



YEAR 7
SUBJECT OVERVIEWS
TERM 3, 2022

Islamic College of Brisbane Ltd t/a Islamic College of Brisbane
CRICOS Provider No: 02435A

Introduction

This document should be used as a guide only. The busy nature of schools means that schedules are sometimes disrupted and dates need to be changed.

Whilst we try to avoid this as much as possible, it will happen from time to time and we will keep families informed of changes.

Contents

English	Arabic
Mathematics	Islamic Studies
Science	Design Technology
Humanities	Digital Technology
Health and Physical Education	Business Studies
Visual Arts	Media Arts

Poetry: This unit introduces students to analysis and evaluation of poetry through identification and explanation of poetic purpose, audience, poetic elements and meaning. Students will display their knowledge by creating and reflecting on own poetry.

WEEK	Student Learning
1	<ul style="list-style-type: none"> History and definition of poetry. Types of poems. Types of poetry worksheet / practice
2	<ul style="list-style-type: none"> Creating effective poetry: mood and tone; audience and purpose Identifying mood and tone, audience and purpose practice <ul style="list-style-type: none"> Poetic devices – simile, metaphor and personification Poetic devices practice – defining, identifying and creating
3	<ul style="list-style-type: none"> Poetic devices – symbolism, imagery and sensory language Poetic devices practice – defining, identifying and creating <ul style="list-style-type: none"> Sound devices – alliteration, assonance and onomatopoeia Poetic devices practice – defining, identifying and creating
4	<ul style="list-style-type: none"> Themes in poetry – analysing and evaluating Analysing and evaluating theme practice Assessment handed out
5	<ul style="list-style-type: none"> Writing an effective poem using knowledge and skills from the term Draft of poem due
6	Draft of poem feedback <ul style="list-style-type: none"> Reflecting on effectiveness of own poem Draft of reflection due
7	Draft of reflection script feedback <ul style="list-style-type: none"> Presentation skills and practice
8	Assessment due: Week 8 – presentation of poem and reflection
9	<i>Unit 5 introduction – social and cultural context in folktales</i> What is context? What types exist?
10	Create glossary and explore cultural and social context Reading folktales

Overview of topics to be covered:

- **Communicating:** this term, year 7 students will use written and spoken Arabic to initiate and sustain interactions with peers and adults. In classroom interactions, they will talk about celebrating family parties preferences, days and months to , practice counting in Arabic to write every family member's birthday. They will also read texts and extract key points and ideas on an issue or topic and discuss information with peers. Moreover, they will convey ideas and viewpoints from a range of perspectives to various audiences in familiar contexts using different modes of presentation, and respond to imaginative texts such as Nasheeds, explaining messages and key ideas, stating views on themes, events and values, and making connections with own experiences. As part of developing their communication skills, year 7 students will also translate and interpret texts from Arabic into English and vice versa, identifying culture-specific vocabulary and expressions and paraphrasing English words or expressions that have no specific equivalent in Arabic.
- **Understanding:** Year 7 students will continue to understand rules of pronunciation and intonation and writing conventions and apply these to own constructions to enhance meaning and aesthetic effect. When speaking and creating texts, year 7 students will use a variety of grammatical elements, such as singular, dual and plural third person possessive pronouns, irregular adjectives to convey meaning. They will also apply appropriate writing conventions to increase text cohesion and enhance expression. While understanding the Arabic language, year 7 students will appreciate the power of language in determining the nature of intercultural communication in local and global contexts.

WEEK	Student Learning
1	<ul style="list-style-type: none"> - Introducing age and date of birth in Arabic. - Students practice talking about age and date of their birthday. - Completing related reading and comprehension tasks on Education Perfect. - Spelling and composition – introducing first set of spelling words and putting them in meaningful sentences.
2	<ul style="list-style-type: none"> - Introducing dates of some family members in Arabic. - Completing related reading and comprehension tasks on Education Perfect. - Students practice communicating by asking the age and date of birth. - Students practice counting from 11 to 99 in Arabic. - Spelling and composition – introducing second set of spelling words and putting them in meaningful sentences.
3	<ul style="list-style-type: none"> - Practice to answer the questions “how old are you?” in Arabic. - Speaking activity – students use each others date of birth to find when they celebrate their birthdays. - Spelling and composition – introducing third set of spelling words and putting them in meaningful sentences.
4	<ul style="list-style-type: none"> - Introducing and recalling names of the 12 months in Arabic. - Completing related reading and comprehension tasks on Education Perfect. - Students learn how to write the names of the months in Arabic. - Writing task – writing the date of birth in words on Education Perfect as a model. Practice to write every days date. - Spelling and composition – introducing fourth set of spelling words and putting them in meaningful sentences.
5	<ul style="list-style-type: none"> - Reading for fluency and pronunciation – practice reading the dialogue between 2 people asking each other about their birthday celebrations. - Reading, translating and understanding the dialogue. - Extracting and identifying key vocabulary in the dialogue. - Using the vocabulary identified in meaningful sentences. - Asking and responding to comprehension questions related to the dialogue. - Spelling and composition – introducing fifth set of spelling words and putting them in meaningful sentences.
6	<ul style="list-style-type: none"> - Translation task – students work on the translation activities. - Spelling and composition – introducing sixth set of spelling words and putting them in meaningful sentences.
7	<ul style="list-style-type: none"> - Translation task (continued) – students work on the translation activities. - Spelling and composition – introducing seventh set of spelling words and putting them in meaningful sentences.
8	<ul style="list-style-type: none"> - Reading for fluency and pronunciation – practice reading the dialogue - Reading, translating and understanding the dialogue. - Extracting and identifying key vocabulary in the dialogue. - Using the vocabulary identified in meaningful sentences. - Asking and responding to comprehension questions related to the dialogue. - Spelling and composition – introducing eighth set of spelling words and putting them in meaningful sentences.
9	<ul style="list-style-type: none"> - Test revision. - Conducting a communication test – Reading, listening, speaking and writing. - Spelling and composition – introducing ninth set of spelling words and putting them in meaningful sentences.
10	<ul style="list-style-type: none"> - Spelling and composition – introducing tenth set of spelling words and putting them in meaningful sentences. - Revision task – introducing names of pets and family members in Arabic. - Completing related reading and comprehension tasks on Education Perfect.

Assessment	<ul style="list-style-type: none"> • Formative: <ul style="list-style-type: none"> -Weekly spelling tests. • Summative: <ul style="list-style-type: none"> -Communication test – Reading, listening, speaking and writing.
Timing	1 hour
Resources used	Textbook, Education Perfect, spelling booklet and prepared worksheets.

Year Level: Seven Subject: Mathematics

Overview of topics to be covered:

Unit 6: Algebra and Equations (chapters 7 & 8)
 Unit 7: Representing and Interpreting Data (chapter 14)
 Unit 8: Geometry and measurement (chapters 9 & 10)

Week	Student Learning
1	Unit 6: Algebra and Equations – continued... <ul style="list-style-type: none"> • Simplifying expressions using like terms • Multiplying and dividing terms • Number laws
2	<ul style="list-style-type: none"> • Expanding brackets • Solving equations using backtracking • Solving equations (one-step equations) • Solving equations (multi-step equations)
3	<ul style="list-style-type: none"> • Solving equations multi-step equations • Solving equation
4	Test - Unit 6 Unit 7: Representing and Interpreting Data <ul style="list-style-type: none"> • Collecting and classifying data • Displaying data in tables
5	<ul style="list-style-type: none"> • Measures of centre and spread • Column graphs and dot plots In-class time for assignment
6	<ul style="list-style-type: none"> • Stem-and-leaf plots • Pie charts and divided bar graphs In-class time for assignment
7	<ul style="list-style-type: none"> • Comparing data In-class time for assignment
8	Unit 8: Geometry and measurement <ul style="list-style-type: none"> • Measuring angles • Constructing angles with a protractor • Types of angles and naming angles
9	<ul style="list-style-type: none"> • Triangles • Quadrilaterals and their properties
10	<ul style="list-style-type: none"> • Parallel and perpendicular lines • Units of measurement

Resources	Jacaranda Maths Quest 7 (4 th edition)
Assessment	Unit 6 - test in week 4; Unit 7 – assignment due in week 8; (refer to the calendar for the dates)

Grade (7)
Term (3) Islamic Studies outline - 2022

Overview of topics to be covered

Fiqh (Islamic jurisprudence)

Hadith (Prophetic Traditions and sayings)

Sirah /Tareekh (Islamic History)

Week	Theory	Quran recitation	Memorisation Surah and Dua
1	Spirituality of Eid al- Adha	www.tanzil.net Juzu 26 Page 502	Surah: Revise Al-mulk; Ayah1-5 Duaa: Revise (Bidding someone farewell, Dua for rain)
2	Fiqh: Udhiyah Islamic curriculum grade 7 textbook Pg 59	www.tanzil.net Juzu 26 Page 503	Surah: Revise Al-mulk; Ayah1-5 Duaa: Memorise dua for times of anger
3	Ahadith: Forgiveness of sins + lies+Modesty+Blessin+ Siwak Islamic curriculum grade 7 textbook Pg 66-71	www.tanzil.net Juzu 26 Page 504	Surah: Memorise Al-mulk; Ayah 1-6 Duaa: Memorise dua for times of anger
4	Akhlaaq: Virtues of knowledge Islamic curriculum grade 7 textbook Pg 170-173	www.tanzil.net Juzu 26 Page 505	Surah: Al-mulk; Ayah 1-7 Duaa: Revise dua for rain Memorise dua for times of anger
5	Aqaida: The world +Life after death Islamic curriculum grade 7 textbook Pg 139-143	www.tanzil.net Juzu 26 Page 506	Surah: Al-mulk; Ayah 1-7 Duaa: Memorise dua for times of anger
6	Exam	Oral assessment	Oral assessment
7	Adab+ Aklaq: Walking with elders (Social manners)+ Salat alan Nabi Islamic curriculum grade 7 textbook Pg 193-195/ pg 174-183	www.tanzil.net Juzu 26 Page 507	Surah: Al-mulk; Ayah 1-8 Duaa: a: Revise dua for rain. Memorise dua for times of anger
8	Fiqh: Halal Foods Islamic curriculum grade 7 textbook Pg 54-58	www.tanzil.net Juzu 26 Page 508	Surah: Al-mulk; Ayah1-8 Duaa: a: Revise dua for rain. Memorise dua for times of anger
9	Tarikh: The Abbasids Islamic curriculum grade 7 textbook Pg 123-129	www.tanzil.net Juzu 26 Page 509	Surah: Al-mulk; Ayah1-9 Duaa: Memorise dua for times of anger
10	Sirah: Umar ibn al-Khattab Islamic curriculum grade 7 textbook Pg 88-115	www.tanzil.net Juzu 26 Page 510	Surah: Al-mulk; Ayah1-12 Duaa: Memorise dua for times of anger

Assessment	Summative written assessment	Oral assessment	Oral assessment
Timing	1 Lesson per week 50 minutes	30 minutes	30 minutes
Resources used	Islamic curriculum grade 7 textbook Nasihah World online Supporting videos Supplementary notes.	www.tanzil.net	Quran mushaf Essential duas in the life of a Muslim

Overview of topics to be covered

Chapter 4 - Ecosystems – How organisms interact in ecosystems, and how humans affect them.
 Chapter 8 - Forces in Action – Types of forces and how they affect us

WEEK	Student Learning
1. Angiosperm interactions Recycle me; Unbalanced ecosystems.	<ul style="list-style-type: none"> Label the diagram of a flower. Explain factors that affect methods of pollination and seed dispersal. Recall the term germination, and factors that affect it. Recycling atoms; C and N cycles; How humans have affected ecosystems;
2. Living in a green house	- The greenhouse and enhanced greenhouse effects; How many resources do we use? Cycles in Ecosystems, Global warming,
3. Ecological Footprint What a load of rubbish!	What is an ecological footprint? Sustainability Biodegradable and non-biodegradable substances, Composting, Pollutants, <ul style="list-style-type: none"> Issue and discuss the chapter 4 assessment on the anti-litter video
4. Water aware? Going, going, gone!	Water cycle, Water watch, water surveys, Desalination, Recycled water; Extinct, Endangered, Vulnerable and Rare species.
5. Overview; On the move Anti-litter video assessment due	<p style="text-align: center;">Anti-litter Video assessment due</p> Force, Effects of force, Contact and Non-contact forces; More than one force,
6. A magnetic attraction	Magnets: Permanent and Temporary magnets, Magnetic poles, Attraction between opposite poles, Magnetic fields, Earth's magnetic field, Electromagnets, Uses
7. All charged up	Atoms: protons, neutrons, electrons, Friction, Static electricity, Examples and Uses of static electricity,
8. Scale and Measurement; revision.	Gravity, Weight and Mass, measuring weight and Mass, falling down, speeding up, Forces involved in skydiving, Terminal speed
9. Friction- friend or foe?	Friction, Uses and Cause, reducing friction, Lubricants, Fluid friction, streamlining, friction in everyday life (both good and bad).
10. Keeping afloat; Staying safe; Review	The effects of buoyancy and surface tension; Methods of lessening forces to reduce injury
Assessment	Ecosystems – anti-litter video Wk 5 Forces in action – laboratory report Wk 10
Timing	Ecosystems 3-4 weeks (from term 2) Forces in action 4-5 weeks
Resources used	Science Quest 7; videos, laboratory equipment

Year Level

7

Subject

Design Technology

Overview of topics to be covered:

Design process folio, technical drawings- orthographic projection / isometric view

Week	Student Learning
1	understanding of the assessment- task sheet, rubric. <i>Investigate task requirements- audience (end user)</i> <i>Research design ideas</i>
2	<i>Research design ideas</i>
3	<i>Explore design ideas and communicate through annotations, sketches, mood board</i>
4	Develop design ideas into Positive, Minus, Interesting comparison
5	Plan for design solutions- referring to criteria for success and end user requests
6	Produce design solution – hand sketches, inventor
7	Evaluate design solution – annotations, peer reflection, group discussion
8	Refine design solution – polish design folio ready for marketing / submission
9	3D printing / classroom activities – introduction to technical drawing- orthographic projection
10	3d printing / classroom activities – introduction to technical drawing- isometric view

Resources	SharePoint PowerPoint, video tutorials- on Microsoft Teams
Assessment	Design folio

Year Level: 7 Subject: Humanities

Overview of topics to be covered:

Investigating the Ancient Past
Ancient Egypt

Week	Student Learning
1	Understand historical inquiry using a range of source <ul style="list-style-type: none"> Identify ways that historians and archaeologists investigate history Define and identify primary and secondary sources
2	Understand the nature of sources for ancient Australia and what they reveal about Australia's past <ul style="list-style-type: none"> Explain the importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples
3	Overview of ancient Egypt <ul style="list-style-type: none"> Identify the location of Egypt Interpret timeline of ancient Egypt
4	Understand the physical features of ancient Egypt and how they influenced the civilisation <ul style="list-style-type: none"> Describe importance of the Nile River
5	Understand the key groups in ancient Egyptian society including the influence of law and religion <ul style="list-style-type: none"> Describe the social hierarchy of ancient Egypt Outline the role of the Egyptian Pharaoh <p>Hand out assessment task</p>
6	Understand the significant beliefs and values of the ancient Egyptians through funerary customs <ul style="list-style-type: none"> Identify beliefs associated with death and funerary customs
7	Understand the significant practices of the ancient Egyptians through funerary customs <ul style="list-style-type: none"> Explain the practices associated with Egyptian funerary customs
8	Understand ancient Egypt's contacts and conflicts with other societies through conquests, trade, and peace treaties <ul style="list-style-type: none"> Explain the nature of contact with other societies Describe examples such as trade with Cyprus, Crete and Greece
9	Understand the role of significant individuals in ancient Egyptian history <ul style="list-style-type: none"> Examine the historical context, early life and achievements of Hatshepsut, and how they were perceived by their contemporaries Examine the historical context, early life and achievements of Ramses II, and how they were perceived by their contemporaries <p>Submit assessment task</p>
10	Summarise significance of ancient Egyptian history

Resources	<ul style="list-style-type: none"> Oxford Big Ideas 7 Jacaranda History Alive 7 Resources uploaded to Teams
Assessment	Multi modal Presentation about Ancient Egypt

Overview of topics to be covered

Social and Ethical issues: Cyber-safety.
 Web design and creation of pages
 Algorithms, python programming languages

WEEK	Student Learning
1	Cyber-safety, being responsible, safe and a good digital citizen
2	Web design, reliability and accuracy of content published
3	Web design, reliability and accuracy of content published
4	Web design, reliability and accuracy of content published
5	Web design project
6	Web design project
7	Design algorithms using flowcharts and pseudocode, and trace algorithms to predict output for a given input and to identify errors
8	Implement and modify programs with user interfaces involving branching, iteration and functions using the Python programming language
9	Implement and modify programs with user interfaces involving branching, iteration and functions using the Python programming language - revision
10	Implement and modify programs with user interfaces involving branching, iteration and functions using the Python programming language - (test)

Assessment	Web design project and creation (week 6) Python programming, practical test (week 10), one lesson
Timing	Semester rotation
Resources used	Hardware and software

Year Level **7**

Subject **Physical Education**

CH 17/Ch19 Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity. Students apply personal and social skills to establish and maintain respectful relationships and promote safety, fair play and inclusivity.

WEEK	Student Learning - Theory	Student Learning - Prac
1	Team cohesions	A-E Soccer
2	Teamwork	A-E Soccer
3	Tactics and strategies	A-E Soccer
4	Roles in sport	A-E Soccer
5	Emotions in sport	A-E Soccer
6	Fair play	A-E Soccer
7	Movement performance & Modifying rules	A-E Soccer
8	Fair play	A-E Soccer
9	Assessment prep	A. Cricket B. Swimming C. Volleyball D. Basketball E. Bounce
10	Unit 4 Ch5/ Ch10 begin	A. Cricket B. Swimming C. Volleyball D. Basketball E. Bounce

Assessment	Create a modified game/drill for football to ensure max participation and fair play	Physical performance: Soccer
Timing/ Conditions	Group Multimodal	Formative
Resources used	Cambridge Textbook, workbook, Microsoft teams.	MPH, BBC & Oval & Logan City Metro Soccer fields

**YEAR 7 BUSINESS STUDIES
TERM THREE OUTLINE-2022**

OVERVIEW OF THE TOPICS TO BE COVERED

Working for a Living

Characteristics of entrepreneurs and successful businesses

WEEK	LEARNING INTENTION
1	Define an entrepreneur. Identify skills and behaviours of successful entrepreneurs.
2	Investigate examples of successful entrepreneurs.
3	Investigate examples of successful entrepreneurs.
4	Investigate an Australian entrepreneur.
5	Investigate an Australian entrepreneur.
6	Investigate an Australian entrepreneur.
7	Investigate the key features of government under the Australian Constitution.
8	Explain how power is shared between the government and courts, and between federal government and state governments.
9	Describe the steps required to change the Australian Constitution.
10	Explain attempts to change the Constitution in the past, some successful and some not.

ASSESSMENT	Test on Working for a Living
TIMING	60 minutes
RESOURCES USED	Textbook on Box of books Business booklet Internet resources

Year Level: Seven Subject: Visual Art

Overview of topics to be covered:

7.1 Creating Personal Art Identity

Week	Student Learning
1	Understand fundamentals <ul style="list-style-type: none">describe definitions of basics with examples
2	Explore the use and meaning of artistic symbols Name and use a style of sketching in a sample
3	Understand how volume and line affect proportion and perspective <ul style="list-style-type: none">know differences between volume and surfaces and line of sight
4	use of colour and line <ul style="list-style-type: none">simple colours for warmth and coolness images are used to represent relationships to context for effect
5	explore sketching techniques <ul style="list-style-type: none">use and name technique of sketching.
6	Understand how volume and line affect proportion and perspective <ul style="list-style-type: none">know differences between volume and surfaces and line of sight
7	Working on assessment
8	Working on assessment
9	Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience
10	Present artwork demonstrating consideration of how the artwork is displayed to enhance the artist's intention to an audience Finalise assessment
Resources	Resources uploaded to Teams Art equipment
Assessment	Create and design a personal shield epitomizing self-identity and self-reflection

Year Level: Seven Subject: Media Arts

Overview of topics to be covered:

Documentary Film: WHAT WOULD YOU DO? A STUDY OF DOCUMENTARY FILM

Week	Student Learning
1	<ul style="list-style-type: none"> • Pre-Test – Cinema Knowledge • Explain the technical elements used in film • Explain symbolic elements used in film.
2	<ul style="list-style-type: none"> • Explain the social and ethical responsibilities of makers • Explain users of media and the various platforms • Describe different genre films.
3	<ul style="list-style-type: none"> • Explain the technical elements found in film • Describe representations formed within documentary film • Describe, with examples the point of view of characters.
4	<ul style="list-style-type: none"> • Explain the social values of documentary film • Describe social values found in short film • Analyse film to understand its outcome or impact.
5	Assessment released to students via Teams Film Screening: <i>The Rescue</i> (2021)
6	<ul style="list-style-type: none"> • Describe the structure of the documentary film • Describe the film makers values and ethics • Describe the roles in film production.
7	<ul style="list-style-type: none"> • Continue during Week 7 working on Assessment Task.
8	<ul style="list-style-type: none"> • Continue during Week 8 working on Assessment Task.
9	<ul style="list-style-type: none"> • Assessment due via TEAMS – Friday 9th April (Term 3) • Continue with Week 9 working on Assessment Task.
10	TBC

Resources	<ul style="list-style-type: none"> • Other digital resources uploaded to Microsoft Teams
Assessment	<ul style="list-style-type: none"> • Complete a written analysis exploring the construction and representation of social values by filmmakers <ul style="list-style-type: none"> • Conditions: 4 weeks of home and class time • Assessment Due: Week 9, Term 3 - Friday 16th September <ul style="list-style-type: none"> • Electronic submission via TEAMS • Length: 300 – 400 words Length: 250-300 words