



## MIDDLE SCHOOL RELATIONSHIPS

### Year 9 ENGLISH

#### Unit: Making a Better World

This unit explores the ways various social justice issues are constructed in texts. Issues may include poverty, women's education, landmines, homelessness or conflict. Students will write a persuasive speech about an issue of their choice from the class novel. They will also complete a grammar program to improve their writing skills and understanding of language conventions.

**Assessment:** Persuasive Speech (as a written script)



#### Revision

- Use the resources provided on your class OneNote to guide you as you prepare
- Ensure you produce a quality draft to show to your teacher during the conference (Week 6-7)
- Homework should focus on re-writing and improving key aspects of the script, checking that persuasive devices are employed strategically throughout
- Remember to do a thorough edit and proofread before submitting your work

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### Year 9 RELIGION

#### Unit: Change makers in our world.

Students in Term 1, Year 9 Religious Education demonstrate an understanding of the co-existence of good and evil in the world throughout human history. They analyse the causes and effects of events and developments in the Church from c. 1750 CE – c. 1918 CE and draw conclusions about their importance. Students analyse perspectives in the writings of various religious and lay leaders at that time. They evaluate the impact of Catholic social teaching on an individual's moral behaviour and on the Church's response to emerging moral questions.

**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

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### Year 9 HISTORY

#### Unit: Making and Transforming the Australian Nation (1750-1918)

This unit investigates the making of the modern world, and how primary and secondary sources can be used to understand the past. Students will complete a depth study on the broad patterns of historical continuity and change from 1750 to 1918, such as European imperial expansion and the movement of people within and between countries, and the impact this had on Australia.

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



#### Revision

- Use the resources, including revision sheets, provided on your class OneNote to guide you prepare
- Start your revision early and revise regularly
- Complete the revision retrieval chart on the seen sources for the exam to the best of your ability
- Familiarise yourself with the three types of exam questions



**Year 9 JAPANESE**

**Unit: Going Places**

In this unit, students review Hiragana and are introduced to essential Kanji practice. They speak, listen to, read and write Japanese in a range of interactions with the teacher and one another. Students focus on concepts such as places, time and transport.

**Assessment:** Listening Exam



**Revision**

- Ask your teacher for help if you are unsure work to be completed & attend Homework Club sessions
- Letter Writing Assignment:
  - Ensure you complete the planning activity in your workbook
  - Manage your time to write a complete draft for submission by the deadline
  - Carefully consider and apply the feedback from your teacher, and allow enough time to write your good copy
  - Remember there is a copy of the Year 9 'Going Places' Workbook on Teams in the Files section
- Listening Exam:
  - Engaging well with your assignment task will help you review grammar
  - Use the targeted listening revision activities in Education Perfect to revise vocabulary
  - Use the practice listening activities in Education Perfect



#### MIDDLE SCHOOL INVESTIGATION

##### Year 9 MATHEMATICS

##### Unit: Linear Relations and Right Angle Triangles

Linear Relations is a review and extension of the algebraic concepts explored in year 8. Students will simplify algebraic terms and solve equations. Right-angled triangles are explored through Pythagoras' Theorem and trigonometric ratios to solve for unknown side lengths and angles.

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 and writing tools.



##### Revision

Topic	Review questions from textbook
Write algebraic expressions and equations from word problems and solve	Exercise 2A Q1, 2, & 3 Exercise 2F Q1-8 (complex)
Simplifying algebraic expressions	Exercise 2C Q3 & 5
Solve algebraic equations	Exercise 2D Q4 & 5 Exercise 2E Q2, 3 & 4
Using formulas	Exercise 2H Q1, 2 & 3
Use Pythagoras' theorem	Exercise 3A Q1-5 Exercise 3B Q1-3 Exercise 3C Q1-5 (complex)
Find lengths using trigonometric equations	Exercise 3E Q1 & 3 Exercise 3F Q1, 2 & 3 Exercise 3G Q1, 2 & 3
Find unknown angles using trigonometric equations	Exercise 3H Q1, 2 & 3
Additional review questions	Chapter 2 Review questions 1 – 8, 11 – 13 Chapter 3 Review Questions 1 – 4, 6 – 9, 11 -14

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##### Year 9 SCIENCE

##### Unit: Chemistry

Students are introduced to the notion of the atom as a system of protons, electrons and neutrons, and how this system can change through nuclear decay. They learn that matter can be rearranged through chemical change and that these changes play an important role in many systems. Students begin to consider how well a sample or model represents the phenomena under study and use a range of evidence to support their conclusions.

**Assessment:** Exam

##### Revision



- Students should attend help club if they have questions
- Students can access quizzes and extra support with content on Edrolo online
- Start revising early and use your class OneNote to guide you through the content



## MIDDLE SCHOOL CREATIVITY

### Year 9 DESIGN: FOOD AND FIBRE

#### Unit: Cultural Classics

The classes alternate between a Food Unit and Fibre Unit each term. In the Food Unit, students will produce a vegetarian Buddha Bowl which fuses flavours from two or more cultures. In the Fibre Unit, students will design and sew a bag using a pattern and materials provided by the school or purchased by the student. They must keep in mind the fabric suitability, end purpose, and time constraints to complete the bag.

**Assessment:** Project – designed solution (product) and folio (written)



#### Revision

- Students are to use the resources provided on the Class Notebook to guide them as they complete their Project. Students should use their practical (cooking or sewing) class time well by focusing and applying themselves to tasks

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### Year 9 DRAMA

#### Unit: Collage Drama Unit

Explorations of identity, the Elements of Drama, the conventions of Collage drama, and ways to create dramatic action.

**Assessment:** Responding Exam: analysis and evaluation of how dramatic action and meaning is created within a Collage Drama performance.



#### Revision

- Using your booklet, revise the Elements of Drama and the conventions of Collage Drama
- Participate in all class activities and exam preparation to prepare for the exam at the end of Term 1

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### Year 9 HEALTH AND PHYSICAL EDUCATION

#### Unit: Move to the Beat

In this unit, students will develop and refine specialised movement skills while learning to be creative and expressive through movement. Additionally, students will begin a health task this term, which will continue into Term 2 and be integrated with the practical elements for both terms.

**Assessment:** Performance (Rhythmic Gymnastics)



#### Revision

- Students are reminded to practice their Rhythmic Gymnastics routine
- 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



# LHC Curriculum Overview & Preparation for Assessment

## Term 1, 2025

YEAR 9

### Year 9 MUSIC

#### Unit: Sonic Storytelling

Students will investigate how the elements of music can be manipulated to convey different moods, emotions and characters in film and television. Students will apply this knowledge to developing various character leitmotifs in preparation for their Composition Project in Term Two.

**Assessment:** No assessment in Term 1



#### Revision

- Revise all classwork completed this term to ensure understanding of the concepts covered, especially the Elements and Concepts of Music and justifying the effect of chosen music ideas. All lesson materials can be found in the class OneNote
- Actively engage in all class activities
- Use class time productively to complete composition tasks. Seek feedback from your teacher
- Ensure you bring earphones/headphones (with a cord) to all Music lessons

### Year 9 VISUAL ART

#### Unit: Wearable Art

Students will delve into the world of wearable art and develop a folio submission for the Australian Wearable Art Festival. Using fashion illustration skills developed in class, students will create sketches for an outfit (including shoes and accessories). Students will explain how art practice, viewpoints and use of visual conventions are being used to represent ideas relevant to the art brief and competition category of choice. Students will then create a sculptural representation of their outfit's shoe as part of the folio submission.

**Assessment:** No assessment due in Term One; however, Folio checkpoints will need to be met



#### Revision

- Use class time productively to build a collection of work that will be part of the folio submission
- Ensure detailed annotations which clearly indicate analysis, evaluation and meaning
- Seek teacher feedback
- Ensure you bring your purple LHC apron to every class



Emotional Smarts



Engagement



Relationships



Meaning and Purpose



Goals



Spirituality



Health

## STELLA WELLBEING PROGRAM

### Year 9 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 looking towards the future and their leadership of the Middle School. Students will learn about the Stella Wellbeing program and important elements like gratitude. They will develop skills such as why it is important to be kind and respectful in changing friendships and understand how character strengths can be seen in many different ways including how to action personal signature character strengths.

### Year 9 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 focus 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.

**Assessment:** No formal assessment

### Year 9 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. In Semester 1, students will begin with cybersafety, particularly safety on-line, cybersafety laws and how to seek help. Students will then build skills in design principles behind coding using a microbit circuit board with lights and sound, and editing using film editing software such as Microsoft Clipchamp or Adobe. Students will develop understanding and skills in good user interface (UI) and user experience (UX). Students also focus on knowledge and skill-building of how entrepreneurship and innovation assist to solve local and global issues.

**Assessment:** Portfolio of activities