



Our Lady of Sion College



Years 7 and 8, 2019 Curriculum Handbook

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Principal's Message

I warmly welcome you to Year 7 and hope that the 2019 academic year will be rewarding and successful for you. At Our Lady of Sion College, we strive to ensure the curriculum is challenging, interesting and diverse. The curriculum program at Year 7 offers you many exciting learning opportunities.

This curriculum handbook outlines the curriculum program that is available for all Year 7 students in 2019. I encourage you to read this handbook carefully with your parents or guardians, as it contains important information about the subjects you will study.

I trust you will enjoy this exciting learning program and encourage you to strive for your personal best and to make the most of your God-given gifts.

With every blessing

A handwritten signature in black ink that reads "Tina Apostolopoulos". The script is cursive and fluid.

Tina Apostolopoulos
Principal

Year 7 Curriculum

Students at Our Lady of Sion College undertake a broad curriculum covering all Learning Areas of the Victorian Curriculum. The learning program is strategically personalised to help cater for the learning needs of all students. Students are placed into mixed ability classes. The Learning Enhancement Leader consults with teachers to provide assistance or enrichment for students as required.

A dedicated Transition Program will operate in the first few weeks of Term 1 of Year 7. This enables students to consolidate their new friendships and helps them to settle into their new school.

A wide range of electives is offered to students at both Years 9 and 10, which leads to the VCE or VCAL pathways in Year 12, where students tailor a program suited to their needs and their career aspirations.

Student learning is supported through a Pastoral Care program at each year level which is age and stage appropriate.

Year 7 subjects

- Religious Education
- English
- Mathematics
- Science
- Arts – Drama
- Arts – Visual Art
- Health and Physical Education
- Humanities
- Languages – Chinese
- Languages – French
- Languages – Italian
- Music – Classroom Music
- Music – Ensemble Rehearsal
- Music – Instrumental Study
- Pastoral Care
- Technologies – Design and Technologies – Textiles
- Technologies – Digital Technologies

Religious Education

Semester 1: Our Community Where We Belong

Learning Program

Students explore the history of the Sisters of Our Lady of Sion and the College. Students learn about the story of our founders, Theodore and Alphonse Ratisbonne, the influence of Louise Humann and the formation of the order of Sisters of Our Lady of Sion. They research the current work of the sisters worldwide and the importance of Scripture, interfaith dialogue and working for peace, justice and reconciliation. Students develop an understanding of values and principles within their school community. They will familiarise themselves with College traditions and will make comparisons with the early years of the College and today.

Students explore what it means to be part of the worldwide Roman Catholic Church, looking at organisation and leadership of the Church at a global, diocesan and parish level. They look at the architecture of church buildings and the symbolism and functions they embody. They reflect on the contributions that lay people make to the Church, particularly in their own experiences of parish and parish primary school. Students develop an understanding of basic Catholic beliefs as outlined in the creeds and investigate how the Church educates and supports Catholic Social Teaching.

Key Questions

- What is the history of our founders and the Sisters of Our Lady of Sion?
- What is the story of Our Lady of Sion College, Box Hill?
- How do we know that Our Lady of Sion College is a Catholic school?
- What can we learn from our College Vision and Mission Statements?
- Who are the members of the Catholic Church and what roles do they play?
- What are Catholic beliefs and teachings?
- What are the different elements of a Catholic parish and how are Catholic Social Teachings taught, promoted and put into practice through the parish?

Assessment Tasks

- Research and reflection tasks
- Artistic expression

Learning Outcomes

It is intended that students will:

- explain the tradition of their school
- interpret the actions of key people within the past and present church who responded to a call to witness
- reflect on ways the messages from sacred texts can be relevant for today
- explain the role of mission in the present church
- interpret the actions of key people within the past and present church who responded to a call to witness.

Religious Education

Semester 2: Finding and Connecting with God and His Words

Learning Program

Students are introduced to the Bible as a collection of many ancient types of writing which Christians believe is the Word of God, God-inspired writings, Holy Scripture. They explore different types of truth – scientific, historical, moral, religious truths – and discuss the forms of truth employed by Biblical writers. For example, do we see the Creation accounts in Genesis 1 and 2 as scientific or religious truth? Students distinguish between the Old and New Testaments. They learn that Biblical books are grouped into the Pentateuch, Historical Books, Wisdom and Poetry Books, the Prophets, the Gospels and the Acts of the Apostles, the Letters and Revelation. Through the study of a range of Biblical stories, the students learn to identify different biblical text types such as myth, history/epic, biography (gospel), and narrative. Students will explore the nature of prayer in the Christian tradition, focusing particularly on liturgical, personal and communal prayer. They will investigate biblical models of prayer (psalms and Jesus' teaching and practice of prayer), traditional formal prayers of the Catholic Church, and prayer types: Adoration, Petition, Intercession, Thanksgiving, Praise and Blessing. They will explore their own individual and personal approaches to prayer. Students will experience a wide range of prayer styles and create their own prayers and a class prayer book to be used in RE classes and in homeroom.

Key Questions

- How was the Holy Bible formed?
- What books make up the Holy Bible?
- What is the significance of religious truth when reading the Bible?
- What types of writing can be found in the different books of the Bible?
- From reading stories from the Bible, what can we learn about different characters and their relationship with God?
- What is prayer?
- Why do people pray?
- What do the Scriptures teach us about how to pray and different types of prayer?
- How can prayer bring people closer to God?

Assessment Tasks

- Exegesis
- Prayer Booklet

Learning Outcomes

It is intended that students will:

- explain the nature of sacred texts and, in particular, the Bible as the Word of God
- explain key narratives from Old and New Testaments identifying understandings of the relationship between Jesus, God and humanity
- interpret the significance of key scripture passages from the Old and New Testaments to explore the relationship between God and humanity
- explain the nature of prayer and ritual in the Christian tradition with attention to its distinctive characteristics and purpose
- reflect of the role of prayer, in their life and that of the faith community.

English

Learning Program

The English program at Our Lady of Sion College is designed to develop students' ability to communicate effectively, both orally and in writing, for a range of purposes and audiences. Students learn that language varies according to audience, purpose and context.

Students explore the power of language and the ways it can influence roles and relationships, and represent ideas, information and concepts.

Students are guided through a variety of texts including novels, short stories, plays, and film texts.

Key Questions

- How are fantasy stories used as a vehicle for social commentary?
- How do social, historical and political contexts shape responses to ideas and issues?
- Why is it important to preserve Indigenous history and culture?

Learning Outcomes

It is intended that students will:

- discuss, orally and in writing, how fantasy stories are used as a vehicle for social commentary
- discuss, through creative and analytical writing the social, historical and political contexts with which studied texts are concerned
- present – orally and in writing – a point of view on the preservation of Indigenous history and culture through the study of written texts.

Assessment Tasks

- Writing folio consisting of creative and analytical responses to texts
- Oral presentation of a point of view on an issue and on the ideas presented in texts
- Analytical essays in response to an open-ended question

Mathematics

Learning Program

The Year 7 Mathematics program at Our Lady of Sion College is designed to provide students with an opportunity to develop skills, concepts, applications and processes that allow for meaningful participation in society. Students work on a selection of both open and closed tasks of varying levels of difficulty.

The following units are studied at Year 7:

- Number and Algebra – number and place value, real numbers, patterns and algebra, linear relationships
- Statistics and Probability – chance and data representation and interpretation
- Measurement and Geometry – using units of measurement, shape, location and transformation, and geometric reasoning.

Learning Outcomes

It is intended that students will:

- solve problems involving the order, addition and subtraction of integers
- make the connections between whole numbers and index notation and the relationship between perfect squares and square roots
- solve problems involving all four operations with fractions, decimals, percentages and their equivalences, and express fractions in their simplest form
- compare the cost of items to make financial decisions, with and without the use of digital technology
- make simple estimates to judge the reasonableness of results
- use variables to represent arbitrary numbers and connect the laws and properties of number to algebra and substitute numbers into algebraic expressions
- assign ordered pairs to given points on the Cartesian plane, and interpret and analyse graphs of relations from real data
- develop simple linear models for situations, make predictions based on these models, solve related equations and check their solutions
- use formulae for the area and perimeter of rectangles
- classify triangles and quadrilaterals and represent transformations of these shapes on the Cartesian plane, with and without the use of digital technology
- name the types of angles formed by transversals crossing parallel lines, and solve simple numerical problems involving these lines and angles
- describe different views of three-dimensional objects, and use models, sketches and digital technology to represent these views
- calculate volumes of rectangular prisms
- observe objects and events within their daily life
- begin to display a similar and predictable reaction to regular events
- respond to major changes to regular games and activities associated with chance, surprise and predictability, such as moving a switch to activate a toy.

Assessment Tasks

- Application of skills and knowledge (including tests and homework tasks)
- Guided investigation and problem solving and modelling tasks

Science

Learning Program

The Science program in Year 7 aims to expose students to all areas of Science. Students will be introduced to Chemistry, Biology, Physics, and Environmental Science. Students also will study Robotics and Coding in Semester 2.

Key Questions

- What do scientists do?
- How is a science laboratory different from other rooms?
- How can we separate mixtures?
- What is the difference between a pure substance and mixture, solution and suspension?
- What are renewable and non-renewable resources?
- What are the renewable energy options?
- What is the water cycle?
- What forces are acting on us every day?
- Are forces helpful or unhelpful?
- How can simple machines be used to make life easier?
- How can robots assist us in everyday life?
- What can coding teach us about designing solutions?
- What is Classification and why do we do it?
- What do food chains and webs have to do with ecosystems?

Learning Outcomes

- Introduction to Science
- Matter and Mixtures
- Precious Resources
- Forces
- STEM – Coding Project
- Living Organisms

Assessment Tasks

- Folios
- Tests
- Assignments
- Practical activities
- Data Analysis

Arts

Drama

Learning Program

The Drama program aims to provide opportunities for learning through exploring and expressing ideas through drama. Students explore and develop a range of dramatic and expressive skills. Students are encouraged to experiment with a range of forms, styles and conventions leading to an initial understanding of the value, purpose and qualities of drama. At this level students are introduced to dramatic skills such as character development, narrative structure, applied imagination and physical expression.

Key Questions

- What is Drama?
- What skills do performers use to create drama?
- How do voice and movement help to create character?
- What different ways can we present stories in drama?
- How do different elements of performance and stagecraft enhance a performance?

Learning Outcomes

It is intended that students will:

- explore and express ideas
- combine the elements of drama in devised and scripted drama to explore and develop issues, ideas and themes
- develop roles and characters consistent with situation, dramatic forms and performance styles to convey status, relationships and intentions
- develop their drama practices
- plan, structure and rehearse drama, exploring ways to communicate and refine dramatic meaning
- develop and refine expressive skills in voice and movement to communicate ideas and dramatic action in different performance styles and conventions
- perform devised and scripted drama using a range of performance styles, maintaining commitment to role and applying stagecraft
- analyse how the elements of drama have been combined in devised and scripted drama to convey different forms, performance styles and dramatic meaning
- identify and connect specific features and purposes of drama from contemporary and past times, including the drama of Aboriginal and Torres Strait Islander peoples to explore viewpoints and enrich their drama-making.

Assessment Tasks

- Voice Performance
- Movement Performance
- Storytelling Performance

Arts

Visual Art

Learning Program

The aim of the Visual Art program, is to develop each student's ability to make and respond to visual artworks. It involves the development of practical skills, techniques and processes in a range of media. The students experiment with materials, techniques, technologies and processes in a range of both two- and three-dimensional art forms to express ideas, concepts and themes in artworks. They develop skills in planning and designing artworks and documenting artistic practice. Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences.

Key Questions

- What is art?
- What skills do artists use to create art?
- How can the use of elements and principles of art be used to enhance artworks?
- How can the elements and principles of art be manipulated within our own work?

Learning Outcomes

It is intended that students will:

- create and display artworks, describing how ideas are expressed to an audience
- analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences
- explore a range of ideas, material and technologies that may include, mixed media, ceramics, drawing, sculpture, painting, printmaking, art appreciation, and visual design.

Assessment Tasks

- Art Production – two-dimensional folio
- Art Production – ceramic artwork
- Art Appreciation – analysis of artworks

Health and Physical Education

Health

Learning Program

In Health, students study the physical, social, emotional and cultural concepts of health in relation to themselves as individuals. They also cover a number of issues that aim to increase awareness of a healthy lifestyle, including factors that affect health, and ways to promote healthy living.

Key Questions

- How can I take responsibility for my health?
- What foods provide my body with the best nutrition?
- What benefits do I get from being physically active?
- Why should I practice sun safety methods?
- What happens during puberty?
- How can I be safe in water environments?

Learning Outcomes

The following units are studied at Year 7:

- identify strategies to enhance their own and others' health, safety and wellbeing
- investigate strategies and resources to manage changes and transitions and their impact on identities
- explore the benefits of relationships on wellbeing and respecting diversity
- identify factors that influence emotional responses
- gather and analyse health information.

Assessment Tasks

- Written task on nutrition and physical activity
- Test on puberty and Sun Smart

Physical Education

Learning Program

The Physical Education program aims to introduce students to a variety of sports and activities that assist in the development of fitness and motor skills. Students take part in a range of activities.

Key Questions

- What are the rules and tactics of hockey, netball, volleyball, soccer?
- Can I create a gymnastics routine?
- What are fundamental motor skills?

Learning Outcomes

Students will investigate and apply movement concepts and strategies to achieve movement and fitness outcomes. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Assessment Tasks

Assessment of skill in:

- FMS
- Hockey
- Volleyball
- Soccer
- Gymnastics
- Netball.

Humanities

Learning Program

Humanities at Year 7 involves the study of human societies, environments, people and their cultures. Humanities provides a framework for developing the key ideas and concepts that enable students to understand the ways in which people and societies have organised their world under particular conditions and made meaning of it. The History discipline examines ancient civilisations and provides students with the knowledge and skills to understand their own world, and the Geography discipline examines aspects of both physical and human geography, further increasing students' understanding of the world in which they live. The Economics topic enables students to better understand the importance of setting financial goals both personally and from a business owner's perspective. The Civics and Citizenship topic explores Australian Identity and Diversity.

Key Questions

- Why and where did the earliest societies develop?
- What were the causes and effects of contact between societies in this period?
- Why is there a relationship between consumers and producers in the market?
- How does entrepreneurial behaviour contribute to a successful business?
- What makes a place a good place to live?
- What do Australians value?
- How do different groups within Australia express their identity?

Units Covered

The following units are studied at Year 7:

- History
- Business and Economics
- Geography
- Civics and Citizenship.

Areas of study include:

- historical evidence
- ancient civilisations
- water in the world
- place and liveability
- players in the Australian economy
- Australian identity and diversity.

Assessment Tasks

- Research and enquiry tasks
- Group presentations
- Tests
- Fieldwork tasks

Learning Outcomes

It is intended that students will:

- identify and explain patterns of change and continuity over time
- analyse the causes and effects of events and developments
- evaluate different perspectives and interpretations of the past found in a variety of sources
- construct an explanation using sources of evidence to support the analysis
- describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market's operation
- describe characteristics of successful businesses, how they use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success
- ethically collect, record and select relevant geographical data from useful sources
- select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions
- identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society
- analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging.

Languages

Our Lady of Sion College offers three languages: Chinese, French and Italian. Students in Year 7 undertake study in two of these, one for each semester.

Chinese

Learning Program

Students will begin to understand and explore the language within the world of their own experience by listening and reading introductory texts. They will participate in activities where they practice exchanging simple personal information and adapt language and gesture appropriately for the role, audience and purpose of the discourse. Students will read aloud short, modified texts for meaning and apply knowledge of familiar characters and pronunciation in a range of contexts. They will learn to write characters in the correct stroke order and use Pinyin System to practise the sounds of the Chinese language.

Key Questions

- How do you approach character writing tasks?
- What do you understand about the Pinyin System?
- Why do you have to read Chinese character texts aloud?

Units Covered

The following units are studied at Year 7:

- numbers and dates
- greetings
- colours
- facts about China.

Learning Outcomes

It is intended that students will:

- use spoken and written Chinese to interact in a range of familiar contexts. They respond to instructions, questions and directions
- use known phrases to exchange personal information (for example, 我叫 ... ; 我的爸爸是澳大利亚人)
- use gesture and some formulaic expressions to support oral interaction
- apply 不 and 没有 in familiar phrases
- be aware of the key features of the Chinese writing system and its differences to the English writing system
- recognise the function of tone-syllables and Pinyin
- explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents
- recognise and describe diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication; for example, concepts such as respect, politeness and the importance of family.

Assessment Tasks

- Oral tasks
- Listening and responding tasks
- Reading and responding tasks
- Writing tasks
- Cultural research task.

Languages

Our Lady of Sion College offers three languages: Chinese, French and Italian. Students in Year 7 undertake study in two of these, one for each semester.

French

Learning Program

Students will become familiar with the language that relates to the classroom, they will learn greetings and how to welcome other people. They will be able to ask how someone is, introduce themselves and others, draw attention to someone or others, and say how old they are. In this course, they will also be able to talk about family, and ask and say who someone is.

Students will take part in a travel expo in which they will represent a region of France.

Key Questions

- How do French people greet each other?
- How do you introduce yourself and a friend?
- How do you talk about your family?

Units Covered

The following units are studied at Year 7:

- greetings
- introductions
- personal identity.

Learning Outcomes

It is intended that students will:

- use written and spoken French to interact with teachers, peers and others and exchange experiences, opinions and views
- locate and analyse information from different sources presenting it in modes and formats suitable for the intended audience
- use metalanguage to explain language features and elements, using appropriate grammatical terms (tenses, genres, agreement)
- identify how language features such as vocabulary, tenor and register serve different purposes in different modes
- identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use
- reflect on how they interpret and respond to aspects of French language and culture, and to intercultural experience; and consider how their response may be shaped by their own language(s) and culture(s).

Assessment Tasks

- Reading comprehension task
- Writing task
- Research project
- Listening comprehension task
- Oral task

Languages

Our Lady of Sion College offers three languages: Chinese, French and Italian. Students in Year 7 undertake study in two of these, one for each semester.

Italian

Learning Program

Students will become familiar with the language that relates to the classroom, they will learn greetings and how to welcome other people. They will be able to ask how someone is, introduce themselves and others and draw attention to someone or others.

Students will be able to ask and say how old they are, say when their birthday is, talk about days and dates, express how much and how many, and exchange good wishes.

In this course, they will also be able to talk about family, ask and say who someone is, talk about things that belong to them and make a phone call.

Key Questions

- How can I introduce myself and others?
- How can I talk about my family?
- What types of celebrations do they have in Italy and how are they different to those in Australia?
- What are the different regions of Italy and how do they vary?

Units Covered

The following units are studied at Year 7:

- greetings
- regions of Italy
- celebration of special days
- my family.

Learning Outcomes

It is intended that students will:

- engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds
- participate in classroom routines and respond to classroom instructions, questions and directions
- approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants
- use gesture and some formulaic expressions to support oral interaction
- use well-rehearsed language relating to their personal experiences
- produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs
- be aware of similarities between Italian and English and understand that they borrow from each other
- reflect on how culture is evident in experiences, images and texts
- understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of text types such as letters and emails.

Assessment Tasks

- Reading Comprehension Task
- Writing Task
- Research Project
- Listening Comprehension Task
- Oral Task

Music

Learning Program

Year 7 Music involves students making and responding to music independently, and with their classmates, teachers and communities. They explore music as an art form through listening, composing and performing.

As they make and respond to music, students explore meaning and interpretation, forms, and elements including rhythm, pitch, dynamics and expression, form and structure, timbre and texture, and evaluate the expressive techniques used in music.

Areas of Study

- Music literacy
- Aural development
- Rhythmic composition
- Melodic composition

Key Questions

- How do we communicate effectively through music?
- What does it feel like to perform?
- What skills are required for effective performance?
- What elements are evident in effective performance?

Learning Outcomes

It is intended that students will:

- develop musical ideas through improvisation, composition and performance, combining and manipulating the elements of music
- create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills
- structure compositions by combining and manipulating the elements of music and using notation
- analyse composers' use of the elements of music and stylistic features when listening to and interpreting music.

Assessment Tasks

- Theory test
- Rhythmic composition
- Melodic composition
- Performance of composition tasks

Technologies

Design and Technologies: Textiles

Learning Program

This course comprises both practical and theoretical component tasks that educate students about the design process. Students will be encouraged to take videos on how to thread the sewing machine and photograph the progress of their production work. Students will be required to work independently to develop their skills.

Key Questions

- Are you ready for a challenge to develop your sewing skills?
- What textile products would you like to make using the sewing machine?
- Would you like to be a fashion designer, and research, present and annotate your own fashion drawings?
- Would you like to learn fabric dyeing and fabric decorating techniques?

Learning Outcomes

It is intended that students will:

- undertake an introduction to the sewing machine
- conduct appropriate design work for set tasks
- construct a variety of textile pieces
- use appropriate presentation techniques for work produced
- create and design solutions by selecting appropriate fabric, notions tools and equipment
- generate design ideas and processes and learn to justify decisions you make
- research and investigate, produce and document the processes used to create products
- independently and safely produce usable or decorative products
- develop technical skills in hand and machine sewing.

Assessment Tasks

- Production 1 – tie-dye
- Production 2 – soft toy
- Fashion and Toy Designer Assignment

Technologies

Digital Technologies

Learning Program

This subject encourages students to learn new skills and develop knowledge as they use the technology available. Responsible and safe use of equipment and resources is emphasised, and are expected to be demonstrated at all times. The impact of technology on society is considered in relation to the Internet and its use at Our Lady of Sion College. The concepts learned in Digital Technologies are reinforced in all curriculum areas. Students become familiar with the basic computer terms relating to hardware and software.

Key Questions

- Do you really know what a computer is?
- How does the school network function?
- What is the difference between hardware and software?
- How can a spreadsheet organise your life?

Units Covered

The following units are studied at Year 7:

- file management
- how a computer works
- computer hardware and software
- spreadsheets
- webpages (HTML).

Learning Outcomes

It is intended that students will develop basic skills in:

- how to establish and manage files
- identifying the difference between hardware and software
- understanding how a computer works
- the development of spreadsheets and webpages (HTML).

Assessment Tasks

- Computer theory test
- Spreadsheet assessment task
- Webpage creation

Principal's Message

I warmly welcome you to Year 8 and hope that the 2019 academic year will be rewarding and successful for you. At Our Lady of Sion College, we strive to ensure the curriculum is challenging, interesting and diverse. The curriculum program at Year 8 offers you many exciting learning opportunities.

This curriculum handbook outlines the curriculum program that is available for all Year 8 students in 2019. I encourage you to read this handbook carefully with your parents or guardians, as it contains important information about the subjects you will study.

I trust you will enjoy this exciting learning program and encourage you to strive for your personal best and to make the most of your God-given gifts.

With every blessing



Tina Apostolopoulos
Principal

Year 8 Curriculum

Students at Our Lady of Sion College undertake a broad curriculum covering all Learning Areas of the Victorian Curriculum. At Year 8 students select one language to study for the full year and Food Studies is introduced into the curriculum. Students are placed into mixed ability classes. The Learning Enhancement Leader consults with teachers to provide assistance or enrichment for students, as required.

A wide range of electives is offered to students at both Years 9 and 10, which leads to the VCE or VCAL, where students tailor a program suited to their needs and their career aspirations.

Student learning is supported through a Pastoral Care program at each year level which is age and stage appropriate.

Year 8 subjects

- Religious Education
- English
- Mathematics
- Science
- Arts – Drama
- Arts – Visual Art
- Health and Physical Education
- Humanities
- Languages – Chinese
- Languages – French
- Languages – Italian
- Music – Classroom Music
- Music – Ensemble Rehearsal
- Music – Instrumental Study
- Pastoral Care
- Technologies – Design and Technologies – Food Studies
- Technologies – Digital Technologies

Religious Education

Semester 1: Jesus and His Legacy

Learning Program

Students explore the person of Jesus within first century Palestine and beyond. They investigate some of the cultural, historical and social customs of the time to assist in a greater understanding of the role and mission of Jesus.

Areas to be specifically covered include:

- Jesus and the reign of God
- Jesus as Jew
- discipleship that requires a response through the exploration of characters from Scripture that encounter Jesus
- Jesus as forgiver.

Students look at the different Jewish society groups of the time and how Jesus interacted with each of these groups, as well as their understanding of Jesus. Students will explore the first great Christian missionary, Paul, who preached the Good News of Jesus' resurrection and its meaning to both Jews and Gentiles. Students will examine and investigate his extensive travels throughout the Roman Empire, establishing Christian communities in Turkey, Syria, Greece and Cyprus. They will also investigate the breadth and wisdom of his letters, which he wrote to keep in touch with the communities of believers which he established in Rome, Corinth, Thessalonika, Philippi, and in Galatia and other places. They will reflect upon Paul's significant influence in helping the Early Church to realise that it was more than a Jewish sect and learn that he was instrumental in the decision to break with Jewish traditions at the Council of Jerusalem in 49 AD (Acts 15:1–17; 19–31).

Key Questions

- Who was Jesus and how was he viewed in first century Palestine?
- What conflicts did the Early Christians face?
- How was faith a defining factor in the journeys of Paul and the Early Christians?

Learning Outcomes

It is intended that students will:

- explain the connections between Jewish culture and tradition and the life of Jesus
- reflect on the impact of Jesus' message for his followers both then and now
- explain the role and mission on the past Church
- explain the expansion of the global Church using an historical lens.

Assessment Tasks

- Research and reflection tasks
- Exegesis

Religious Education

Semester 2: Jesus and His Legacy

Learning Program

Students will explore the sacramental life through the study of scripture, to connect to the sacramental life of Jesus. The students investigate how the Church as the People of God is united to the person of Jesus Christ, nourished by the Word of God, and called to be active in the proclamation of the reign of God in the lives of people today. They will focus on the practical application of Jesus' teachings to the lives of contemporary figures and, more importantly, their own lives. Students look at individuals who, throughout history, have interacted with Jesus in a personal way and have been inspired by his words and actions to effect change in their lives and the world. Students explore the Living Biblical Principles and Catholic Social Teachings as concrete examples of the ways that people follow the message of Christ. The Service Sacraments of the Catholic Church are covered as examples of how people live out the call of service to the community, their families and God. The students will explore what justice means and how Christians are called to put Jesus' Word into action to bring about justice for all humans. They will identify some of the key issues of concern in our society and investigate some of the organisations that have been established in an attempt to address these issues in our society and across the world.

Key Questions

- How do we put the Word of Jesus into action?
- What role do the sacraments play in the lives of Catholics today?
- Where do we see the Catholic Social Teachings in the world today?

Learning Outcomes

It is intended that students will:

- interpret New Testament writings, comparing the contexts of then and now
- explain the role and mission in the past and present Church
- interpret the influence of the Church in the world
- interpret the nature of belonging in relation to a Christian community
- reflect on ways that sacraments support the faith life and identity of the community
- explain the significance of the teachings of Jesus and how they inform Catholic Social Teaching
- reflect on what guides people in decision-making.

Assessment Tasks

- Oral presentation
- Biography
- Research and reflection task

English

Learning Program

This course is designed to develop students' ability to communicate effectively through writing, reading, speaking and listening. Students learn that oral and written language varies according to audience, purpose, situation and culture. Students begin to respond in more detached and critical ways to a wide range of print, visual, electronic and multimodal texts that explore familiar and more challenging themes and issues. They continue to explore the power of language and the ways it can influence roles and relationships and represent ideas, information and concepts. Students learn that texts can be created for multiple purposes. Literacy forms an integral part of the curriculum with a focus on inference, grammar and clear communication.

Key Questions

- How do social, historical and political contexts shape responses to ideas and issues?
- How do media texts influence, inform and persuade?
- How do literary texts help us understand the human condition?

Learning Outcomes

It is intended that students will:

- discuss – through creative and analytical writing – the social, historical and political contexts with which the studied texts are concerned
- discuss, orally and in writing, how media texts influence, inform and persuade
- present, orally and in writing, a point of view on the ways that literary texts examine the human condition.

Assessment Tasks

- Creative and analytical responses to written and visual texts
- Writing folio that examines issues and points of view in media texts
- Written and oral analyses of the construction of film texts

Mathematics

Learning Program

The Year 8 Mathematics program at Our Lady of Sion College is designed to allow students to further develop skills and understanding in all areas of Mathematics. Students work on a selection of both open and closed tasks of varying levels of difficulty.

The following units are studied at Year 8:

- Number and Algebra – number and place value, real numbers, money and financial mathematics, patterns and algebra, linear and non-linear relationships
- Measurement and Geometry – using units of measurement, shape, location and transformation, and geometric reasoning
- Statistics and Probability – chance and data representation and interpretation.

Learning Outcomes

It is intended that students will:

- use efficient mental and written strategies to make estimates and carry out the four operations with integers, and apply the index laws to whole numbers
- identify and describe rational and irrational numbers in context
- estimate answers and solve everyday problems involving profit and loss rates, ratios and percentages, with and without the use of digital technology
- simplify a variety of algebraic expressions and connect expansion and factorisation of linear expressions
- solve linear equations and graph linear relationships on the Cartesian plane
- convert between units of measurement for area and for volume
- find the perimeter and area of parallelograms, rhombuses and kites
- name the features of circles, calculate circumference and area, and solve problems relating to the volume of prisms
- make sense of time duration in real applications, including the use of 24-hour time
- identify conditions for the congruence of triangles and deduce the properties of quadrilaterals
- use tools, including digital technology, to construct congruent shapes
- participate in class activities that explore object, events and displaying information
- develop an awareness of chance by playing with materials or objects that involve cause and effect (actions that will happen) and playing games where the outcome is unpredictable
- respond to a simple pictorial representation of their activities related to a short time-frame.

Assessment Tasks

- Applications of skill and knowledge (topic tests and homework tasks)
- Guided investigations and problem solving tasks and modelling tasks

Science

Learning Program

The Science program at Year 8 continues to focus on developing theoretical and practical skills in a broad range of sciences. The topics explored are designed to enhance students' understanding and investigate the world around them.

Key Questions

- What processes form rocks and fossils?
- How has time shaped the planet?
- What are the different types of energy?
- How are heat, light and sound similar?
- How can we use sustainable energy sources?
- What are the states of matter?
- How do the different states behave?
- What are elements and the periodic table?
- How do chemical reactions affect our everyday lives?
- What are the different kinds of cells?
- How do you use a microscope?
- How do cells divide and obtain energy?
- How do our bodies get the nutrients they need?

Learning Outcomes

- Geological processes
- Light, sound and heat
- Periodic table and chemical reactions
- Cells and body systems

Assessment Tasks

- Folios
- Tests
- Assignments
- Practical activities
- Data analysis

Arts

Drama

Learning Program

The Drama program aims to provide further opportunities to enhance learning through presenting and performing drama. Students also explore and express a range of dramatic and expressive skills. Students are encouraged to experiment with a range of forms, styles and conventions leading in an initial understanding of value, purpose and qualities of drama. At Year 8, students are encouraged to refine their performance skills with particular attention to script work, dramatic conventions and elements, stagecraft and group devising.

Key Questions

- How do students make and respond to drama independently, and with their peers, teachers and communities?
- In what ways can students build on their understanding of role, character and relationships? How is voice and movement implemented to sustain character and situation?
- How do focus, tension, space and time enhance drama?
- In which ways are language and ideas and devices such as dramatic symbol used to create dramatic action and extend mood and atmosphere in performance?
- How is drama shaped for audiences using narrative and non-narrative dramatic forms and production elements?
- How can students engage with more diverse performances exploring and drawing on drama from a range of cultures, times and locations?
- How can they identify similarities and differences and begin to learn about ways that traditional and contemporary styles of drama evolve and are sustained?
- How do students evaluate directors' intentions and expressive skills used by actors and actor-audience relationships in drama they view and perform?

Learning Outcomes

It is intended that students will:

- develop confidence and self-esteem to explore, depict and celebrate human experience, take risks and challenge their own creativity through drama
- consolidate knowledge and understanding in controlling, applying and analysing the elements, skills, processes, forms, styles and techniques of drama to engage audiences and create meaning
- develop a sense of curiosity, aesthetic knowledge, enjoyment and achievement through exploring and playing roles, and imagining situations, actions and ideas as drama makers and audiences
- apply knowledge and understanding of traditional and contemporary drama as critical and active participants and audiences.

Assessment Tasks

- Greek theatre performance
- *Commedia Dell'Arte* performance
- Stagecraft task

Arts

Visual Art

Learning Program

The aim of the Visual Arts program is to develop each student's ability to make and respond to visual artworks. It involves the development of practical skills, techniques and processes in a range of media. The students experiment with materials, techniques, technologies and processes in a range of both two- and three-dimensional art forms to express ideas, concepts and themes in artworks. They develop skills in planning and designing artworks and documenting artistic practice. Students identify and describe artworks and exhibitions from different cultures, times and places and how ideas are interpreted by audiences.

Key Questions

- What media and materials do artists use to create their artworks?
- What specific tools can be used to manipulate various art mediums?
- How can the use of elements and principles of art be used to enhance artworks?
- How can the elements and principles of art be manipulated within our own work?
- In which ways can we use art to tell a story?

Learning Outcomes

It is intended that students will:

- create and display artworks, describing how ideas are expressed to an audience
- analyse how ideas and viewpoints are expressed in artworks and how they are viewed by audiences
- explore a range of ideas, material and technologies that may include mixed media, ceramics, drawing, sculpture, painting, printmaking, art appreciation, visual design.

Assessment Tasks

- Art Production – painting
- Art Production – lino printing
- Art Appreciation – analysis of artworks

Health and Physical Education

Health

Learning Program

Students study the physical, social and emotional concepts of Health in relation to themselves as individuals. They also cover a number of issues that aim to increase awareness of a healthy lifestyle, including factors that affect health, lifestyle diseases and risk-taking.

Key Questions

- What are lifestyle diseases?
- Why do young people take risks?
- How can we minimise the harm in risky situations?
- What effects do alcohol and smoking have on our bodies?

Learning Outcomes

Students investigate strategies and resources to manage changes and transitions and their impact on identities. Students evaluate the benefits of relationships on wellbeing and respecting diversity. They analyse factors that influence emotional responses. They gather and analyse health information. They investigate strategies that enhance their own and others' health, safety and wellbeing.

Assessment Tasks

- Lifestyle diseases written task
- Public Service Awareness campaign

Physical Education

Learning Program

The Physical Education program aims to introduce students to a variety of sports and activities that assist in the further development of fitness and motor skills.

Communication and cooperation skills are enhanced through individual and group activities.

Key Questions

- What is fitness?
- How can I measure and improve my fitness?
- How has dance changed throughout time?
- Can I develop a dance routine?
- What are the rules and tactics of Touch Football, Sofcrosse, Thunder Hockey and Softball?

Learning Outcomes

Students investigate and apply movement concepts and strategies to achieve movement and fitness outcomes.

Students explain personal and social skills required to establish and maintain respectful relationships and promote fair play and inclusivity. Students demonstrate control and accuracy when performing specialised movement skills. They apply and refine movement concepts and strategies to suit different movement situations. They apply the elements of movement to compose and perform movement sequences.

Assessment Tasks

Assessment of skill in:

- Fitness
- Touch Football
- Sofcrosse
- Thunder Hockey
- Softball.

Humanities

Learning Program

Humanities in Year 8 provides students with a framework for understanding that the world is very complex and is constantly changing. In the History discipline students study ideas, people and events in medieval times and explore how societies have changed over time. Various physical and human environments and the impact that people and their activities may have on environments are examined in the Geography discipline of the course. The Economics discipline examines a variety of markets and the various influences that business owners must consider. It allows students to understand their role as consumers and the ethical responsibilities of consumers and businesses. The Civics and Citizenship unit explores democracy and rights. Students will learn what rights are, why it is important to have rights and how rights are protected.

Key Questions

- What is unique about a range of natural landscapes in the world?
- What impact do humans have on the natural environment?
- What are the causes and consequences of urbanisation?
- What is Democracy?
- How are our rights protected?
- How did societies change from the end of the ancient period to the beginning of the modern age?
- What key beliefs and values emerged and how did they influence societies?
- Why is personal, organisational and financial planning for the future important for both consumers and businesses?
- What factors influence the work environment and why?

Units Covered

The following units are studied at Year 8:

- Geography
- Civics and Citizenship
- History
- Business and Economics.

Areas of study include:

- sustainability and urbanisation
- landscapes
- the medieval world
- the market system and government
- democracy and rights
- consumerism and ethical responsibility

Learning Outcomes

It is intended that students will:

- identify and explain patterns of change and continuity over time
- analyse the causes and effects of events and developments
- evaluate different interpretations of the past found in a variety of sources
- construct an explanation using sources of evidence to support the analysis
- describe the interdependence of consumers and producers in the market and explain how markets operate to set prices and why governments may influence the market's operation
- describe the characteristics of successful businesses, the way these businesses use enterprising behaviours and capabilities, and explain how entrepreneurial individuals can contribute to this success
- select and represent data and information in a range of appropriate forms including maps at different scales that conform to cartographic conventions
- identify the importance of shared values, explain different points of view and explain the diverse nature of Australian society
- analyse issues about national identity in Australia and the factors that contribute to people's sense of belonging.

Assessment Tasks

- Research and enquiry tasks
- Group presentations
- Tests
- Fieldwork tasks
- Essays

Languages

Students in Year 8 undertake study in one of three languages offered for the full year.

Chinese (Semester 1)

Learning Program

Students will participate in activities where they practise exchanging simple personal information and adapt language and gesture appropriately for the role, audience and purpose of the discourse. They will read aloud short, modified texts for meaning and apply knowledge of familiar characters and pronunciation in a range of contexts.

Students will use repetitive sentence structures and characters they have memorised or from word lists in their writing and continue to write characters in the correct stroke order, which is an essential principle for character writing. They will continue to use Pinyin System to practise the sounds of the Chinese language.

Key Questions

- How does the Pinyin System help in reading and recognising Chinese character?
- How does reading aloud help in Chinese pronunciation?
- How is Chinese culture reflected in the spoken language?

Units Covered

The following units are studied at Year 8:

- Who is he, and whose is this?
- My family
- Chinese Family Culture.

Learning Outcomes

It is intended that students will:

- use spoken and written Chinese to interact in a range of familiar contexts, responding to instructions, questions and directions
- use known phrases to seek clarification (for example, 对不起, 你说什么?)
- use the question particle 吗 and familiar question words (什么, 谁, 哪儿, 几)
- connect ideas using basic cohesive devices (for example, 和), and express opinions using 喜欢
- use a range of verbs, including verbs of identification and existence such as 是, and a range of action verbs to describe interests and events, for example, 踢足球, 打乒乓球, 听音乐
- use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很, 非常, 最, and reflect on their interactions when using and learning languages
- continue to be aware of the key features of the Chinese writing system and its differences to the English writing system
- explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents
- recognise and describe diversity within the Chinese spoken and written language, and consider the influence of culture on everyday communication, for example, concepts such as respect, politeness and the importance of family.

Assessment Tasks

- Oral tasks
- Listening and responding tasks
- Reading and responding tasks
- Writing tasks
- Cultural research task

Languages

Students in Year 8 undertake study in one of three languages offered for the full year.

Chinese (Semester 2)

Learning Program

Students will begin to understand and explore the language within the world of their own experience, including the world of learning. They will participate in activities where they practise exchanging simple personal information and apply their knowledge of word meanings, word associations and cognates to their own work.

Students will read aloud short, modified texts for meaning and apply knowledge of familiar characters and pronunciation in a range of contexts. They will use repetitive sentence structures and characters they have memorised or from word lists in their writing. Students will continue to write characters in the correct stroke order, which is an essential principle for character writing and continue to use Pinyin System to practise the sounds of the Chinese language.

Key Questions

- Why cannot Chinese characters be read phonetically?
- How does reading aloud help Chinese pronunciation and listening?
- How is Chinese culture reflected in the spoken language?

Units Covered

The following units are studied at Year 8:

- pets at home
- the 12 Chinese Zodiac cultures
- I am really hungry.

Learning Outcomes

It is intended that student will:

- use spoken and written Chinese to interact in a range of familiar contexts, responding to instructions, questions and directions
- use known phrases to seek clarification (for example, 对不起, 你说什么?)
- use the question particle 吗 and familiar question words (什么, 谁, 哪儿, 几)
- in writing, organise their ideas using time expressions and phrases, which mark sequence, for example 第一, 第二
- apply 不 and 没有 in familiar phrases, responding to and creating simple informative and imaginative texts for known audiences and purposes
- access and organise information from a range of spoken, audio visual and printed texts
- use simple sentences and paragraphs, and produce simple descriptions using intensifiers such as 很, 非常, 最
- reflect on their interactions when using and learning languages
- explain the word order of Chinese sentences and the layout and construction of simple familiar Chinese texts in comparison to their English equivalents.

Assessment Tasks

- Oral tasks
- Listening and responding tasks
- Reading and responding tasks
- Writing tasks
- Cultural research task

Languages

Students in Year 8 undertake study in one of three languages offered for the full year.

French (Semester 1)

Learning Program

Students will learn how to describe and introduce their family. They will talk about pets, animals in France and compare the French school system to the Australian one.

In this course, they will also be able to talk about their timetable and their different subjects. Students will research Paris and plan a trip, deciding on an itinerary.

Key Questions

- Is this your family tree?
- Do you have pets?
- What are the differences between French and Australian education systems?

Units Covered

The following units are studied at Year 8:

- Family
- Animals
- School.

Learning Outcomes

It is intended that students will:

- use written and spoken French to interact with teachers, peers and others, and exchange experiences, opinions and views
- use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances, discussions and debate
- use declarative, imperative and interrogative verbs in affirmative and negative forms
- interpret and translate language that has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible
- make appropriate language choices when communicating in French in different contexts and situations
- use metalanguage to explain language features and elements, using appropriate grammatical terms (tenses, genres, agreement)
- identify how language features such as vocabulary, tenor and register serve different purposes in different modes
- make connections between texts and contexts, comparing expression and representation in similar texts from different cultural contexts
- reflect on ways of communicating, considering how these might be interpreted by others
- locate and analyse information from different sources, presenting it in modes and formats suitable for the intended audience
- reflect on how they interpret and respond to aspects of French language and culture, and to intercultural experience.

Assessment Tasks

- Reading comprehension task
- Writing task
- Research project
- Listening comprehension task
- Oral task

Languages

Students in Year 8 undertake study in one of three languages offered for the full year.

French (Semester 2)

Learning Program

Students will learn how to talk about their timetable, their subjects and teachers. They will also learn to describe their homes.

Students will research New Caledonia and write an article for the Lonely Planet.

Key Questions

- What are the differences between a French and Australian school day?
- What subjects are taught in France?
- How is housing different in France?

Units Covered

The following units are studied at Year 8:

- French school routines
- daily routines
- my house.

Learning Outcomes

It is intended that students will:

- use written and spoken French to interact with teachers, peers and others, and exchange experiences, opinions and views
- locate and analyse information from different sources, presenting it in modes and formats suitable for the intended audience
- use strategies such as emphasis, repetition and summary to support fluency and expression in shared reading, performances and discussions
- use declarative, imperative and interrogative verbs in affirmative and negative forms
- interpret and translate language that has colloquial or cultural associations in either French or Australian English, providing alternative expressions when equivalence is not possible
- make appropriate language choices when communicating in French in different contexts and situations
- identify the relationship between language and culture, understanding that personal and community identity are expressed through cultural expression and language use
- reflect on their own ways of communicating, considering how these might be interpreted by others.

Assessment Tasks

- Reading comprehension task
- Writing task
- Research project
- Listening comprehension task
- Oral task

Languages

Students in Year 8 undertake study in one of three languages offered for the full year.

Italian (Semester 1)

Learning Program

The first unit will revise masculine and feminine nouns and adjective agreement. Students will learn about different nationalities and which languages are spoken in various countries and explore what stereotypes exist. The second unit of study looks at describing physical appearance and talking about their friends. Thirdly, students will study animals, proverbs and how to express likes and dislikes. They will also undertake a cultural research task about ancient Rome.

Key Questions

- What are the stereotypes that Italians have of other regions and countries?
- How do you describe other people's physical appearance as well as their personality traits?
- How do Italians/different cultures relate to animals?

Units Covered

- Where are you from?
- Friends
- Animals

Learning Outcomes

It is intended that students will:

- engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds
- use known phrases to exchange ideas and opinions
- participate in classroom routines and respond to classroom instructions, questions and directions
- use gesture and some formulaic expressions to support oral interaction
- use well-rehearsed language related to their personal experiences in both spoken and written forms, and predominantly in the present tense, demonstrating understanding of information from a range of factual and creative texts
- use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences
- produce simple descriptions with appropriate use of definite and indefinite articles, adjectives and adverbs
- connect ideas using conjunctions to create simple texts using known vocabulary and structures
- be aware that language reflects contexts of situation and culture, and recognise differences between standard, dialectal and regional forms of Italian
- reflect on how they interpret and respond to aspects of Italian language and culture, and to intercultural experience.

Assessment Tasks

- Reading comprehension task
- Writing task
- Research project
- Listening comprehension task
- Oral task

Languages

Students in Year 8 undertake study in one of three languages offered for the full year.

Italian (Semester 2)

Learning Program

In the first unit, students learn how to talk about school, time and describe their timetables. They then compare cultural differences between school in Australia and Italy. In the second unit, students investigate the language required to go shopping in Italy and the different stores that exist in Italy. During the last two units, students will explore the Italian diet, healthy eating and say that they are ill or that something hurts. A cultural investigation will also take place during the semester.

Key Questions

- What are the differences in schooling between Italy and Australia?
- What are the shopping habits in Italy and Australia?
- What are the different practices in regards to food customs in Italy and Australia?

Units Covered

The following units are studied at Year 8:

- school
- going shopping
- food and eating healthily
- health.

Learning Outcomes

It is intended that students will:

- engage in social interaction to exchange greetings and to share ideas and information related to their personal, social and school worlds
- use gesture and some formulaic expressions to support oral interaction
- use well-rehearsed language related to their personal experiences in both spoken and written forms, and predominantly in the present tense
- understand information from a range of factual and creative texts
- use learnt structures to create texts such as, captions, descriptions, conversations and correspondence, providing information about themselves, their personal worlds and immediate needs, interests and preferences
- connect ideas using conjunctions to create simple texts using known vocabulary and structures
- reflect on how culture is evident in experiences, images and texts
- understand and use metalanguage to explain aspects of language and culture, and use simple statements to identify features of text types such as letters, emails, descriptions and narratives
- be aware that language reflects contexts of situation and culture, and recognise differences between standard, dialectal and regional forms of Italian
- analyse the impact of technology and media on communication and language forms, the influence of Italian and English on one another, and the interrelationship of language and culture.

Assessment Tasks

- Reading comprehension task
- Writing task
- Research project
- Listening comprehension task
- Oral task

Music

Learning Program

Year 8 Music focuses on further development of music, literature, aural skills, exploration with composition and performance. The students will continue to develop their musicianship skills using percussion instruments, keyboard, voice and the guitar.

Areas of Study

- Music literacy
- Aural development
- Guitar studies
- Keyboard studies
- Rhythm unit
- Popular song composition

Key Questions

- How can the elements of music be manipulated when improvising, composing and performing?
- How are music terminology and symbols used to recognise, describe and notate selected features of music?
- How is music analysed?
- How is music rehearsed to create a performance of songs or instrumental pieces?

Learning Outcomes

It is intended that students will:

- develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music
- create, practise and rehearse music to develop listening, compositional and technical and expressive performance skills
- structure compositions by combining and manipulating the elements of music and using notation
- analyse composers' use of the elements of music and stylistic features when listening to and interpreting music.

Assessment Tasks

- Theory test
- Performances on keyboard and guitar
- Popular Song Composition

Technologies

Design and Technology: Food Studies

Learning Program

The Food Studies program comprises both practical and theoretical tasks that educate students about the design process. Students develop an increased awareness of food products and their application within the household and community. They will consider products presently available and use and evaluate these during production classes. Students also develop and apply skills in the design and processing of materials, and demonstrate safe and hygienic work practices. Students' products are assessed and evaluated on suitability, effectiveness and recommendations for further use.

Key Questions

- Are you ready to challenge and extend your cooking skills?
- What recipes do you like to cook or create?
- Would you like to investigate, prepare, present and make judgments using sensory perceptions to create food solutions for health eating?
- Would you like to develop skills in food presentation?

Units Covered

The following units are studied at Year 8:

- safety and hygiene
- methods and processes of cooking
- knife skills
- measurement
- sensory evaluation
- comparison of homemade versus commercially produced products
- nutrition
- meal planning
- introduction to design briefs.

Learning Outcomes

It is intended that students will:

- analyse how characteristics and properties of food determine preparation techniques and presentation when creating solutions for healthy eating
- design ideas and processes to learn to justify decisions
- design, investigate, analyse and select a range of appropriate ingredients, tools and equipment
- effectively and safely use a broad range of ingredients, tools, equipment and processes to produce a desired solution
- independently develop criteria for success to evaluate design ideas, processes and solutions, recognising the need for sustainability.

Assessment Tasks

- Safety and hygiene test
- Design brief
- Production work

Technologies

Digital Technologies

Learning Program

This subject extends the knowledge and skills acquired in Year 7 Digital Technologies. The students focus on the different image types that are used in computer-created graphics. They learn how to use different applications to create and edit these different image types. Students then learn about the different technologies involved in networks at home and in the workplace. They acquire skills in coding when creating games using the application *Scratch*.

Key Questions

- Do you want to know how to use Adobe Photoshop and Illustrator to create some amazing images?
- Are you curious to peek behind the scenes of digital networks that you use every day?
- Do you want to learn how to make your own games that anyone can play?

Units Covered

The following units are studied at Year 8:

- computer graphics
- how to edit
- different computer networks
- basic game programming.

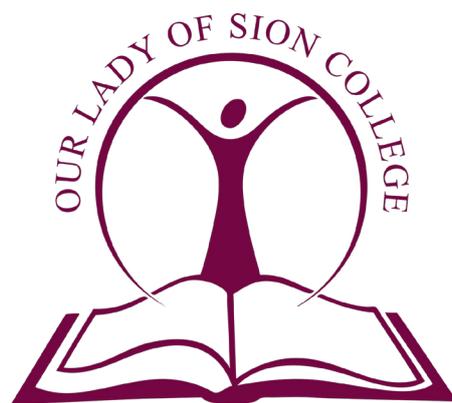
Learning Outcomes

It is intended that students will:

- understand the theory behind the different computer graphic types and learn the skills with different applications to create and edit their own image
- understand the technologies involved with different networks they use every day
- acquire programming skills to create a functioning game.

Assessment Tasks

- Digital images task
- Digital theory presentation
- Digital game programming task



VERITAS IN CARITATE

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