



## MIDDLE SCHOOL RELATIONSHIPS

### Year 8 ENGLISH

#### Unit: Exploring Dystopian Worlds

This unit requires students to explore the dystopian genre through the study of a class novel. Students will gain an understanding of the main genre features, characters, and the ways in which dystopian stories can reflect societal issues and provoke critical thinking about the future. Through the form of a short story, students will mimic key features of the dystopian genre to create their own narrative

**Assessment:** Seen Exam – Short Story (exam will be in T2 Week 3)



#### Revision

- Complete the writing activities in your student booklet
- Once the assessment task has been issued, plan your story ensuring you employ the correct narrative structure and include elements of the dystopian genre
- Listen carefully to the feedback from your teacher on your plan and orientation paragraph
- Write your narrative ensuring you engage the reader through characterisation, foreshadowing, rising action, descriptive detail, and interesting sentence structures
- Have your peers, family and/or friends read your work and offer feedback for improvement
- Homework should then focus on learning key aspects of the story in preparation for the seen exam
- Use the 150-word grid to help you memorise your story for the exam

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### Year 8 RELIGION

#### Unit: Relationship with God

Relationships are a significant part of everyday life for all people. Relationships are two-way and involve give and take, with all parties involved having responsibilities and needs. By examining the stories within the Old Testament, students will be able to explore and understand the unique relationship God has with believers. By exploring the theme of covenant, students will develop an understanding of the reciprocal nature of relationships and importance of nourishing their relationship with God and others. These relationships are celebrated and then continued into modern society within rituals of initiation.

**Assessment:** Exam



#### Revision

- Revise regularly throughout the term
- Ask questions when you don't understand
- Refer to your class OneNote for information and content to revise



### Year 8 HISTORY

#### Unit: The Ancient to the Modern World

This unit investigates the transition from the ancient world to the modern world, and how primary and secondary sources can be used to understand the past. Students will complete a depth study on Medieval Europe and its physical, social, cultural, political and religious features.

**Assessment:** Multiple choice and short response exam

#### Revision

- Use the resources, including revision sheets, provided on your class OneNote to guide you as you prepare
- Start your revision early and revise regularly
- Complete the exam revision booklet provided



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### Year 8 JAPANESE

#### Unit: Hiragana

In this unit, students gain an understanding of Hiragana. They speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. Students create simple oral and written texts such as self-introductions and statements relating to themselves and their personal worlds.

**Assessment:** Hiragana Reading exam

#### Revision

- Ask your teacher for help if you are unsure of any work to be completed
- Attend Homework Club sessions
- Hiragana Reading Exam:
  - Practice your Hiragana reading using Education Perfect
  - Revise and learn the sight words on the Study List provided through Education Perfect
  - Use the practice exams on Education Perfect when they are released
  - Remember there is a copy of the Year 8 'Hiragana' Workbook on Teams in the Files section





## MIDDLE SCHOOL INVESTIGATION

### Year 8 MATHEMATICS

### Unit: Number and Probability

This term has a focus of strengthening foundational knowledge of how numbers work. Students will gain a stronger understanding of how to manipulate whole numbers, fraction and decimals and their relationship to each other. Students will represent combinations of two events using tables and diagrams and determine related probabilities. Each week, the students will receive a 'weekly review' that they complete for homework. This review will assist in consolidation of concepts and revision throughout the term. This is to be completed along with their normal homework.

**Assessment:** Term 1 Exam Week 9

Equipment for exam: Calculator, ruler, writing tools

### Revision

Complete a selection of the questions listed in the table

Topic	Review questions from the textbook
Operations with Integers	Ex 1F questions 2 – 5; 7; 8. Ex 1G questions 2 – 5; 7; 8; 9 Ex 1H questions 2; 3; 5; 6; 8
Operations with fractions, decimals Converting fractions, decimals and percentages	Ex 3B questions 2 – 5; 10 Ex 3C questions 2 – 5; 9 Ex 3E questions 1 – 10 Ex 3G questions 1 – 11
Percentage of an amount Decreasing and increasing by a percentage Calculating percentage change, profit and loss	Ex 3H questions 2 – 5; 6; 8 – 9; 11; 12 Ex 3I questions 2; 4; 5; 6; 8. Ex 3J questions 2; 4; 5; 7; 9; 10 Ex 3K questions 1; 3; 5
Probability	Ex 8G Question 1 – 14
Two step experiments and Tree diagrams Venn diagrams and Two-way tables	Es 8H question 1 – 10 Ex 8I questions 1 – 11 Ex 8J questions 1 – 10
Experimental probability	Ex 8K questions 1 – 13
Chapter 3 Review	Questions 3 – 5; 7, 8, 10 – 18
Chapter 8 Review	Questions 8 – 12

### Year 8 SCIENCE

### Unit: Chemistry

Students will learn to classify matter at the atomic level and distinguish between chemical and physical change. They understand that chemical reactions also involve energy. Students use experimentation to isolate relationships between components in systems and explain these relationships through increasingly complex representations.

**Assessment:** Research Investigation Assignment

### Revision

- Access the services of the library to assist with research
- Carefully read and proofread your assignment before submission
- Attend help club if you have questions



## MIDDLE SCHOOL CREATIVITY

### Year 8 DRAMA

#### Unit: Acting 101

In this unit, students will explore how role, relationship and tension are manipulated to create meaning for an audience.

**Assessment:** Responding Task – analysis and evaluation of a scene from a live theatre production

#### Revision

Using resources on OneNote, revise:

- The different types of Dramatic Tension (relationships, task, surprise and mystery)
- The Elements of Drama voice and movement, and how these can be used to create Dramatic Tension



### Year 8 HEALTH AND PHYSICAL EDUCATION

#### Unit: Evolving games

In this unit, students will examine the cultural and historical significance of sports from different cultures, beginning with Australian Indigenous games and then exploring some different games from around the world.

**Assessment:** Performance (evolving games). Investigation will be assessed in Term 2.

#### Revision

- Students are reminded to bring their LHC sports uniform to school to fully engage in practical activities. Further information about the program is provided in the Class Notebook to support their learning and guide them as they complete the assessment



### Year 8 MUSIC

#### Unit: Contemporary Groove

In this unit, students will explore how balance is achieved in the performance and composition of music. In Term One, students will revise the basics of note and rhythm reading and chord construction before choosing an instrument and part to rehearse and perform for the class performance task.

**Assessment:** Performance Project (Making and Responding) – Large instrumental ensemble performance of a contemporary song, plus short written component on respectful approaches.

#### Revision

- Use your class rehearsal time well by focusing and applying yourself to learning your ensemble part
- Attend lunchtime tutorials provided and run by your teacher
- If you are playing keyboard, always remember to bring your headphones (with a cord) to Music classes and tutorials
- Each lesson, ensure you are reflecting on how you are using Respectful Approaches in this performance task



### Year 8 VISUAL ART

#### Unit: Telling Tales

In this semester long unit, students will explore how artists use visual language to convey ideas. There will be a focus on the development of drawing skills. Students will use the art process to develop a mixed media illustration that communicates a story visually.

**Assessment:** No assessment in Term One; however, student work completed in their Visual Diary goes towards their demonstration of planning and development of ideas.

#### Revision

- Use your practical class time well by focusing and applying yourself to the task
- Ensure you bring your purple LHC apron to every class





Emotional Smarts



Engagement



Relationships



Meaning and Purpose



Goals



Spirituality



Health

## STELLA WELLBEING PROGRAM

### Year 8 STELLA WELLBEING

The combined Stella Wellbeing and Academic Mentoring lessons are delivered by the same teacher once a week. The focus during Stella Wellbeing lessons is on experiencing a warm welcome to Year 8 with positive friendships and engagement. Students will learn about the Stella Wellbeing program and important elements like gratitude. They will develop skills such as how to have an optimistic mind-set, good communication and empathy skills for friendships and relationships.

### Year 8 ACADEMIC Mentoring

In Academic Mentoring, each student is provided with the opportunity to work with their dedicated Academic Mentoring teacher to reflect on their academic journey. Students will be focusing on the LHC STAR Learning habits such as their organisation, timetable, study and thinking skills. They will have on-going progress checks with their teacher who will assist develop achievable goals and an assessment planner with due dates. They will also continue their exploration of future careers and pathways to help understand meaning and purpose to their learning.

**Assessment:** No formal assessment

### Year 8 GLOBAL STARS

The focus for Global STARS lessons is on encouraging students to be future builders with global thinking. The curriculum draws from the ACARA Digital Technology syllabus and the General Capabilities - Global Citizenship/Digital Literacy. Students will focus on knowledge and skill-building of a student's personal e-safety. Students will learn about how to positively manage their engagement with their "digital footprint" such as positive social media and practical on-line protections.

Students will begin skill-building in the design principles behind creating an app promoting cyber-safety messages to young people. Students will develop understanding and skills in good user interface (UI), user experience (UX) and coding.

**Assessment:** Portfolio of activities – Cybersafety and strategies for managing our Digital Footprint