



Our Lady of Sion College



Years 7 and 8, 2027 Curriculum Handbook

Contents

Principal's message	3
Wellbeing for Learning	4
Year 7 Curriculum	6
Year 7 Subjects	4
Year 7 Subject Outlines	5
Religious Education	5
English	7
Mathematics	8
Science	9
Arts:	
Drama	10
Visual Art	11
Health and Physical Education	12
Humanities	13
Languages:	
Chinese	14
French	15
Italian	16
Music	17
Technologies:	
Design and Technologies – Textiles	18
Digital Technologies	19
Year 8	
Wellbeing for Learning	22
Year 8 Curriculum	24
Year 8 Subjects	24
Year 8 Subject Outlines	25
Religious Education	25
English	27
Mathematics	28
Science	29
Arts:	
Drama	30
Visual Art	31
Health and Physical Education	32
Humanities	33
Languages:	
Chinese	34
French	36
Italian	38
Music	40
Technologies:	
Design and Technologies – Food Studies	41
Digital Technologies	42

Principal's Message

Learning at Our Lady of Sion College is grounded in our motto, Truth in Love. It challenges you to seek understanding with compassion, pursue excellence with humility, and treat others with generosity and respect. It shapes not only what you learn, but who you are becoming.

Our curriculum is designed so that you feel known, valued and confident in your learning. It fosters curiosity, independence and growth, helping you develop the skills and confidence to lead, aspire and thrive.

Our vision is to sow the seeds of hope, discover and grow the gifts within you, and inspire a commitment to justice. This comes to life through a learning program that values your voice, supports your wellbeing, and challenges you to grow.

This handbook outlines your Years 7 and 8 learning program for 2027. It will guide you through the subjects you will study and the opportunities ahead. I encourage you to read this handbook carefully with your parents or carers, as it contains important information about the subjects you will study. You will see that it provides a broad range of subjects whilst covering the Victorian Curriculum.

I wish you all the best in your studies for 2027.

Rebecca Cetrola



College Principal

Wellbeing for Learning

Learning Program

The Wellbeing for Learning curriculum aims to build in students:

- A desire to live fully and flourish for their own benefit and that of others
- Self-awareness and self-management that help students understand and regulate their emotions, behaviours, strengths, and challenges
- Positive relationships and social skills enabling students to communicate effectively, show empathy, collaborate with others, and contribute positively to their community
- Resilience, wellbeing, and engagement in learning by equipping students with strategies to cope with challenges, maintain positive mental health, and actively engage in their learning

In Year 7, students, as part of their transition journey, explore the theme “Choose Kindness”. This theme encourages students to understand how they can show kindness to themselves, to others, and to the spaces they share, while embracing their identity as a Daughter of Sion. Throughout the year, students are encouraged to strengthen their sense of belonging through classroom learning, pastoral care, and involvement in extra-curricular and community activities. Students will develop skills in communication and collaboration across classes and the wider year level, supporting positive relationships and inclusive participation. The Year 7 experience also includes key milestones such as the Year 7 Horizons Program, Homeroom Netball Competition, Year 7 Retreat, and first Sion Day. These experiences support students to build friendships, resilience, and school spirit.

The transition program includes a range of enriching experiences such as pastoral sessions focused on emotional wellbeing through the Zones of Regulation framework, digital citizenship and online safety, Camp, and Chesed Day, along with House-based activities that promote connection, teamwork, and belonging. Year 7 students are supported to develop responsibility, particularly in time management and organisation, while forming new connections, building independence, strengthening resilience, and developing a sense of belonging within the College community.

Key Question

How can I choose kindness in the way I think, speak, and act so I can build strong relationships, grow in confidence, and feel a sense of belonging?

Learning Outcomes

It is intended that students will:

- Successfully transition from primary school to secondary school by developing confidence, independence, and a strong sense of belonging within the College community
- Build positive relationships with peers and staff through communication, collaboration, and empathy
- Develop self-awareness and the ability to manage emotions, routines, and behaviour in a new learning environment
- Strengthen organisational skills, time management, and learning habits required for secondary school success
- Participate actively in pastoral, classroom, and co-curricular activities to build connection and engagement
- Reflect on their transition experience to support growth, resilience, and wellbeing.

Success Criteria

Students will be able to:

- Demonstrate confidence and belonging as they adapt to secondary school life
- Show kindness and respect towards themselves, others, and their environment
- Build positive relationships through effective communication and collaboration
- Demonstrate increasing independence in organisation, routines, and learning responsibilities
- Develop resilience by responding positively to challenges and new experiences
- Reflect on their behaviour and experiences to support personal growth and wellbeing.

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 Director of Learning Diversity 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 VCE Vocational Major 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
- Humanities
- Languages:
 - Chinese
 - French
 - Italian
- Health and Physical Education
- The Arts:
 - Drama
 - Visual Arts
- Music
- Technologies:
 - Design and Technologies – Textiles
 - Digital Technologies

Subject Outlines

Religious Education

Semester 1: Our Community Where We Belong

Learning Program

Students will develop an understanding of some of the Liturgical celebrations of the Catholic Church and the traditions and customs that are part of the Mass. They will study 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 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, culminating in a class prayer book to be used in RE classes and in Homeroom.

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?
- 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?

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 nature of prayer and ritual in the Christian tradition with attention to its distinctive characteristics and purpose
- Reflect on the role of prayer, in their life and that of the faith community.

Assessment Tasks

- Our Sion Story research task
- Prayer assessment

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 and Holy Scripture. They explore different types of truth – scientific, historical, moral, religious truths – and discuss the forms of truth employed by biblical writers. Students distinguish between the Old and New Testaments and recognise that the Bible is made up of a collection of books. 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 explore what it means to be part of the worldwide Roman Catholic Church, looking at the 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. 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

- 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?
- 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

- Bible skills and stories
- Australian Catholic Church task

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 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
- Reflect on the impact that the Catholic Social Teaching Principles have on our lives.

English

Learning Program

Year 7 English 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. They 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 stories used as a vehicle for social commentary?
- How do social, historical and political contexts shape responses to ideas and issues?
- How do we express ideas and concepts for a range of audiences?

Learning Outcomes

It is intended that students will:

- Discuss, orally and in writing, how stories are used as a vehicle for social commentary
- Discuss, through creative and analytical writing, the social, historical and political contexts that the studied texts are concerned with
- 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
- Research and oral presentation on issues, themes and ideas presented in texts
- Analytical essays in response to texts

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 book tasks of varying levels of difficulty.

Units Covered

- Number and place value
- Probability
- Number (multiples, factors, primes, squares, square roots)
- Introduction to algebra and equation solving
- Problem solving
- Fractions, decimals and percentages,
- Statistics
- Cartesian plane

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
- Calculate volumes of rectangular prisms
- Calculate the mean, mode, median and range for given data sets
- Assign probabilities to the outcome of events and determine probabilities for events.

Assessment Tasks

- Application of skills and knowledge (including tests and homework tasks)
- Guided investigation, 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.

Key Questions

- What do scientists do?
- How do scientists safely use specialised tools, fair testing, and data to investigate and explain the world around us?
- How does the behaviour of particles determine the state of matter?
- How can we separate different mixtures based on their properties?
- What forces act on us every day, and how do simple machines manipulate these forces?
- How are living things classified?
- How does energy flow through ecosystems?
- How do astronomical cycles shape life on Earth?

Units Covered

- Introduction to Science
- Chemistry - Matter and Mixtures
- Physics - Forces
- Biology - Classification and Ecosystems
- Earth Science - Earth, Moon and Sun
- Experimental design

Learning Outcomes

It is intended that students will:

- Demonstrate safe behavior in a science laboratory, use specialised equipment, and design "fair test" experiments by identifying and controlling variables.
- Use the particle model to explain the behaviour of solids, liquids, and gases
- Distinguish between pure substances, mixtures, solutions, and suspensions
- Apply physical techniques to separate mixtures
- Identify contact forces and non-contact forces.
- Analyse how balanced and unbalanced forces alter an object's motion
- Investigate how simple machines make work easier by reducing physical effort
- Use hierarchical systems and dichotomous keys to classify living things
- Construct food webs to model energy flow through ecosystems
- Model the movements of the Earth, Moon, and Sun to explain predictable cycles such as day and night, seasons, tides, phases of the moon, and eclipses.

Assessment Tasks

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

Arts

Drama

Learning Program

The Drama program aims to provide opportunities for learning by exploring and expressing ideas through storytelling. Students develop a range of performance and expressive skills. Students are encouraged to experiment with a range of forms, styles and conventions leading to 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 assist in creating character?
- What are the different ways we can present stories in drama?
- How do different elements of performance and production areas enhance a performance?

Learning Outcomes

It is intended that students will:

- Explore and express ideas
- Combine the elements of drama in devised and scripted pieces 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
- 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 production areas
- Analyse how the elements of drama have been combined in devised and scripted pieces 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 are the use of elements and principles of art used to create artworks?
- How can the elements and principles of art be manipulated within our own work?

Learning Outcomes

It is intended that students will:

- Explore a range of ideas, materials and technologies that may include, mixed media, ceramics, drawing, sculpture, painting, printmaking, art appreciation, and visual design
- 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.

Assessment Tasks

- Art Practical Productions
- 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, ways to promote healthy living, and respectful relationships.

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 do different experiences, cultures, and social influences shape a person's identity?
- How can I be safe in water environments?

Learning Outcomes

It is intended that students will analyse factors that influence identities and responses to change, and describe strategies to support themselves and others in responding to these influences. They analyse factors that influence emotional responses and justify strategies to manage emotions. They analyse health information and messages to propose and design strategies that can enhance their own and others' health, safety, relationships and wellbeing.

Assessment Tasks

- Written Task on Nutrition and Physical Activity
- Test on Water Safety 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 gross motor skills. Students take part in a range of activities.

Key Questions

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

Learning Outcomes

Students apply and transfer movement skills and movement concepts across a range of situations including Athletics, Soccer, Netball, Volleyball, Gymnastics, Hockey, and Table Tennis. They implement and evaluate the effectiveness of movement strategies on movement outcomes. They adapt and apply the elements of movement to compose and perform movement sequences. Students apply and refine strategies to support inclusion, fair play and collaboration across a range of movement contexts.

Practical Units

- Fundamental Movement Skills (FMS)
- Hockey
- Volleyball
- Soccer
- Gymnastics
- Netball
- Athletics
- Table Tennis

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 unit examines ancient civilisations and helps students to understand their own world. The Geography unit examines aspects of both physical and human geography, further increasing students' understanding of the world in which they live. The Business and Economics unit 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 the relationship between consumers and producers in the market?
- 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

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 and how they use enterprising behaviours and capabilities.
- 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.

Assessment Tasks

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

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 Chinese 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 the 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

- Comprehension tasks
- Writing task
- Cultural research project
- Oral task

Languages

French

Learning Program

Students will become familiar with the French language used in 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. In this course, they will also be able to talk about family and pets, and ask and say who someone is.

Students will discover French-speaking countries.

Key Questions

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

Units Covered

The following units are studied at Year 7:

- Greetings
- Introductions
- Family
- Animals

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, tone 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

- Comprehension tasks
- Writing task
- Cultural research project
- Oral task

Languages

Italian

Learning Program

Students will become familiar with classroom language and routines, learning greetings, names of family members and how to welcome other people. They will be able to ask how someone is, introduce themselves and others and draw attention to people around them.

Students will be able to ask and say how old they are, share their birthdates, talk about days and dates and exchange good wishes.

Additionally, they will undertake a cultural research task on a region of Italy.

Key Questions

- How can I introduce myself and others?
- How can I talk about my likes and dislikes?
- What are the different regions of Italy and how do they vary?

Units Covered

The following units are studied at Year 7:

- Greetings
- Introductions of self and others)
- Family
- Descriptions of self and others
- Regions of Italy

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 respond to classroom instructions, questions and directions
- Approximate Italian sound patterns such as consonant combinations, clear vowel sounds and unaspirated consonants
- Use gestures 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

- Comprehension tasks
- Writing task
- Cultural research project
- 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.

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?
- What do I need to do to interpret notation?

Units Covered

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

Learning Outcomes

It is intended that students will:

- Develop musical ideas through improvisation, composition and performance, combining and manipulating the elements of music
- Create, practice 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 required to work independently to develop their skills particularly focusing on using the sewing machine. They explore a range of fabric decoration techniques that may include fabric dyeing, painting, printing and embroidery techniques. Students photograph the progress of their production work, reflect and evaluate the design process, what they have learnt and created.

Key Questions

- What are Textiles?
- Where does fabric come from?
- Are you ready for the challenge to develop your sewing skills?
- How could you decorate fabric?
- What textile products would you like to make using the sewing machine?

Learning Outcomes

It is intended that students will:

- Develop technical skills in hand and machine sewing.
- Generate design ideas, and annotate in a design folio
- Research, investigate and document the processes used to create products
- Independently and safely produce functional or decorative textile products.

Assessment Tasks

- Textile design process
- Creating designed solutions using Textiles
- Documentation in the design and investigation folio

Technologies

Digital Technologies

Learning Program

Students will become confident and creative developers of digital solutions. They will acquire knowledge and understanding of digital systems, data and information and the processes involved with creating digital solutions. They will experience practical and theoretical activities to familiarise themselves with basic computer terminology and emphasise the responsible and safe use of software and hardware. Many of the concepts and skills learned in Digital Technologies are transferable to other curriculum areas.

Key Questions

- What is the difference between hardware and software?
- How does a computer represent text, images and sound?
- How can we use code to create programs to help us?
- What is the difference between data and information?

Learning Outcomes

It is intended that students will develop basic skills in:

- Identifying the difference between hardware and software
- Understanding how a computer displays text, images and plays sound
- Writing an algorithm and using the control structures of sequence, selection and iteration to program a game or chatbot.

Assessment Tasks

- Data Visualisation Task
- Python Programming Task

Wellbeing for Learning

Learning Program

The Wellbeing for Learning curriculum aims to build in students:

- A desire to live fully and flourish for their own benefit and that of others
- Self-awareness and self-management that help students understand and regulate their emotions, behaviours, strengths, and challenges
- Positive relationships and social skills, enabling students to communicate effectively, show empathy, collaborate with others, and contribute positively to their community
- Resilience, wellbeing, and engagement in learning by equipping students with strategies to cope with challenges, maintain positive mental health, and actively engage in their learning.

In Year 8, students are supported to develop confidence, resilience, and responsibility through the theme “Choose Kind, Try Brave.” This encourages students to approach their learning, relationships, and experiences with empathy, courage, and confidence. By choosing kindness in their words and actions, and being brave enough to try new things and step outside their comfort zones, students are supported to make positive choices, take responsibility for their actions, and reflect on their growth.

This foundation supports ongoing wellbeing and success at school and beyond, helping students build resilience and adaptability as they navigate new challenges and increasing independence. Students also develop organisational and self-management skills through structured routines such as Monday morning Homeroom expectations, while strengthening their capacity for reflection, goal setting, and positive decision-making.

Throughout the school year, students participate in a range of experiences designed to build connection, teamwork, and self-awareness, including the Thinking Traps workshop with Toolbox Education, Homeroom and Pastoral activities such as Organisation Monday, Fun Friday, and student-led assemblies, as well as the Homeroom Basketball Competition.

A key highlight of the Year 8 program is the City Camp, which provides opportunities to build independence, strengthen relationships, and engage in experiential learning outside the classroom. Alongside this, students also participate in the Horizons Programme, House events, Sion Day, and the Cheer and Dance Competition, all of which promote teamwork, school spirit, and positive relationships across the year level.

Key Question

How can I be kind to others and brave in my learning and choices so that I can grow in confidence, resilience, and independence?

Learning Outcomes

It is intended that students will:

- Build positive social relationships with peers and the wider school community
- Develop self-awareness and the ability to manage emotions, behaviour, and learning
- Strengthen independence, organisation, and positive work habits
- Participate actively in class discussions, pastoral activities, and school events
- Work collaboratively in teams and contribute positively to group tasks
- Reflect on personal choices, relationships, and experiences to support growth and wellbeing

Success Criteria

Students will be able to:

- Demonstrate kindness, respect, and responsibility in their interactions with others
- Show courage by trying new experiences and stepping outside their comfort zone
- Develop resilience by responding positively to challenges and setbacks
- Build independence through improved organisation, routines, and learning habits
- Reflect on their behaviour, relationships, and learning to support ongoing personal growth.

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 VCE Vocational Major 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 8 subjects

- Religious Education
- English
- Mathematics
- Science
- Humanities
- Languages:
 - Chinese
 - French
 - Italian
- Health and Physical Education
- Arts:
 - Drama
 - Visual Art
- Music
- Technologies:
 - Design and Technologies – Food Studies
 - Digital Technologies
- Wellbeing for Learning

Subject Outlines

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 that encounter Jesus within Scripture
- Jesus as teacher

Students look at the different Jewish groups in society in the time of Jesus and how he interacted with each of these groups to support their understanding of Jesus and his mission. 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 that he established in Rome, Corinth, Thessalonica, 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 challenge Jewish traditions at the Council of Jerusalem, in 49 AD (Acts 15:1-17; 19-31) and advocating for the inclusion of Gentiles into God's covenant. Students will study the reasons behind The Great Schism of Christianity and The Reformation. Finally, they will consider the origin stories of other faith traditions and examine the importance of interfaith dialogue.

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?
- How are we called to live out the values of the Early Christians today?

Assessment Tasks

- First Century Occupations formative task
- Early Church Reflection formative task

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
- Understand the important role of interfaith dialogue within the Sionian tradition.
- Scripture analysis
- St Paul research task

Religious Education

Semester 2: Called to Service

Learning Program

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
- Explain the significance of the teachings of Jesus and how they inform Catholic Social Teaching.

Assessment Tasks

- Research biography
- Research and reflection task or letter

English

Learning Program

Year 8 English at Our Lady of Sion College 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. They 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

- Writing folio consisting of creative and analytical responses to texts
- Analytical essays in response to texts that examines issues and the use of argument and language in media 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.

Units Covered

- Number - integers, fractions, decimals and percentages
- Algebra expressions and equation solving
- Measurement
- Geometry
- Introduction to linear graphs
- Ratios and rates

Learning Outcomes

It is intended that students will:

- Use efficient mental and written strategies to make estimates, 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 length, area and 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.

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.

Units Covered

- Chemistry - Periodic Table and Chemical Reactions
- Physics - Energy and Electrical Circuits
- Biology - Cells and Body Systems
- Earth Science

Key Questions

- What are the different types of energy?
- How can we use sustainable energy sources?
- How do simple electrical circuits work in our homes?
- What are elements and the periodic table?
- What are the features of physical and chemical changes?

Learning Outcomes

It is intended that students will:

- Identify different types of kinetic and potential energy.
- Explain how energy transfers and transforms
- Describe the principles of simple electrical circuits
- Recognise how elements are organised on the periodic table
- Distinguish between physical and chemical changes
- Compare different types of cells
- Explain how cells divide, grow, and obtain energy
- Investigate how cells form body systems
- Investigate the Earth's structure and how tectonic plates move
- Describe how the movement of tectonic plates shapes landscapes.

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. They are encouraged to experiment with a range of forms, styles and conventions to demonstrate an 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, theatrical conventions and dramatic elements, production areas and ensemble devised performance work.

Key Questions

- How do students make and respond to drama independently, 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 timing enhance drama?
- How can students engage with more diverse performances exploring and drawing on drama from a range of cultures, times and locations?
- How can students identify similarities and differences and begin to learn about ways that traditional and contemporary styles of drama evolve
- How can the actor-audience relationship be manipulated?

Learning Outcomes

It is intended that students will:

- Develop confidence and self-esteem to explore and take risks and challenge their own creativity through drama
- Consolidate knowledge and understanding in manipulating, applying and analysing dramatic elements, performance skills, play-making techniques, performance styles and theatrical conventions 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 audience members
- 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
- Production Area Folio

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 elements and principles of art be used to create 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:

- Explore a range of ideas, materials and technologies that may include mixed media, ceramics, drawing, sculpture, painting, printmaking, art appreciation, visual design 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.

Assessment Tasks

- Art Practical Productions
- 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, Basketball 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.

Physical Activity Units

Assessment of skill in:

- Fitness
- Touch Football
- Sofcrosse
- Softball
- Dance
- Basketball
- Thunder Hockey

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 unit 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 unit of the course. The Economics unit 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.

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

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
- 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

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 the Pinyin System to practise the sounds of the Chinese language.

Key Questions

- How does the Pinyin System help in reading and recognising Chinese characters?
- 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 task
- Comprehension tasks
- Writing task
- Cultural research task

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

Languages

Chinese (Semester 2)

Learning Program

Students will begin to understand and explore the Chinese 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 the Pinyin System to practise the sounds of the Chinese language.

Key Questions

- Why are Chinese characters not 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 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)
- 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 task
- Comprehension tasks
- Writing task
- 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 talk about food and plan a party. They will also discover school life in France and discuss the differences between the French and Australian educational systems. Students will learn to present and describe their own school.

In this course, students will research Paris and plan a trip, deciding on an itinerary.

Key Questions

- What are the most popular foods in France?
- What are the main differences between French and Australian education systems?

Units Covered

The following units are studied at Year 8:

- Leisure activities
- School life

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

- Comprehension tasks
- Writing task
- Cultural research task
- Oral task

French (Semester 2)

Learning Program

Students will learn how to describe people, including both their character and physical traits. They will also learn to express their moods and opinions, as well as give advice and talk about friendship. They will talk about their daily routines and learn how to give and ask for directions.

Students will research French gastronomy.

Key Questions

- How can I describe people?
- How can I ask and give directions
- How can I talk about my daily life

Units Covered

The following units are studied at Year 8:

- Daily routines
- Describing people
- City and directions

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

- Comprehension tasks
- Writing task
- Cultural research 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 how to talk about family, describing physical appearance and personality traits. The second unit of study focuses on school related language and how to express likes and dislikes about subjects. Students will undertake a cultural unit on Ancient Rome.

Key Questions

- How can I describe my others?
- How do Italians relate to school?
- What is the significance of Ancient Rome in the history of Italy and the world?

Units Covered

The following units are studied at Year 8:

- Describing people
- School
- Ancient Rome

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

- Comprehension tasks
- Writing task
- Cultural task
- Oral task

Languages

Italian (Semester 2)

Learning Program

Students will learn how to talk about different hobbies, activities and food preferences. They will also investigate the language required to give dates and talk about different animals. Students also discover the different types of eateries in Italy compared to other countries.

Additionally, they will undertake a cultural film study of 'Benvenuti al Sud', exploring the North-South divide, regional stereotypes, and different dialects in Italy.

Key Questions

- What stereotypes do Italians have of other regions and countries?
- How do students talk about likes and dislikes?
- What are the different practices regarding pastimes in Italy and Australia?

Units Covered

The following units are studied at Year 8:

- Film study on 'Welcome to the South'
- Pastimes and hobbies
- Likes and dislikes
- Dates and festivals

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 gestures 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

- Comprehension tasks
- Writing task
- Cultural film study
- 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.

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 music is analysed?
- How is music rehearsed to create a performance of songs or instrumental pieces?
- Units covered
- Music literacy
- Aural skills development
- Rhythm unit
- Melodic composition using technologies

Learning Outcomes

It is intended that students will:

- Develop music ideas through improvisation, composition and performance, combining and manipulating the elements of music
- Create, practice 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
- Rhythm composition and performance
- Melodic & Harmonic Composition using technology

Technologies

Design Technologies: Food Studies

Learning Program

The Food Studies program comprises both practical and theoretical tasks. Students will create designed solutions based on an evaluation of needs and opportunities. They will develop success criteria, including sustainability considerations and they will use these to judge the suitability of their ideas and processes. Students will apply their project management skills to document and use project plans to manage production processes. They will independently and safely produce effective designed solutions for an intended purpose.

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 learn how your sensory perceptions influence the food you eat?
- Are you ready to further develop your food preparation and presentation skills?

Learning Outcomes

It is intended that students will:

- Critique needs or opportunities for designing and investigating, analysing and selecting from a range of tools, equipment and processes to develop design ideas
- Effectively and safely use a broad range of tools, equipment and techniques to produce designed solutions
- Independently develop criteria for success to evaluate design ideas, processes and solutions and their sustainability
- Use project management processes to coordinate the production of designed solutions.

Assessment Tasks

- Safety and hygiene test
- Design folio
- Production work

Technologies

Digital Technologies

Learning Program

This subject extends the knowledge and skills acquired in Year 7 Digital Technologies. Students design a floor-plan for a smart house and research smart devices. They research smart devices, investigate the role of hardware and software in a home network and distinguish between different types of networks and their suitability in meeting defined purposes. Students broaden their programming experiences and apply systems thinking skills to evaluate their developed and existing solutions, considering time, tasks, data and the safe and sustainable use of information systems, and anticipate any risks associated with the use or adoption of such systems.

Key Questions

- Are you curious to peek behind the scenes of digital networks and the widespread application of technology that you use every day?
- Do you understand the term 'Internet of Things'?
- Do you want to learn how to code in Python?
- Are you good at computational thinking?

Learning Outcomes

It is intended that students will:

- Understand the technologies involved with different networks they use every day
- Acquire programming skills to create a game
- Learn and apply the design thinking process to their work

Assessment Tasks

- Smart house project
- Network theory test
- Programming task



VERITAS IN CARITATE

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