful readers reinforces skills required in any English course; however, the subject is of value, enjoyment and interest whatever the student's further studies may be.

The course is divided into:

Poetry Analysis and Recording worth 20%, Novella and Film Adaptation, Comparative written response 30%, Creative Short Stories 25% & Novella Close Analysis 25%.





Topics Covered

Reading and Analysing Poetry

Students study an anthology of curated poems from classic and contemporary forms. Students analyse features and conventions of specific poetry, imagery and different interpretations in order to produce their own poetry recording and a reflective commentary.

Analysing Adaptations

Students will study a set novella focusing on setting, plot and narrative voice and compare the same features and conventions in a film adaptation of the same text. Students will produce a comparative written analysis to demonstrate their understanding of the notion that when the form changes, meaning can change for the reader/audience.

Creative Response

Students are given a range of short stories in order to focus on the imaginative techniques used for creating and recreating a literary work. They then choose one of the writers studied as a stimulus to create their own short story that will incorporate similar style and authorial concerns.

Close Analysis

Students will study a different novella with the aim being to examine and explore the language, style and construction of the text. Working on selected passages of the text, students will analyse how structure, context, imagery and ideas within specific passages contribute to an understanding of the text as a whole.

Strive Support Program - Year 10

Course Outline

Strive is a dedicated student support program that targets students with difficulties across a number of areas. Entry into the *Strive* Program is by invitation only, based on a number of considerations, including academic testing data, consultation with classroom teachers, literacy/numeracy support staff, coordinators and a willingness to engage in the program.

Aims of *Strive*

Curriculum Support

- Targeted support at point of need for each student
- Extra support and time to complete tasks
- Communicating and advocating student need

Capacity Building

- Organisational skills
- Self-motivation
- Communication Skills
- Self Confidence

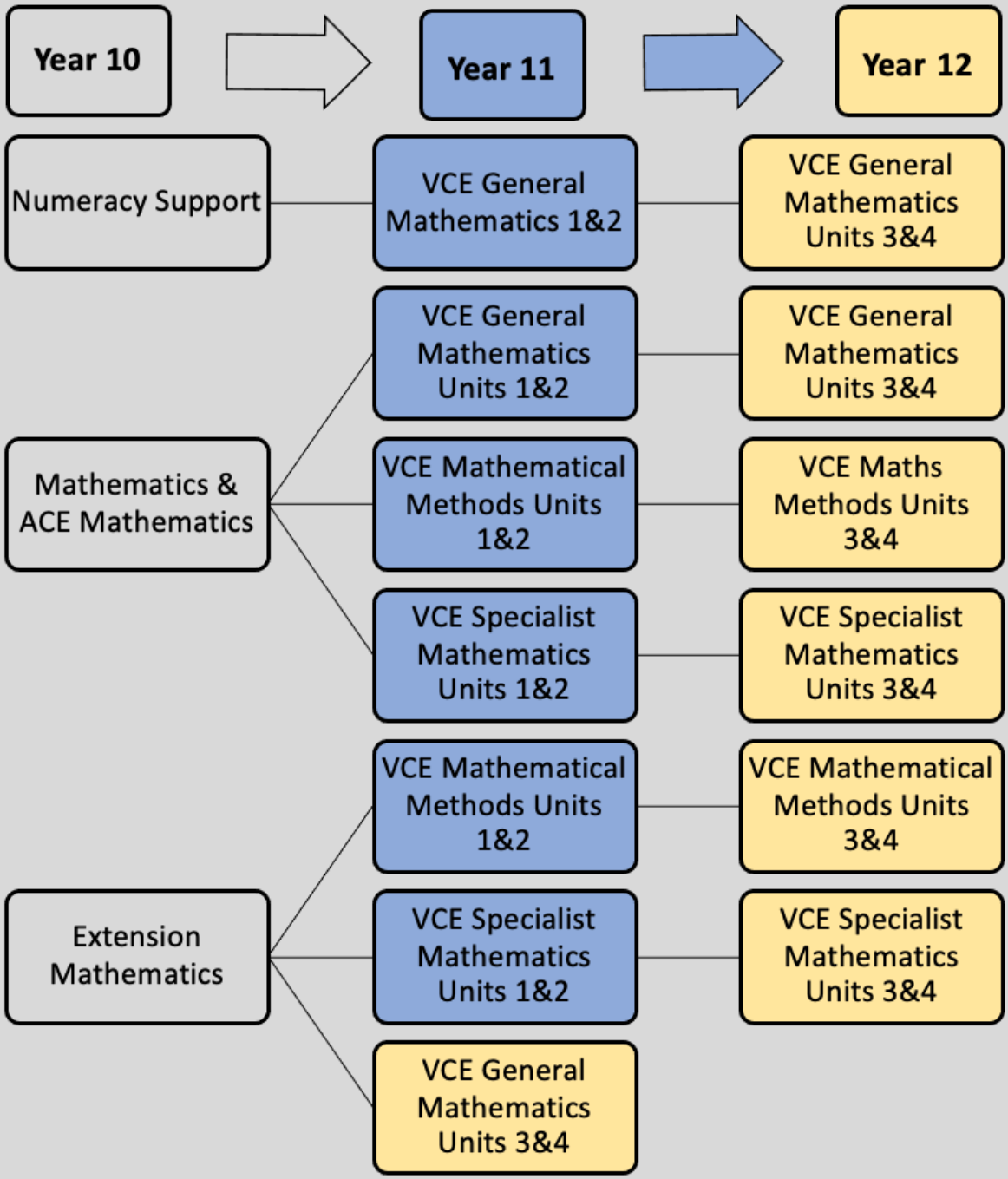
Students in the *Strive* Program will do one less elective subject. In its place, they will have the following eight periods in a fortnight cycle:

- Two periods with an English teacher to support students with the Year 10 English curriculum
- Two periods with a Mathematics teacher to support students with Year 10 Numeracy
- One period with a Year 10 Science teacher
- One period with a Year 10 Humanities teacher
- Two periods of Literacy Support

Some periods may occasionally be allocated for non-curriculum support, such as Careers and pathways sessions, organising work experience, VCAL and VCE applications, guest speakers, etc.

Program Structure

Maths Studies Pathways



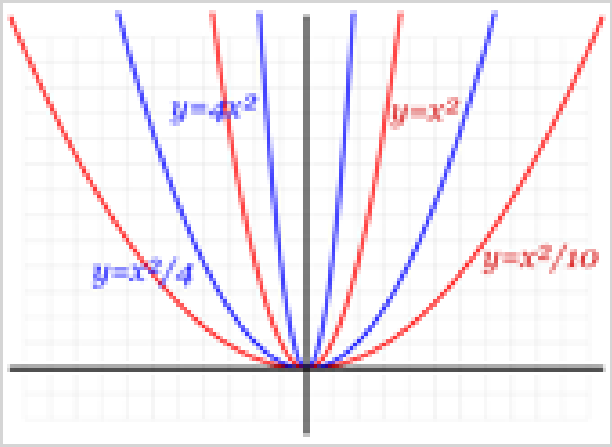
Mathematics

Course Outline & Assessment

The Year 10 Mathematics course is designed to expose students to a range of topics in preparation for their chosen VCE Mathematics subject(s). Students will continue to undertake a range of mathematical studies and learn to solve problems with and without the aid of their CAS calculators (introduced in Year 9).

The assessment for this course consists of:

- Topic tests
- Assignments
- End of semester exams



Topics Covered

Trigonometry
Students will learn rules for finding unknown angles and side-lengths in right-angled triangles, and apply this knowledge to real-world applications.

Univariate and Bivariate Data
In this topic, students will analyse and draw graphs as well as interpret relationships between two variables.

Algebra
Students will learn to simplify and solve algebraic equations, and sketch straight line graphs, and solve simultaneous linear equations.

Measurement
This topic focuses on the area of two dimensional shapes and investigating surface area and volume of three-dimensional objects, including composite shapes.

Indices and Surds
Students will simplify expressions using index laws and perform operations with irrational numbers (surds).

Quadratic Equations & Graphs
In this topic, students will learn to solve quadratic equations, as well as sketch graphs of parabolas.

Probability
This topic includes basic chance, one and two step probabilities (e.g. what is the chance of rolling two sixes in a row?), Venn diagrams and tree diagrams.

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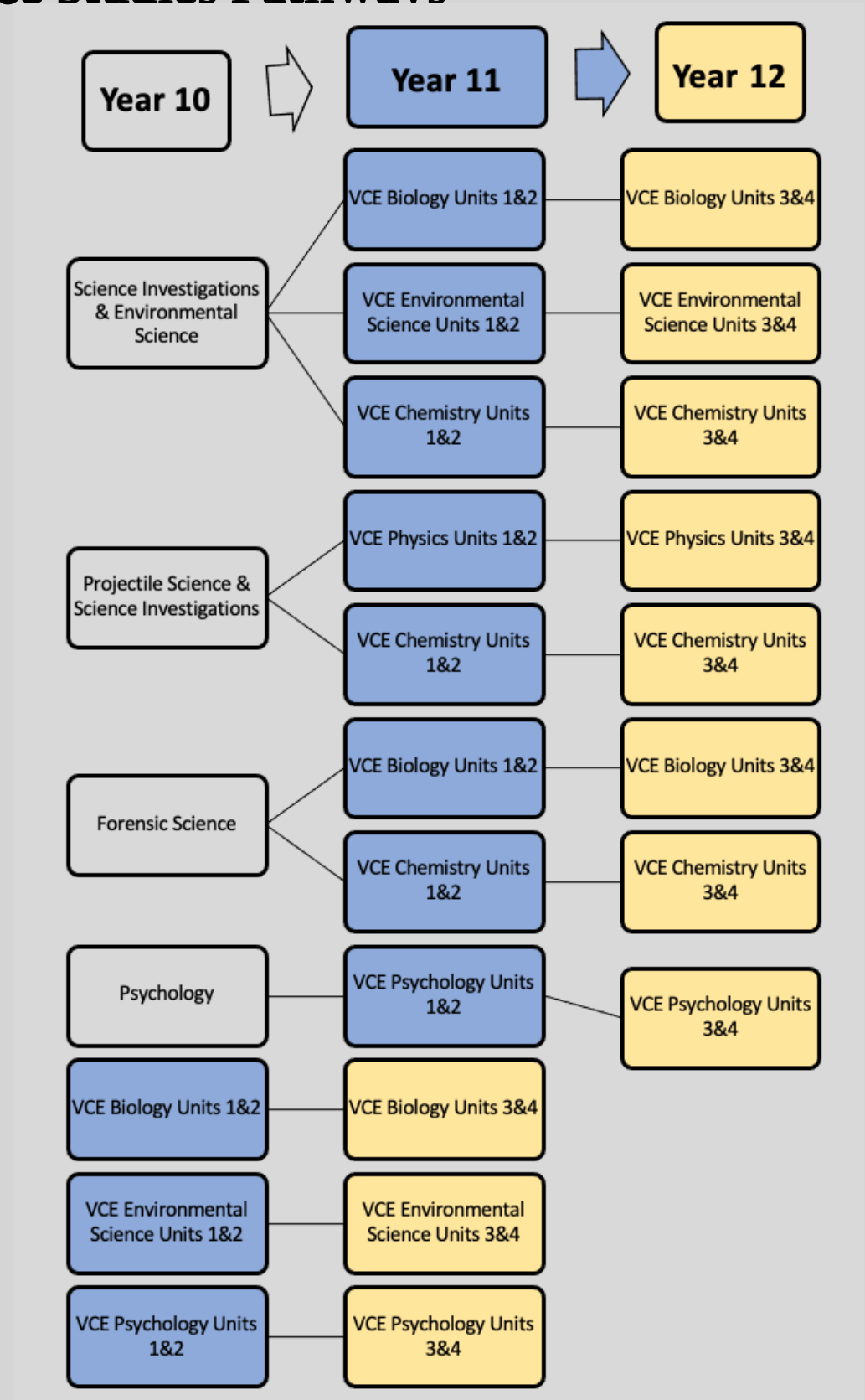
Science Studies Pathwavs



Environmental Science

Course Outline & Assessment

This course has been developed as an introduction to Environmental Science Units 1-4 and Biology Units 1-4. Students will be introduced to chemistry concepts, including properties and chemistry of water and this will lead into how chemistry can be used to monitor environmental damage, such as pollution that has occurred in river systems and lakes.
The course is divided up into: Practicals (25%), Assignments (including a scientific poster) (20%), Topic Tests (30%) & Exam (25%).

Topics Covered

Atomic Theory & Periodic Table

Students will be able to demonstrate knowledge of basic atomic theory and how the periodic table is formed

Principles of Bonding

Students will investigate ionic bonding and covalent bonding

Chemical Reactions

Students will investigate different chemical reactions related to ecological concepts such as photosynthesis, redox and precipitate reactions

Chemistry of Water

Students will obtain an understanding of the importance of water to all living organisms

Earth Science

Students will investigate the different biogeochemical cycles such as the water cycle and they will discover how pollution can impact on the waterways. Students will undertake a major project to determine how polluted two different waterways are using data logging equipment to test water samples. They will create a scientific poster on their findings.

Forensic Science

Course Outline & Assessment

This course provides students the opportunity to participate in a range of activities to develop their theoretical knowledge, analytical skills and practical ability in a variety of disciplines within Forensic Science.

The course is divided into practical experiments, assignments, unit tests and an end of semester exam.

Topics Covered

Biology in Forensics

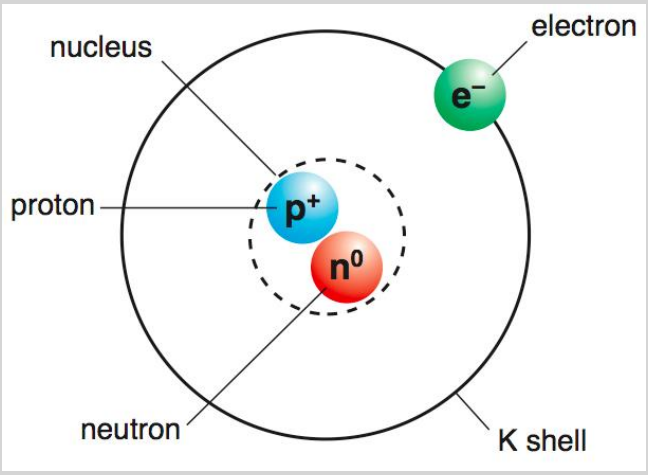
Students will explore types of evidence, blood analysis, DNA profiling, fingerprinting, hair and fibre analysis, entomology and anthropology.

Chemistry in Forensics

Students will explore atomic structure, the periodic table, chemical reactions, acids and bases and chromatography.

Physics in Forensics

Students will explore Newton's Laws of Inertia and skid mark analysis

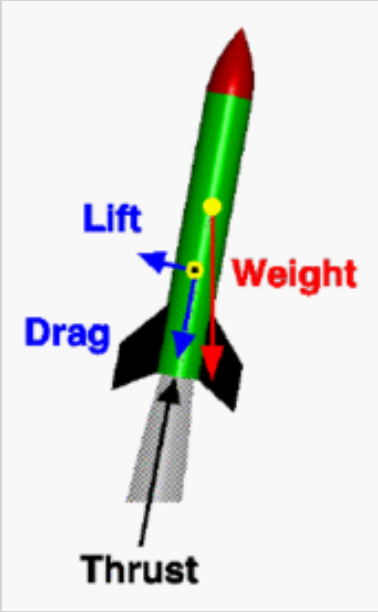


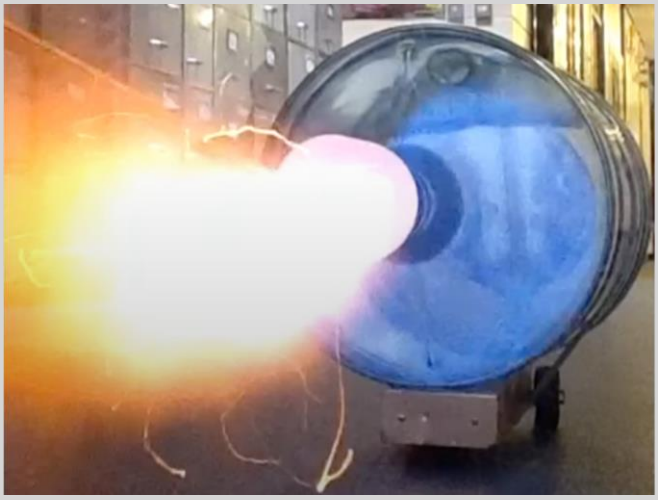
Projectile Science

Course Outline & Assessment

This course has science concepts drawn from chemistry, physics and science skills. Students investigate chemical reactions, controlled explosions, projectile motion, and ideas about the wider universe.

The course is divided into two areas of study: Chemical Reactions and Motion. Assessment is comprised of practical work (50%), a test (20%) and an end of semester exam (30%).





Topics Covered

Chemical Reactions

The concept of chemical reactions will be investigated, in particular their use in generating energy, and products that can be used in rocket propulsion. The topic is quite short, and finishes off with an investigation of how ethanol can be used as rocket fuel.

Motion

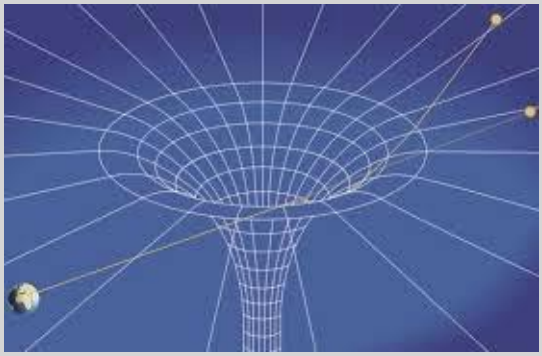
Students investigate motion, Newton's Law and the big bang theory. A large portion of this topic will involve the construction of a student designed bottle rocket, some of which can reach over 100m in height!

Science Investigations

Course Outline & Assessment

This course delivers theoretical and practical components from the Year 10 Victorian Curriculum for Science and Unit 1 and 2 VCE Key Science Skills from the VCE Science study designs. The content covers the topics of Biology/Environmental Science, Chemistry, and Physics. There is a specific focus on practical work and investigation research.

Students will be assessed on their knowledge and skills in this subject through investigation reports (50%), practical skills (25%), and a semester exam (25%).



Topics Covered

Chemistry

Students will learn about different chemistry experimental techniques and chemistry theory. They will be given an opportunity to design and undertake research and an investigation to develop a better understanding of an area of interest in chemistry.

Biology/Environmental Science

Students will learn that heritable characteristics are transmitted from one generation to the next by genes and DNA. They will also recognise the importance of fertilisation and meiosis in the passing on of genetic information from parents to offspring. The issue focus of this topic is genetics and the use of biotechnology in reproduction and genetic manipulation.

Physics

Students will learn that global systems rely on interactions between the hydrosphere, lithosphere, atmosphere and biosphere. Students will model nutrient cycles and investigate how human activity can affect global systems. Students will also investigate why global warming and renewable energies have become issues in our community.

Psychology

Course Outline & Assessment

This course has been developed as an introduction to the VCE Psychology Units 1-4. It covers key areas of Psychology such as research methods, the brain, clinical psychology and forensic psychology. Students will develop key skills in the scientific method required as they progress towards their senior years. The course is divided into three assessment tasks: An Introduction to Psychology test, Student Directed Research & Classwork.

Topics Covered

Research Methods

Includes developing hypotheses and identifying variables, planning and undertaking investigations and the study of ethics.

Study of the Brain

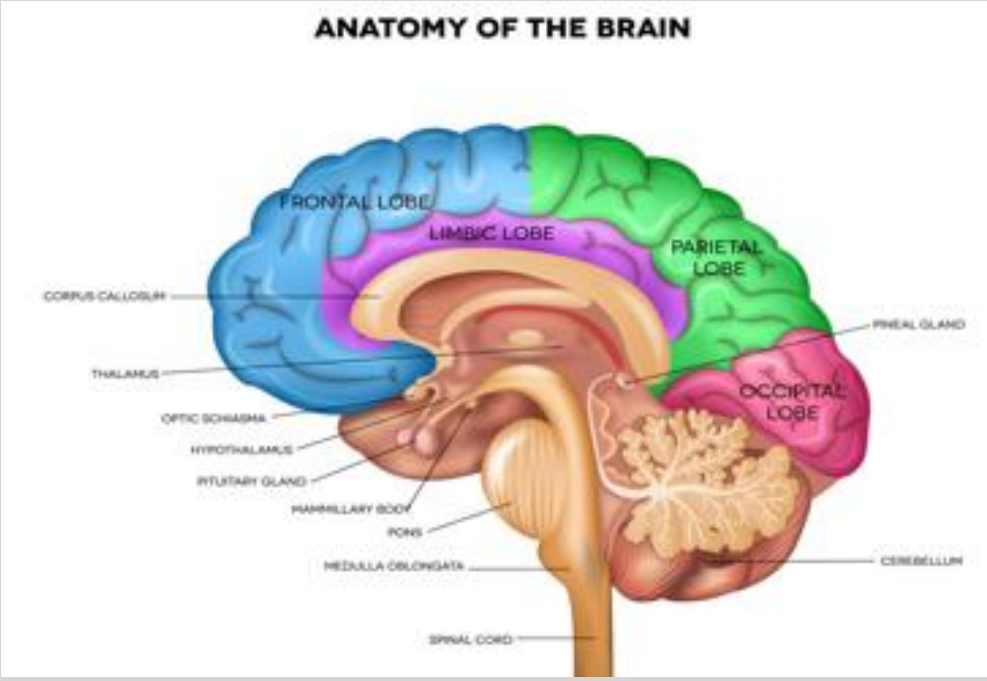
Understanding of brain structure and function.

Clinical Psychology

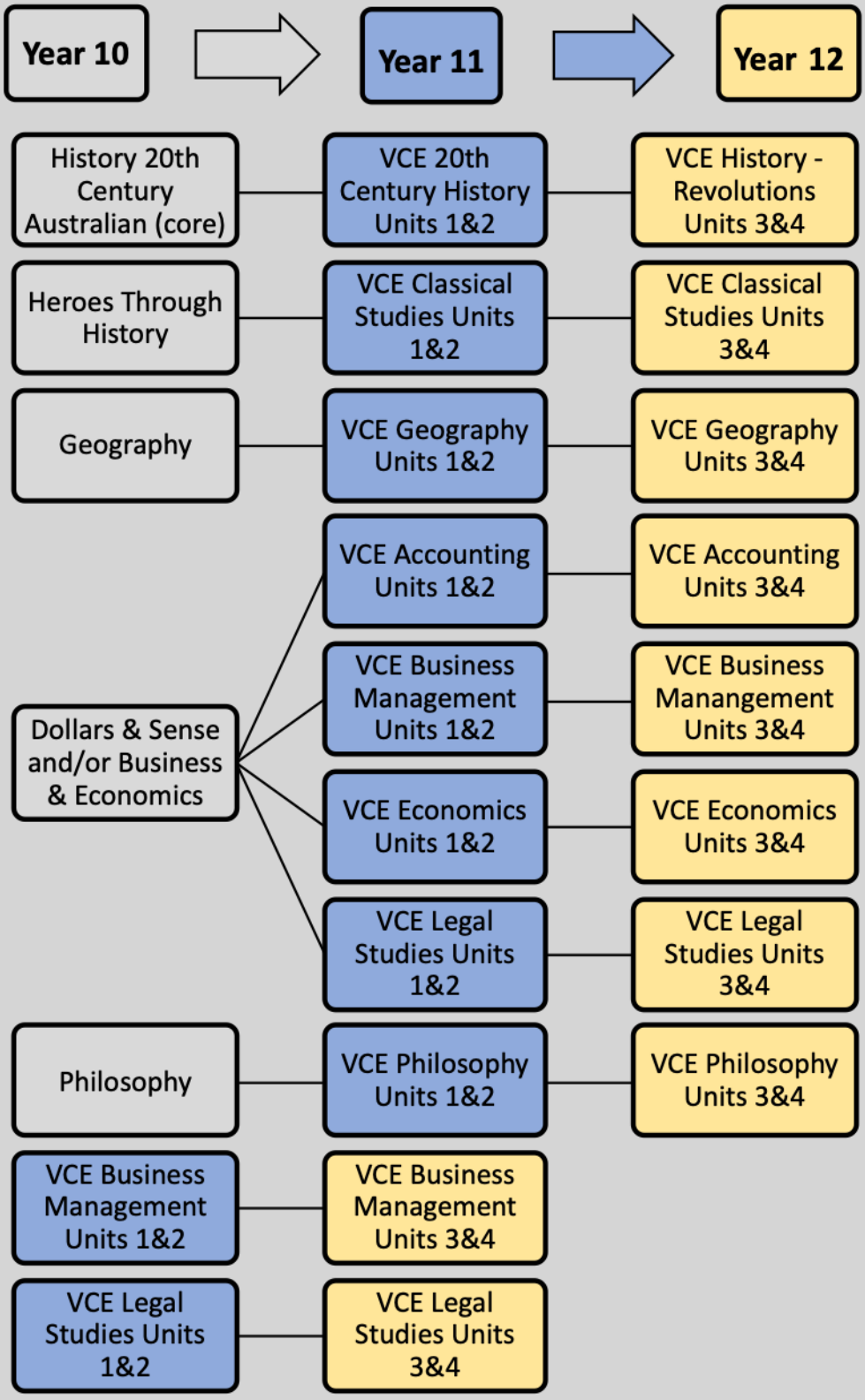
What is mental health and mental illness? How do we diagnose mental illness?

Sleep and Dreams

The stages of sleep, sleep disorders and dreams will be looked at if time is available.



Humanities Studies Pathway



History - 20th Century Australian

Course Outline & Assessment

This course seeks to build from learning in Year 9 by examining the world in the 20th Century and Australia's place in it. During this century of war, technological development and struggles for freedom by marginalised and minority groups is both interesting and relevant to developments in our own lives. Students will develop strong analytical and evaluative skills throughout the course.

This course features four major assessment tasks:

- Document analysis
- Research report
- Digital History video
- End of unit examination

Topics Covered

Between the Wars

This unit examines the rapid changes the world endured in the wake of World War 1 both socially and politically. Students will examine the impacts of the Treaty of Versailles as well as how The Great Depression impacted both Australia and other nations.

World War II

This unit focuses on the causes, major events and consequences of this conflict as well as Australia's significant role in both Europe and the fast East. Students will examine how the war was fought and also how its impacts were felt at home, both socially and economically.

Rights and Freedoms

In this study, students will looks at the various civil rights movements that took place in the second half of the 20th Century with a particular focus on Indigenous Australians as well as other marginalised groups fight for justice.

Business and Economics

Course Outline & Assessment

This course is about understanding how economic choices impact individuals, business and the broader economy. It also serves as valuable preparation for VCE Commerce subjects such as Economics, Business Management, Legal Studies or Accounting.

The course features assessment tasks which include:

- Marketing plan
- Small business project
- Topic test (Economics)

Topics Covered

Marketing

Students create an advertisement for a Lego product.

Innovation & Entrepreneurship

Students complete a small business project, turning their idea into a small business.

Work & Work Futures

Students consider the way the work environment is changing. They create an advertisement for a position within their small business.

How Economic Decisions Impact You

Students learn some key economic concepts including resource allocation, economic indicators and living standards.

Dollars and Sense

Course Outline & Assessment

This course explores the various forms of investment and money management. A key focus is placed on the various ways to invest money, learning about taxation and superannuation, the stock market, banking, scams, clever spending and personal budgeting. Through extensive use of the internet, computer simulations and the media, students will acquire skills and understanding of the financial world. Dollars & Sense also serves as valuable preparation for VCE Commerce subjects such as Accounting, Business Management, Legal Studies or Economics.

Assessment includes a range of assessment tasks including the sharemarket game, research projects, movie making and presentations.

Topics Covered

Budgeting, Banking and Saving

Students plan for a major purchase in their life.

Scams

Students create a video campaign warning people about a particular scam.

Investments

Students research different companies as part of the ASX Sharemarket game.

Employee Rights, Superannuation and Tax

Students research their rights and obligations as employees.

Geography

Course Outline & Assessment

This course focuses on fascinating and important elements of today's world by examining the causes and management of environmental change and how humans can address global inequality.

The course features three major assessment tasks:

- Geography of wellbeing data analysis task
- Digital mapping exercise
- Coastal environment field report

Topics Covered

Human Wellbeing and Inequality

This topic seeks to examine the many factors that lead to wellbeing in Australia and to inequality across the globe as well as how government and NGOs like the Red Cross and Oxfam seek to improve it.

Environmental Change

This topic looks at how humans change and manage natural environments with a particular focus on coastal landscapes. This topic includes fieldwork to measure coastal change in Port Phillip Bay.

Heroes Through History

Course Outline & Assessment

This course argues that we can understand different cultures throughout history by examining the heroes that they uphold, as these figures reveal what people desire, fear and value most of all. We study three different periods, from the birth of civilisation through to the modern era, from Hercules to The Hulk. We use historical sources about real and fictional heroes from these periods as a lens to focus on the characteristics and value systems of each group of people.

The course features three major assessment tasks:

- Homeric Greek Source Analysis
- Medieval Hero Podcast/Interview
- Pitch-your-own Hero Task

Topics Covered

The Birth of Civilisation: This unit examines some of the earliest heroes in recorded history such as Gilgamesh, Cleopatra, Achilles and Alexander the Great, and the values and beliefs that helped them forge their legacies through to the present day.

The Medieval and Early Modern World:
This unit utilises figures such as Robin Hood, Joan of Arc and King Arthur as a lens to examine the values of the Medieval and Early Modern world, and the movements and ideologies that shaped the world and society as we currently know it.

Our World:
This unit examines the historical and fictional heroes of the modern world, from complex revolutionary leaders such as George Washington to superheroes such as Black Panther, and asks the big question: what do they reveal about us and how we've changed?

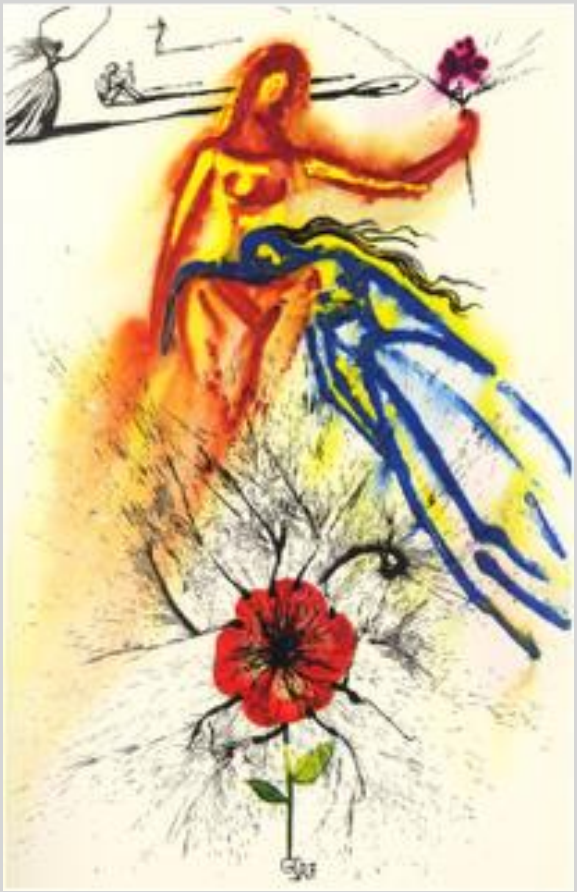
Philosophy

Course Outline & Assessment

This course seeks to introduce you to a new way of thinking and looking at the world. It is a subject based around questions, discussions and thinking. In Philosophy, we look at questions (and answers) around how we should live, what we can know, what is real and what is the right thing to do.

The course features three major assessment tasks:

- Short-answer study of 'The Truman Show.'
- Podcast on the ideas of a philosopher of your choice
- Written investigation into an ethical issue



Topics Covered

What is real and what can we know?

Should we trust our beliefs? Does the truth matter? Can we time travel?

What does a good life look like?

What sort of society should we live in? What drives us to behave the way we do?

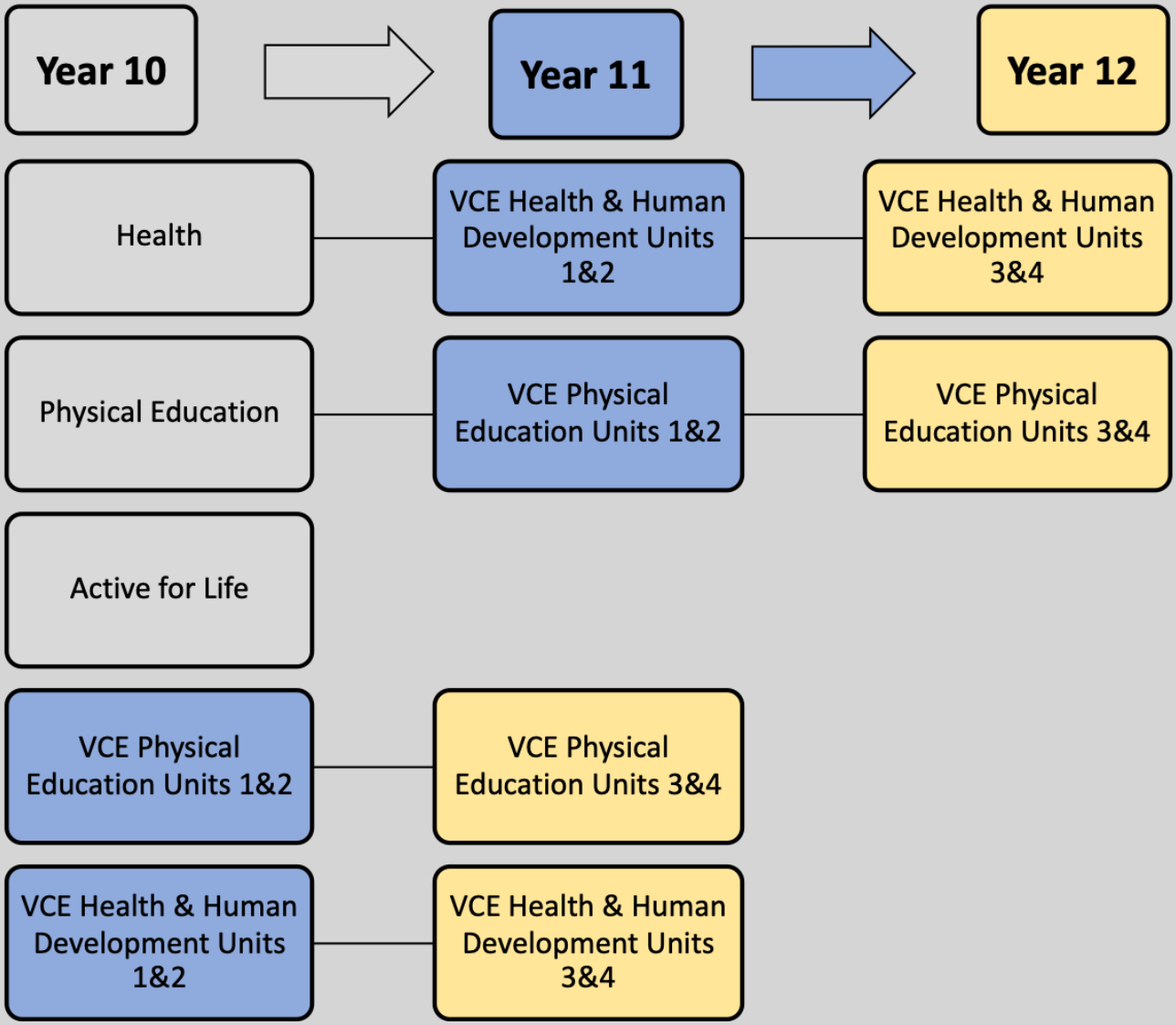
What is the right thing to do?

Looking at the foundations of morality and examining which 'code 'is the best one to live by. The ethics of animals, war, love, fame etc.

The 21st century

What sort of world might we be living in the near future? Do we have answers to some of the key questions the future is going to pose to us?

Health & Physical Education Studies Pathways



Health

Course Outline & Assessment

This unit focuses on the personal and social capabilities, where students learn to develop health-promoting behaviours such as safe driving. We explore factors that influence identities, relationships, decisions and behaviours. Students research and apply health information from credible sources.

Three areas of assessment:

Assignments contributing 50% to the overall assessment

- Media file oral presentation
- Road safety campaign

Tests and examinations contributing 50% to the overall assessment

- Nutrition test
- Semester examination

Class work which contributes to an overall S/N

Topics Covered

Introduction to Health

Dimensions of health and wellbeing, the World Health Organisation's definition of health and health of Australia's youth

Nutrition

Function of nutrients, 'That Sugar Film', food models such as the Australian Guide to Healthy Eating, food labelling and other factors that influence food selection

Drugs

Legal and illegal drugs (such as Ice)

Mental Health and Wellbeing

Resilience, positive mental health & mood disorders

Road Safety

Road rules and safety, METEC excursion & purchasing a safe car

Respectful relationships and sexuality

Respectful relationships, consent & sexuality.

Active for Life

Course Outline & Assessment

This course involves investigating, participating in and evaluating a variety of recreational facilities, activities and pursuits available in the local and wider community. It has both theory and practical components and examines movement, physical activity, body systems, water safety, government guidelines and basic first aid practices.

The course is divided into two areas: Theory assessment and practical assessment. Theory assessment includes written tests and assignments. The practical assessment includes participation, skill performance and match play.

Topics Covered

Movement and Physical Activity

Students will examine why people participate in physical activity and will investigate government initiatives including the NPAG model.

Water Safety

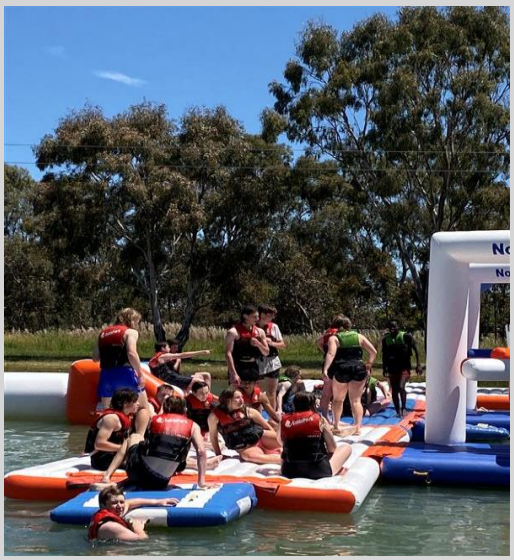
Students complete online modules relating to water Safety and risk-taking behaviours. This unit includes an assignment for its assessment.

Cardiovascular System

Students will identify and classify the major anatomical components of the heart, blood vessels and blood. They explore the functions and the associated acute responses to exercise.

Respiratory System

Students will identify and classify the major anatomical components of the lungs and mechanics of breathing. They analyse the associated acute responses to exercise

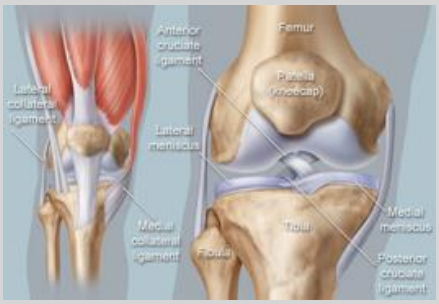


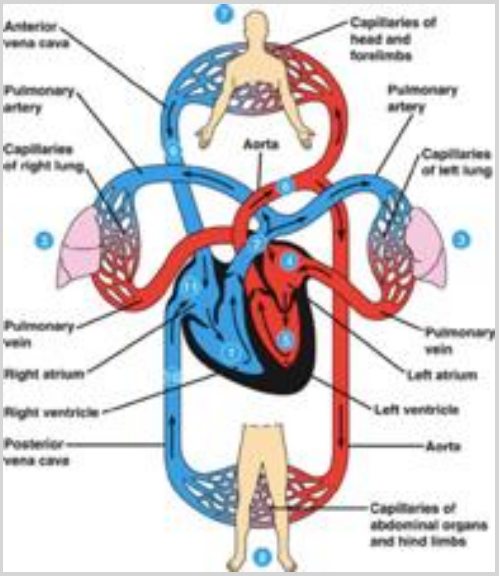
Physical Education

Course Outline & Assessment

This course has strong theory and practical components and is considered to be very beneficial for students planning to study VCE units in Physical Education. It aims to develop practical and theoretical knowledge regarding movement and physical activity, how the body systems work and ways to measure and improve fitness.

The course is divided into two areas: Theory assessment and practical assessment. Theory assessment includes written tests and assignments. The practical assessment includes participation, skill performance and match play.





Topics Covered

Movement & Physical Activity

Students will define skills and the importance of fundamental motor skills, explore information processing and decision making in sport, classify movement skills and investigate the stages of learning and factors that influence movement.

Skeletal System

Students will identify and classify the major bones within the body, explore their functions and types of movement and analyse the key features of major joints with the body.

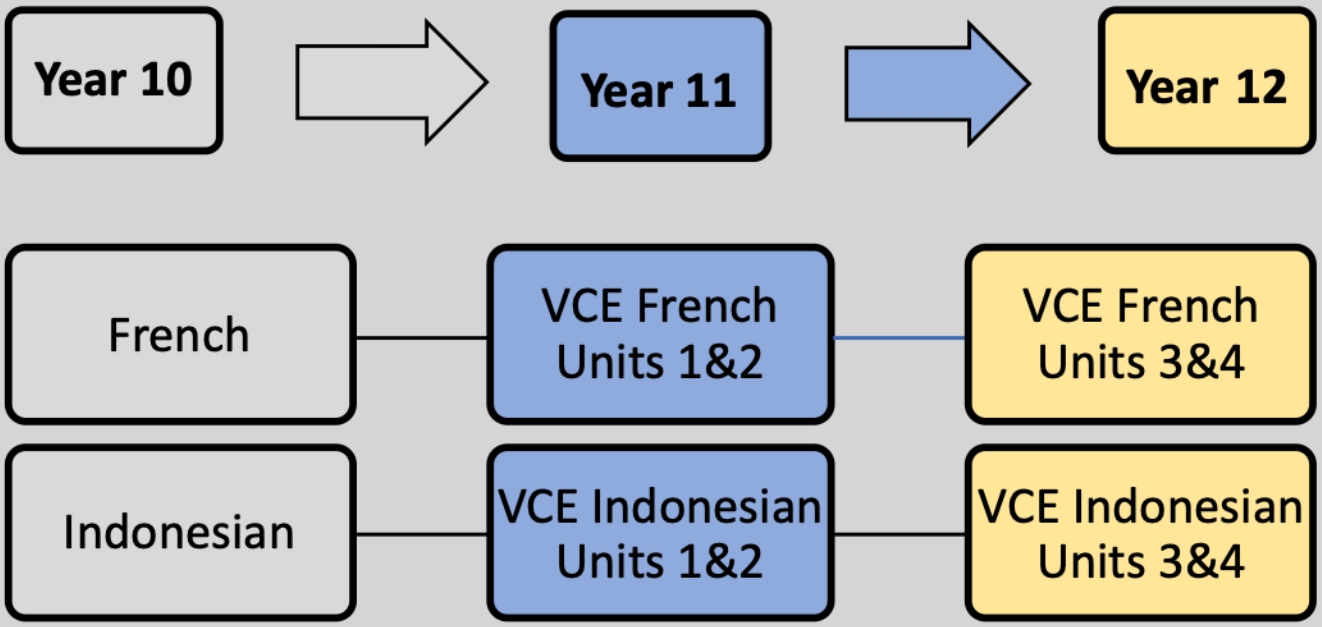
Muscular System

Students will identify and classify the major muscles of the body and compare the different types of muscular contractions through movement.

Fitness Components & Training

Students will explore the different fitness components and training methods, understand the benefits of fitness testing and undertake their own battery of tests.

Language Studies Pathway



French

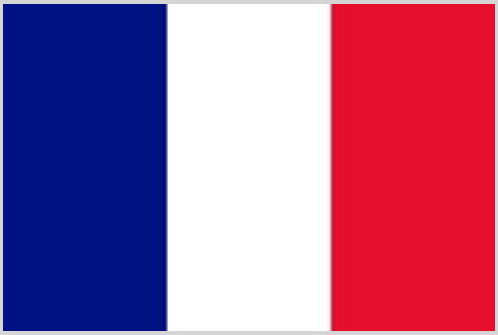
Course Outline & Assessment

This Year 10 French course builds on the knowledge attained in the junior years. The course revises grammar and introduces new tenses and vocabulary as well as exploring intercultural connections. Students will be able to attend external excursions to explore the French speaking community in Melbourne. By the end of Year 10, students will have developed a rich vocabulary of the target language.

Similarly to Year 7-9 French, students are assessed on their skills in components of reading and translating, writing, listening and speaking. Students' intercultural knowledge and understanding will also be assessed throughout each semester through a variety of engaging cultural tasks which aim to discuss local and global issues impacting our shared cultures.

Topics Covered

- School programs and pathways beyond high school
- Skills and identity within the school and job arena
- Further development of likes, dislikes, interests in a more global setting
- Cultural and linguistic similarities and differences between Australia and France
- Nutrition, health, wellbeing (aligning with Year 10 Health)
- Writing and speaking to form, such as recipes, narratives, and advertisements
- French music, film, YouTube, books, magazine, podcasts
- Technology and future possibilities



Indonesian

Course Outline & Assessment

This course has a strong focus on grammar and vocabulary. It builds on the knowledge gained in Years 7-9 Indonesian and is typically challenging by nature. That said, learning Indonesian is also incredibly rewarding as by Year 10 students are able to communicate more and more in the target language. The course is designed to set students up for the demands of VCE Indonesian and like Year 9, students will have the opportunity to use their Indonesian language skills outside of the classroom in an authentic environment. By continuing on with their Indonesian journey at Ringwood SC, students will also give themselves the opportunity to potentially participate in a Homestay and Cultural trip to Indonesia.

The course is divided into five different topics and students will be assessed on their reading/translating, writing, listening and speaking skills. Students 'intercultural knowledge and understanding will also be assessed throughout each unit through a variety of fun and engaging cultural tasks.

Topics Covered

In the City

Learn how to ask for and give directions in Indonesian and learn the vocabulary for different landmarks located in the city.

Indonesian Film and TV

Learn about Indonesian culture and teen life through film. Learn how to write an engaging and critical film review in Indonesian. Attend the Indonesian Film Festival.

Seasons and Weather

Learn how to ask about and comment on the weather.

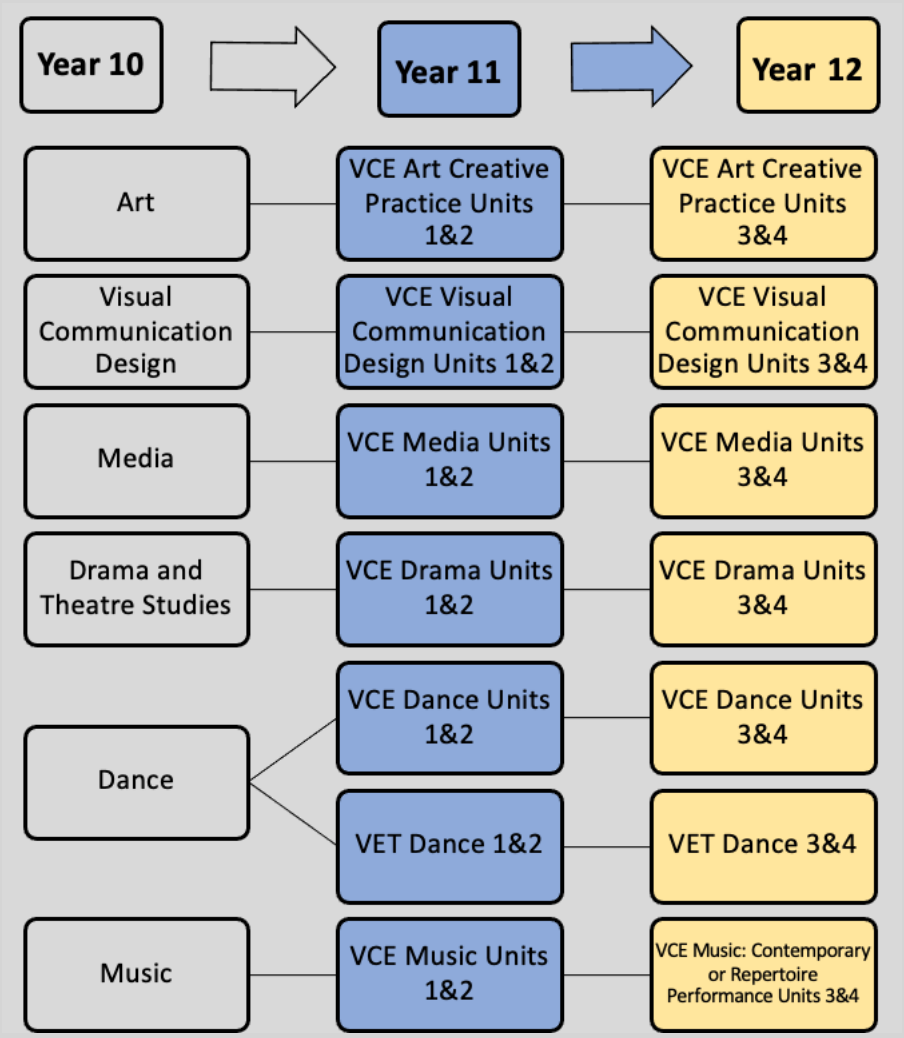
The Indonesian Environment

Learn about the Indonesian environment and the environmental challenges they face in the future.

Future Aspirations

Learn how to express your future aspirations and write a resume and conduct a job interview in Indonesian.

Art Studies Pathways



Art

Course Outline & Assessment

This course encourages students to develop their artistic skills and explore their individual styles in a variety of mediums such as watercolour, charcoal and ink, whilst learning about different art forms such as painting, manual and digital drawing and collage. There is a focus on the studio process, where students explore, develop and refine their ideas and concepts and document their journey in a visual diary. Students refresh their understanding of the different art movements and learn a range of theoretical knowledge to prepare them for VCE Studio Arts.

The course features three major assessment tasks:
Art and Appropriation - Produce an artwork that deliberately copies an existing famous artwork and combine this with popular culture to create a contemporary artwork with a new message, using various mediums of choice.
Materials and Techniques - Explore and develop ideas, experiment with a range of materials, techniques and processes and investigate art elements and principles to produce and evaluate finished artwork/s.
Analysis - Analyse a variety of traditional and contemporary artworks using appropriate art terminology and concepts such as materials, techniques and processes, art elements and principles, visual language, influences and the art industry such as conservation, curators and gallery characteristics.

Topics Covered

- Materials, Techniques and Processes
- Artforms
- Aesthetics and Style
- Visual Language
- Art Movements
- Appropriation
- Studio Process
- Art Industry
- Excursions to Galleries

Dance

Course Outline & Assessment

Dance provides students with an opportunity to develop their skills differently to what they would experience in any other classroom. Dance allows students to work together and independently in order to hone their skills in physical coordination, fitness, creativity, problem solving and kinaesthetic awareness. In Dance, we allow students to draw upon their creative side. Students will strengthen their understanding of how to create a personalised movement vocabulary and better understand themselves as a dancer, performer and human being. Students will also strengthen their own technical ability in order to perform their own and other choreographer's works to artistically portray a concept or storyline to their audience.

Topics Covered

Technique

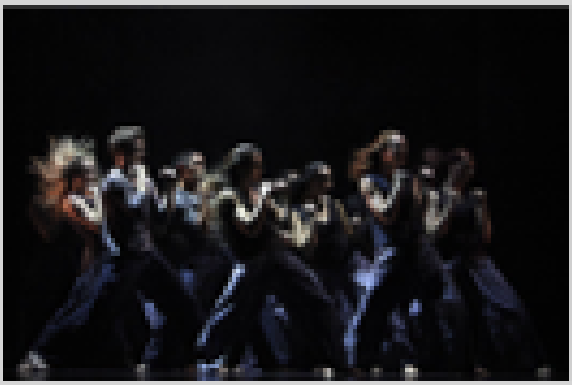
Students will develop the ability to lead a physical warm-up which adheres to safe dance practices. Students will broaden their knowledge of how to look after their body as a dancer through diet, personal wellbeing and muscular control. Students will develop the ability to understand how common dance injuries occur and how to manage these effectively to best look after themselves.

Exploration

Students will strengthen their analytical skills by applying their knowledge of dance to the written form. Students will study a combination of professional solo and group dance performances in order to evaluate
how dancers are able to communicate their intention to an audience.

Choreography

Students will develop confidence in their own ability to perform and choreograph dance works. In Dance we look at a range of styles such as Contemporary, Jazz and Hip Hop in order for students to continue developing a personalised movement vocabulary that is specific to them as a dancer. Students will learn and develop choreography that portrays an intention which allows them to manipulate their performance skills to showcase artistry.



Drama

Course Outline & Assessment

This course focuses on creating characters and telling stories in various ways. Students learn the skills of creating performances, becoming characters and building a relationship with an audience. The course also focuses on the technical aspects of a performance as well how to analyse professional theatre.

Topics Covered

Performance

Students develop and sustain different roles and characters to realise dramatic intentions and engage audiences. They perform devised and scripted drama in different forms, styles and performance spaces. They plan, direct, produce, rehearse and refine performances. They select and use the elements of drama, narrative and structure in directing and acting and apply stagecraft. They use performance and expressive skills to convey dramatic action and meaning.

Stage Craft

Students maintain safety in drama and in interaction with other actors and extend their exploration of ways that they and others nurture, develop and sustain drama practice.

Theatre Analysis

Students analyse the elements of drama, forms and performance styles and evaluate meaning and aesthetic effect in drama. They devise, interpret, perform and view dramatic works and use experiences of drama practices from different cultures, places and times to evaluate drama. As they make and respond to drama, students explore meaning and interpretation, forms and elements and how drama can influence and challenge. They evaluate actors 'success in expressing the directors 'intentions and the use of expressive skills in drama. They view and perform and identify characteristics of performance and theatrical styles.

Dramatic Skills

Structure drama to engage an audience through manipulation of dramatic action, forms and performance styles and by using design elements. Manipulate combinations of the elements of drama to develop and convey the physical and psychological aspects of roles and characters consistent with intentions in dramatic forms and performance styles.

Media

Course Outline & Assessment

The Year 10 Media course will include a mix of practical and theory-based units. It is designed for students who have an interest in creating and analysing media products. Students will develop skills on how to use digital cameras and further develop their editing skills using Adobe software. This course prepares students for VCE Media.

The course features three major assessment tasks:

Magazines – Students will plan for and create a magazine front cover and an inside page. They choose their magazine genre and take the photos needed for this product. Students will learn how to use Adobe Photoshop and InDesign to create this product.

Film Analysis - Students will analyse how Media Codes are used to communicate meaning and engage an audience in a feature film. After detailed class deconstruction and short activities, students will create a short video essay or complete a test, referring to examples of where and how these codes have been used.

Media Production – Students can work individually or in small collaborative groups. Students will plan for and create either a short film, photographic series, animation or print product. This task will have a signature item that needs to be included somewhere in the project. Students will use the relevant Adobe software to edit their product and also develop their skills using digital cameras.

Topics Covered

- Codes and conventions of film and print products
- Technical, written and symbolic Media Codes
- Technical skills using media equipment
- Media production process
- Editing using Adobe Premiere, Photoshop and inDesign
- Film analysis

Music

Course Outline & Assessment

Year 10 Music is an elective classroom music course that runs for a semester. This course has been comprehensively designed to excel students in all levels of music study, musical backgrounds and abilities. All students who love music and wish to be challenged and grown in their musical knowledge, skills and experience are strongly encouraged to elect this subject. This subject is an essential and thorough preparation for students who wish to continue studying Music at VCE level and beyond, or to support their musical interests outside of school. Learning an instrument and/or completing Year 9 music is a recommended prerequisite for those considering this subject.

Topics Covered

Performance

Students will have the opportunity to compose and perform in both solo and ensemble situations, exploring a range of compositional elements, styles and performance etiquettes. Classes cover class performances on the keyboard, guitar and voice – perfect for students who are learning an instrument for the first time or wish to refine their skills from Year 7 to 9 Music.

Musicianship

Students refine their aural skills and theoretical knowledge learnt in Years 7-9. Students will take part in ear training exercises to develop their aural skills which will in turn improve their capacity as a musician.

Assignments and Music Composition Folio

Students will complete written tasks, in order to become experts on their chosen instrument/s. This includes music career pathways investigation. Students will also learn how to create a compositional folio using the latest music notation software.

Music Technology

Music Technology is also explored in this course, to enhance students 'compositional tasks and overall enjoyment of Music. Music Technology is utilised through IT music software such as Garage Band, Audacity and Logic, to accentuate their compositions and performances.

Visual Communication Design

Course Outline & Assessment

This course has a focus on developing practical and theoretical skills and knowledge related to the Design Process and the three Design Fields – Industrial, Environmental and Communication.

It encourages students to develop their manual and digital drawing skills by following technical conventions, applying materials, media and methods and embedding the design elements and design principles. Students learn about the design brief and how this is used to direct the design process and the variety of presentation formats available to represent visual communication designs. This course prepares students for VCE Visual Communication Design.

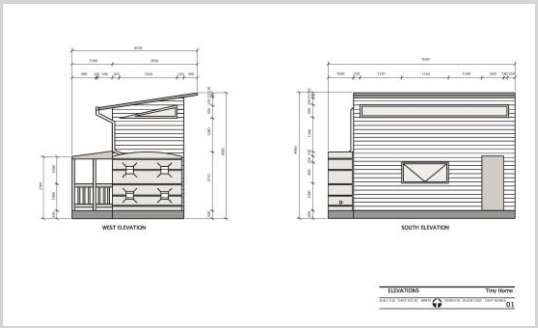
- Observation Drawing
- Visualisation Drawing
- Orthogonal Drawing
- Perspective Drawing
- Rendering
- Manual and Digital Methods
- Floor Plans and Elevations
- Target Audience and Purpose
- Creative, Critical and Reflective Thinking
- Use of Adobe Programs

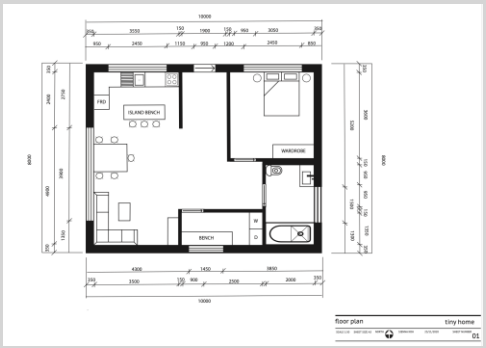
The course features three major assessment tasks:

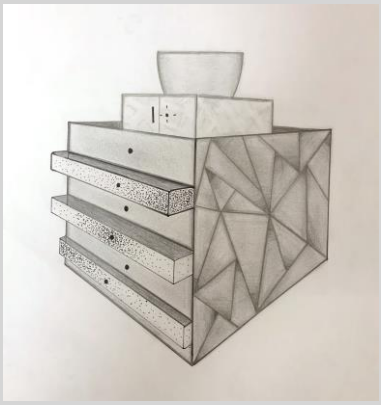
Industrial Design – Students will design a stationary holder using 2D and 3D drawing methods along with rendering to communicate a realistic representation of this design.

Environmental Design – Students will create an accurate and scaled tiny home design by following the design process. This assessment task involves developing an understanding of scale/dimensioning plus drawing floor plans and elevations using manual drawing methods and Adobe Illustrator.

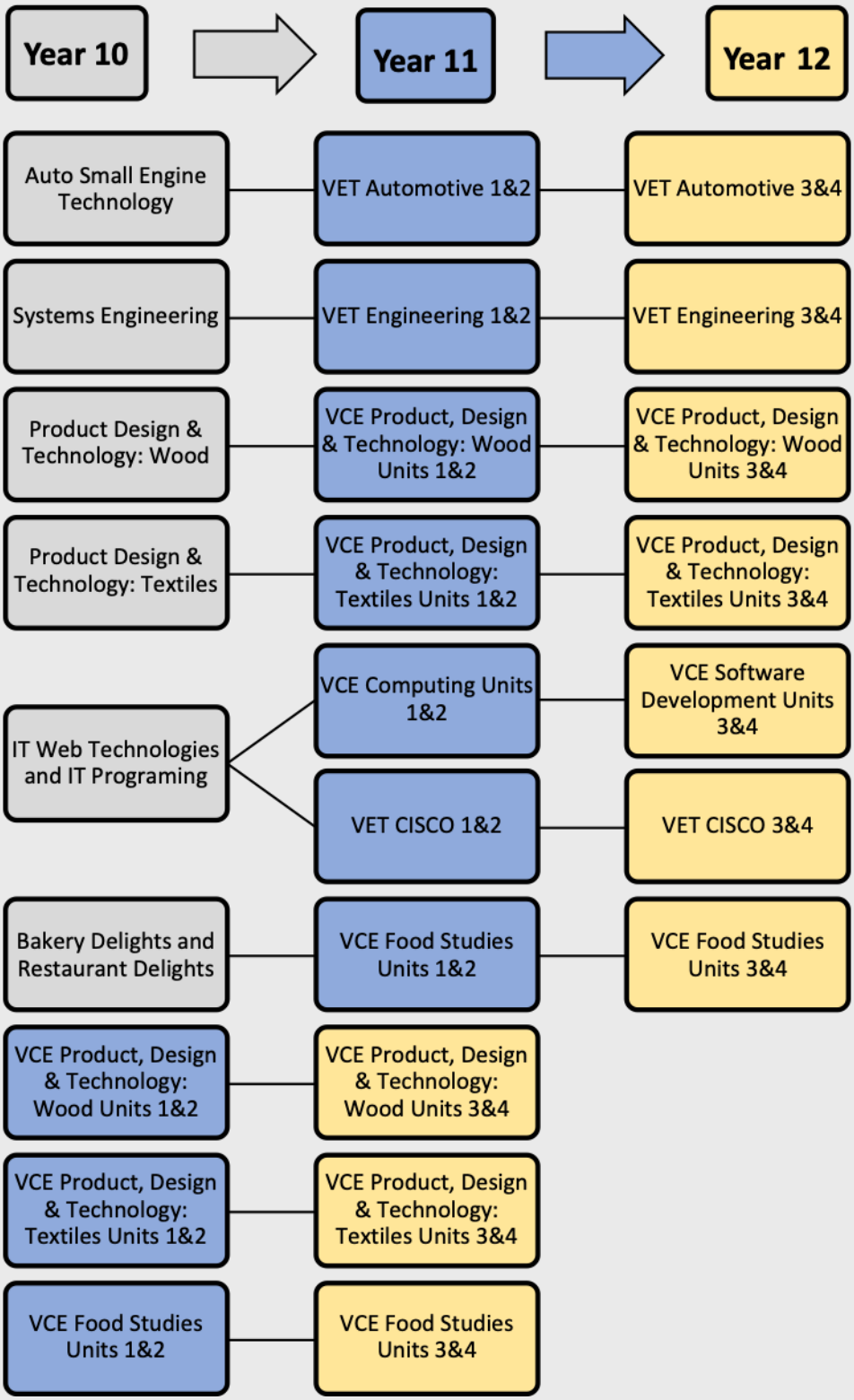
Communication Design – Analyse an existing piece of advertising using appropriate terminology and then recreate a new suitable graphic design for print or digital media.







Topics Covered


Year 10
Year 11
Year 12
Auto Small Engine Technology
VET Automotive 1&2
VET Automotive 3&4
Systems Engineering
VET Engineering 1&2
VET Engineering 3&4
Product Design & Technology: Wood
VCE Product, Design & Technology: Wood Units 1&2
VCE Product, Design & Technology: Wood Units 3&4
Product Design & Technology: Textiles
VCE Product, Design & Technology: Textiles Units 1&2
VCE Product, Design & Technology: Textiles Units 3&4
IT Web Technologies and IT Programing
VCE Computing Units 1&2
VCE Software Development Units 3&4
VET CISCO 1&2
VET CISCO 3&4
Bakery Delights and Restaurant Delights
VCE Food Studies Units 1&2
VCE Food Studies Units 3&4
VCE Product, Design & Technology: Wood Units 1&2
VCE Product, Design & Technology: Wood Units 3&4
VCE Product, Design & Technology: Textiles Units 1&2
VCE Product, Design & Technology: Textiles Units 3&4
VCE Food Studies Units 1&2
VCE Food Studies Units 3&4

Bakery Delights

Course Outline & Assessment

Have you ever wondered what makes your cake rise? Why your cake goes brown in the oven but not in the microwave? What makes puff pastry flaky, but your short-crust crumbly? How to make the perfect loaf of bread or the most authentic pizza dough? This course is comprehensive in both theoretical and practical skills, with a focus on both sweet and savory baked goods. This subject will be of interest to students who are currently or planning to work in the food industry; complete Food Studies in VCE, or for those purely wanting to learn more about something we put into our bodies everyday- food! Students will cover a range of topics very relevant to today's society including current food trends, the war on waste, the sustainability of food packaging and the functional properties of ingredients in foods.

The course is divided into two areas: Theory assessment contributes 60% and practical assessment contributes 40% towards the overall grade. Theory assessment includes two design projects. The practical assessment includes independent and cooperative work skills and safety and hygiene practices.

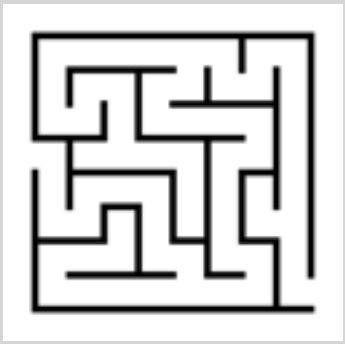
Topics Covered

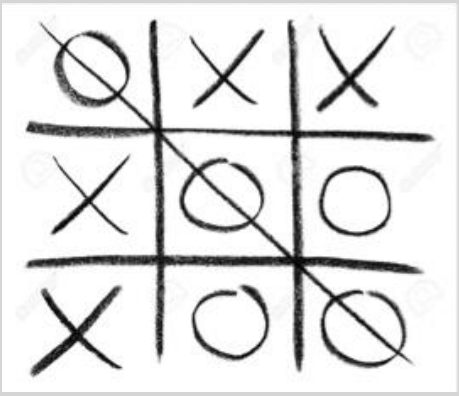
- Safe and hygienic food handling practices to prevent food poisoning and spoilage
- The recommendations of the 'Australian Guide to Healthy Eating'
- Savoury baked goods including using yeast to make a variety of products
- Researching and implementing solutions to design briefs
- Food labelling and packaging
- Food trends
- Food sustainability

IT Programming

Course Outline & Assessment

Programming gives students the opportunity to design and develop powerful stand-alone applications using one of the most widely used languages in the world. Python is an object-oriented programming language that runs across all platforms. It is easy to learn and supported by wide range of resources.





```
class Item():
    """The base class for all items"""

    def __init__(self, name, description, value):
        self.name = name
        self.description = description
        self.value = value

    def __str__(self):
        descStr = self.name + '\n=====\n' + self.description
        return descStr
```

Topics Covered

Algorithm Design

Using tools such as flowcharts and pseudocode to describe solutions to problems such as how to find the winning move in tic-tac-toe, how to find a path through a maze or how to crack a cipher.

Building Digital Solutions

Build applications in Python that are modular, efficient and capable of bringing the students' imaginations to the real world.

- Variables, arrays and complex data structures
- IF statements, FOR loops and other control structures to manage the flow of the application
- Files and databases to store data
- Design and development of student designed applications

```
from Tkinter import *

def doConvertTemp(aTemp):
    fResult = aTemp * (9.0/5.0) + 32
    return fResult

def convert_handler():
    print 'Handler called'
    cTemp = float(txtCTemp.get())

    fTemp = doConvertTemp(cTemp)

    txtFTemp.delete(0,END)
    txtFTemp.insert(0,fTemp)

main = Tk()
main.geometry('400x200+100+100')
main.title('Temperature Converter v0.1')
```

IT Web Technologies

Course Outline & Assessment

Web Technologies introduces students to a range of technologies that underpin powerful web servers.
Students learn about the LINUX operating system as the base for a web server. They will learn how to manage files, users, groups and permissions so they can customise the operating system and prepare it for the addition of the APACHE web server engine, the MariaDB database engine and the PHP server-side programming language.

Topics Covered

- Configuration of Raspian, Apache, MariaDB and PHP
- Creating and serving web pages
- Relational Database design and management
- Dynamic web pages and server-side scripting

The Raspberry Pi forms the base of the web-server. Students will learn how to manage this powerhouse microcomputer.

MariaDB is a powerful SQL database engine that allows students to mange and serve information.

Raspian is a powerful Linux operating system that supports the server.

Apache is the most common web server application on the internet today. Around 45% of all web sites are served by Apache servers.

PHP is a server-side language that add enormous programmability to a website.

Product Design and Technology: Textiles

Course Outline & Assessment

Students will learn how to develop products for specific clients and work within the constraints of the design brief. They will complete research and gather inspiration to form their own ideas and put these into practice through the development of a product. Creative thinking and practical skills are developed as opportunities to work with a range of materials (such as wood and fabric) and tools are provided. Students learn about risk management and safety within a design setting. Students complete a folio and a final product demonstrating their ability to follow the design process.

This course will prepare students to continue studying Product Design and Technology at VCE as well as help students to gain folio skills for cross-curricular subjects such as Art and Design and Technologies.

Topics Covered

- Unpacking and interpreting a design brief to generate design ideas
- Developing design ideas and using critical thinking skills to select the most suitable option to meet the needs of the design brief
- Producing a suitable design product using a variety of material and tools
- Evaluating the effectiveness of the product

Product Design and Technology: Wood

Course Outline & Assessment

Product Design and Technology is an integral part of the total curriculum at Ringwood Secondary College. As a practical-based folio subject its major emphasis is on the development of the students' knowledge and skills in the elements of design, using available equipment. The students acquire knowledge of design, best process, tool use and affective material selection. Skills involved in this subject are useful to students in making decisions on their career path as well as learning practical skills that can useful in life.

Assessment will be based on the development of design folio, practical work and the completion of an evaluation of the processes used to make their chosen design.

Topics Covered

Design

Create a design brief for a major product, taking into consideration construction methods and effective and honest use of processes and materials. Students are challenged with real world problems in their design brief. They use research skills to develop their design solution which is then constructed using a range of complex processes.

Production

Effectively use of hand tools, machines, equipment and processes to construct a chosen design.

Evaluation

Use of Digital Technology to Evaluate the Finished Product.

Restaurant Delights

Course Outline & Assessment

This course is comprehensive in both theoretical and practical skills. It is directed towards a variety of students - those who are considering continuing in Food Studies at VCE level and those who have an interest in food practice and theory. Whilst not compulsory, the course is recommended for students who are considering undertaking Food Studies at VCE, for those who are interested in working in the hospitality industry or those students with an interest in the pleasures of food. The course focuses on practical and theoretical study of a range of foods that make up the courses of a menu.

The course is assessed in the following areas:

- Major projects based on the design process.
- Entertaining Design Project where students work in groups of four to plan and prepare a restaurant style meal.
- Practical assessment of each student's independent and collaborative skills.

Topics Covered

Australian Guide to Healthy Eating
Understanding the important link between food and life-long positive health.

The Science of Food
Understanding the natural components of food and their impact on ingredients and consequently food.

Food Safety & Hygiene
The importance of keeping food safe to prevent contamination and illness.

Food Sustainability
Understanding the impact our food production systems have on the environment.

Presentation Styles of Food
Students learn to present food to enhance the characteristics and appeal of the food.

Influences on Food Choices
An examination of the various influences we have on our food choices, or example, culture, religion, food allergies and intolerances, vegetarianism.

Sensory Evaluation of Food
Students apply sensory terminology to the food they have produced to be able to assess the characteristics of t

RINGWOOD SECONDARY COLLEGE

Outdoor and Environmental Studies (VCE)

Course Outline & Assessment

Outdoor and Environmental Studies is an early entry VCE subject offered only to Year 10 students for 2024, with the possibility of them going on and completing Unit 3/4 in 2025.

In Unit 1, students explore the way we engage with outdoor environments, work to understand our place in the natural world and develop skills to safely, and sustainably, participate in Outdoor Experiences.

In Unit 2, students investigate the impacts we have on outdoor environments; observing and critically evaluating human interventions. Students also develop and participate in peer led outdoor experiences.

This subject emphasises experiences in outdoor environments whilst observing and analysing factors affecting impacts, risks, relationships, and interpretation in those environments. Each Unit students will be required to participate in a *minimum* of 20 hours of adventurous outdoor activities which will include an overnight component (this may include bushwalking, mountain biking, Whitewater canoeing or similar). This is in addition to other experiential activities throughout each term such as land management excursions. An approximate cost of $450 per semester will be incurred to cover costs for these experiences (subject to change). For 2024 this is a new early entry VCE option and is limited to 20 students.

Assessment will focus on field reports, experience journals, case studies and media/data analysis.

Topics covered (Areas of Study):

-Understanding Our place in Outdoor Environments

-Exploring Outdoor Environments

-Safe and Sustainable participation in Outdoor experiences

-Discovering Outdoor Environments

-Understanding Outdoor Environments

-Observing Impacts of Outdoor Environments

-Participation in Outdoor Environments