



YEAR 8
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

EIGHT

ENGLISH: Di Ross

Year Level Subject

Overview of topics to be covered:

- Vocabulary related to the unit on a set play: *The Curious Incident of the Dog in the Night*
- Discussions on research, information and discussion on what constitutes a 'disability': this play is related to Autism- the main character in the play has autism- try to generate understanding & empathy
- Extra lessons on grammar, vocabulary, comprehension, not related to the play.
- Silent reading on novel of their own choice.
- Journal writing- some related to the play, others in varying genres in order to practise & improve

WEEK	Student Learning <i>Curious Incident of the Dog in the Night</i>
1	Spelling list related to the play: undiagnosed, symptoms, spectrum, sensory, etc. Go over meanings & usage Discussion: What is meant by the term 'disability'? Get student opinions Talk about misconceptions, bullying, lack of understanding, etc. Introduce the character in the play- what are his 'symptoms'? How does he communicate, etc. Start to read the play as a class- stop & start to discuss characters, perceptions, etc
2	Spelling List two Read play as a class- stop & start to discuss characters- how do we learn about the characters? Begin a character chart on Christopher- work in pairs- use quotes & egs.to provide evidence How does he see the world? Did the students know any of this before discussion? Has it changed their mind about what constitutes a disability? Journal entry: Living with a disability
3	Spelling List three Continue to read the play as a class- How do we learn about characters? What do we learn about Christopher's mother? Find quotes & examples from the play. Discuss Read out journal articles on living with a disability- peer assessment & discussion
4	Spelling list four Continue to read the play as a class- Discuss characters, issues, relationships Make a character chart for Christopher's mother, father, teacher
5	Spelling list five Continue to read the play as a class Share character charts with each other- add to their own Discuss as a class Friday: Journal entry: Have I changed my attitudes to people with disabilities since reading this play?
6	Spelling list six Share journal entries with each other Discuss their views Look at u tube videos about people with disabilities- discuss Friday: Box of Books/silent reading
7	Students will be required to write a reflective/persuasive essay on the play. They will be taught how to do this. Go over planning, sequence, paragraphing, introduction, conclusion
8	Continue to learn how to write an essay on the play In class essay over two periods.
9	Language activities: Box of books
10	Box of Books

Assessment	Essay: Reflective/ persuasive
Timing	Two weeks to plan essay
Resources used	<i>The Curious Incident of the Dog in the Night</i>

Year Level: 8 Subject: Arabic

Communicating: this term, year 8 students will use written and spoken Arabic to initiate and sustain interactions with peers and adults. asking for others’ opinions on group weekend plans and resolving disagreements by providing alternative suggestions. Exchanging ideas and suggestions with peers. Contributing to class discussions by expressing opinions, using reflective language. Identifying context, purpose and audience in a range of texts in print, online or digital formats, such as articles, reports and documentaries gathering information independently and collaboratively about events or people and comparing how various sources, such as magazines, newspapers and websites use language to convey meaning. Listening to, viewing and reading texts to extract elements that reflect different aspects of Arabic culture related to topics such as entertainment and special occasions. Reporting on own and others’ experiences, such as holiday trips or a school camp, in a text such as a digital presentation, and comparing own experiences with others.

Understanding: Year 8 students will continue to understand and use grammatical forms and structures, such as adjective–noun agreement, adverbial phrases (time, place and manner), and irregular plural, imperative and auxiliary verbs, to expand on spoken and written ideas. Understand and reflect on language choices made in everyday communication in order to express ideas and perspectives that relate to cultural elements. Translate and interpret texts from Arabic into English and vice versa, compare own translations with others. Discuss differences and possible reasons and alternatives and make language choices that best convey equivalent meaning.

WEEK	Student Learning
1	<ul style="list-style-type: none"> - Introducing and using types of leisure and hobbies in Arabic. - Student’s practice talking about their favorite hobbies. - 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 names of some hobbies and popular activities in Arabic. - Completing related reading and comprehension tasks on Education Perfect. - Student’s practice communicating about their hobbies during the school holidays. - Students practice their hobbies during break times as well as in the holidays. - Spelling and composition – introducing second set of spelling words and putting them in meaningful sentences.
3	<ul style="list-style-type: none"> - Reading and discussing the content of what activities you can do in the city during the week-end: page 44. - Speaking activity – students talk about their favorite sport activities in Arabic. - 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 some sport activities they practice at school or in the week-end in Arabic. - Completing related reading and comprehension tasks on Education Perfect. - Students learn the rules of their favorite sport in Arabic. - Writing task – writing about what they like to do in the week-end/holiday on Education Perfect as a model. - 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: “Can we go to the Theater” page 44. - 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 pages 47-51. - 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 pages 47-51. - 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 “in the city” pages 52-53. - 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: -Weekly spelling tests.• Summative: -Communication test – Reading, listening, speaking and writing.
Timing	1 hour
Resources used	Textbook, Education Perfect, spelling booklet and prepared worksheets.

Unit 6: Algebra (chapters 7 & 9)
 Unit 7: Measurement (chapter 8)
 Unit 8: Probability (chapter 11)
 Unit 9: Representing and interpreting data (chapter 10)

Overview of topics to be covered:

Week	Student Learning
1	Unit 6: Algebra <ul style="list-style-type: none"> • Adding and subtracting terms • Multiplying and dividing terms
2	<ul style="list-style-type: none"> • Expanding brackets • Factorising
3	Unit 7: Measurement <ul style="list-style-type: none"> • Length and perimeter • Circumference
4	<ul style="list-style-type: none"> • Areas of rectangles, triangles, parallelograms, rhombuses and kites • Areas of circles
5	<ul style="list-style-type: none"> • Areas of trapeziums • Volumes of prisms and other solids
6	<ul style="list-style-type: none"> • Time • 24-hour clocks and time zones
7	Unit 8: Probability <ul style="list-style-type: none"> • Experimental probability • Probability scale • Sample spaces
8	<ul style="list-style-type: none"> • Sample spaces and theoretical probability • Complementary events • Venn diagrams
9	<ul style="list-style-type: none"> • Two-way tables • Tree diagrams
10	Unit 9: Representing and interpreting data <ul style="list-style-type: none"> • Samples and populations • Primary and secondary data

Resources	Jacaranda Maths Quest 8 (4 th edition)
Assessment	Unit 6 test in week 3; Unit 7 assignment due week 6; Unit 8 test in week 10 (refer to the calendar for the dates)

Year Level **Eight** Subject **Islamic Studies Term 3**

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 Tarikh	The Zanghids	Tanzil.net Pg:72	Surah Mulk verse 16 When wearing clothes
2 Tarikh	The Ayyubidd/Ottomans	Tanzil.net Pg :73	Surah Mulk verse 17 When wearing clothes
3 Aqaid	Attributes of Allah (sifat)	Tanzil.net Pg: 74	Surah Mulk verse 18
4 Aqaid	Attributes of Allah (sifat)	Tanzil.net Pg : 75	Dua for travelling
5 Aqaid	Istiwa	Tanzil.net Pg : 76	Dua when drinking water
6 Aqaid	Iman	Tanzil.net Pg : 77	Dua when drinkimng water Surah Mulk verse 19
7 Aqaid	Consulting the Ulama	Tanzil.net Pg : 78	Surah Mulk verse 20-21
8 Aqaid	Consulting the Ulama (authentic ulema and isnad	Tanzil.net Pg : 79	Surah Mulk Verse:22
9 Akhlaq	Taqwa	Tanzil.net Pg : revision	Surah Mulk Verse:23
10 Akhlaq	Taqwa	Tanzil.net Pg. revision	Revision of Surah Al Mulk

Assessment	Unit test	Oral assessment	Oral assessment
Timing	1 Lessons per week 50 minutes per lesson	1 Lessons per week 50 minutes per lesson	1 Lessons per week 50 minutes per lesson
Resources used	An Nasihah Islamic Curriculum Coursebook 8, Supporting videos, Supplementary notes.	tanzil.net	Quran mushaf Essential duas in the life of a Muslm

Year Level Subject

Overview of topics to be covered

Elements, Mixtures and Compounds – History of atomic structure; how atoms join together to form compounds; properties of elements, mixtures, compounds

Chemical Change - Comparing physical and chemical properties; factors affecting rates of reactions.

Sedimentary, igneous and metamorphic rocks – Comparing the properties, uses and formation of the three different types of rock

WEEK	Student Learning
1. Elements: the inside story; Compounding the situation;	What is inside an atom? Atomic numbers and chemical symbols.
2. Grouping elements	Learn about compounds and mixtures and how to split water; Learn about metalloids, metals, and non-metal properties.
3. Chemical name tags; Making molecules	Patterns order and organization. Learn the periodic table layout and how they are grouped; Learn what a molecule is. What is a polymer?
4. Carbon: it's everywhere; Looking back	Why carbon is essential. How it flows through the environment. Learn about the role of carbon in the background; Revision
5. Your Quest; Physical and chemical properties;	What is a chemical change? What is a chemical reaction? Discuss and make notes on physical and chemical properties
6. Time for some change Chemical reactions;	Chemical changes physical changes and describe these changes. Reactants and products. Learn how to write word equations;
7. Fast and slow reactions Rusting out;	Explosions, catalyst (enzymes), and reaction rate. Learn how rust is formed. How to speed up the rusting process and how to protect objects from rust;
8. Burning is a chemical reaction of A new breed of materials;	Learn what fossil fuel is. What are oxidation and combustion? What new materials have scientists created, and how and why. Relate this now to the environment. What is done to ensure the environment is safe
9. Use it again. Looking back; assessment	How recycling helps. Look into sustainability. What programs are there to help to maintain a sustainable environment? Revision; assessment
10. Your Quest; Rocks and minerals; Hot rocks	Introduction to rocks; methods of identifying rocks and minerals; formation and properties of igneous rocks

Assessment	Elements, Mixtures, and Compounds – 50-minute written test. Tue wk 5 Chemical change - Practical report investigation Wk 10 Sedimentary, igneous and metamorphic rocks – 50 minute written test (term 4)
Timing	Elements, Mixtures, and Compounds – 4-5 weeks. Chemical change- 4-5 weeks Sedimentary, igneous and metamorphic rocks – 2 weeks (continues term 4)
Resources used	Science Quest 8; videos, laboratory equipment

Year Level

8

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: 8 Subject: Humanities

Shogunate Japan: Students will examine Japan under the Shoguns (c.794-1867). Through a focus on the way of life in shogunate Japan, students will understand the social, cultural, economic, and political features of the era.

Overview of topics to be covered:

Week	Student Learning
1	Revise historical skills including seven historical concepts
2	Overview of Shogunate Japan <ul style="list-style-type: none"> • Identify key changes from 700CE to 1900CE • Identify key developments in the five main Shogunate periods • Define key terms
3	Understand geographical, social and religious factors which led to the rise of the Shoguns <ul style="list-style-type: none"> • Explain the influence of geography on Japanese society • Understand the rise of the Emperor in Japanese society
4	Understand religious factors which led to the rise of the Shoguns <ul style="list-style-type: none"> • Analyse significance of three main religions (Shinto, Buddhism and Confucianism)
5	Understand the social hierarchy of shogunate Japan <ul style="list-style-type: none"> • Explain significance of feudalism in Japan • Identify roles and responsibilities of social groups according to hierarchy Hand out assessment task
6	Understand how the shogunate affected Japanese foreign policy <ul style="list-style-type: none"> • Explain significance of Christian missionaries on foreign policy • Identify effects of the policy of isolation on Japanese culture
7	Understand the use of environmental resources in Shogunate Japan and the forestry and land use policies of the Tokugawa Shogunate <ul style="list-style-type: none"> • Describe the significance of the rapid construction and development in Edo • Explain how agriculture and environmental management became an important factor in Japanese development • Outline the attempts by the Tokugawa Shogunate to curb deforestation
8	<ul style="list-style-type: none"> • Understand how the Tokugawa period enabled significant cultural growth in Japan Identify significant cultural changes in Japan
9	Understand theories about the decline of the Shogunate, including modernisation and westernisation <ul style="list-style-type: none"> • Explain how Japan changed after the Policy of Isolation ended • Identify the effects of the Meiji Restoration Submit assessment task
10	Summarise significance of shogunate Japan for contemporary history
Resources	<ul style="list-style-type: none"> • Oxford Big Ideas 8 • Jacaranda History Alive 8 • Resources uploaded to Teams
Assessment	Assessment – Historical essay based on sources

Year Level 8 Subject Digital Technology – Term 3/2022

Overview of topics to be covered

Social and Ethical issues: Cyber-safety and cyber security
 Web design and creation of pages using HTML/CSS
 Algorithms, python programming languages

WEEK	Student Learning
1 & 2	Cyber-safety - being responsible, safe and a good digital citizen Cyber security - explore how personal security can be compromised online and the steps that can be taken to ensure online safety
3 & 4	Design and create HTML/CSS using Notepad, using basic HTML tags and knowledge and relevance of cascade style sheets
5 & 6	Design and code action buttons, internal and external hyperlinks
7 & 8	Plan and produce web-based information using HTML/CSS (project)
9	Python programming and algorithms, flowchart and pseudocode design. Trace algorithms to predict output for a given input and to identify errors
10	Understanding functions using python Turtle

Assessment	HTML/CSS project
Timing	Semester rotation, assessment due week 8
Resources used	Hardware and software

8 HPE**Physical Education**

Year Level

Subject

Ch 12/18 Students apply movement concepts and refine strategies to suit different movement situations. They apply the elements of movements to compose and perform movement sequences. Students demonstrate skills to make informed decisions and propose and implement actions that promote their own and others health, safety and wellbeing.

WEEK	Student Learning - Theory	Student Learning - Prac
1	Creating, using and defending space	A-E Soccer
2	Creating, using and defending space	A-E Soccer
3	Offensive player movement	A-E Soccer
4	Offensive player movement	A-E Soccer
5	Movement Concepts	A-E Soccer
6	Movement Concepts	A-E Soccer
7	Findings Solutions/ Transfer of skills	A-E Soccer
8	Findings Solutions/ Transfer of skills	A-E Soccer
9	Assessment prep	A. Cricket B. Swimming C. Netball D. Basketball E. Bounce
10	Ch11 and Unit 4 start "Specialised movement skills	A. Cricket B. Swimming C. Netball D. Basketball E. Bounce

Assessment	Player Performance Evaluation	Physical performance: Team Handball/ Soccer
Timing/ Conditions	Pairs. Statistic data sheet, record of statistical performance and 200 word evaluation	Formative
Resources used	Microsoft teams, Cambridge textbook, PowerPoint lessons	MPH , Gould Adams Park, BBC Court & Logan City metro soccer fields

YEAR 8 BUSINESS EDUCATION- Economics & Business Outline, Term 3 ,2022

Students will learn about economic system used by Aboriginal and Torres Strait Islander peoples prior to European. Also to investigate the traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets. Students describe the different ways businesses can respond to opportunities in the market.

WEEK	Learning Intention
1	Unit 3: Traditional economic systems of Aboriginal and Torres Strait Islander communities. Examine the extent of trading patterns, benefits attached to trading.
2	Describe the benefits of ceremonial meetings and traditional practices, and describe the opportunities they provide (2.2)
3	Identify and describe the goods that Aboriginal and Torres Strait Islander peoples create for trade (2.3)
4	Describe how and why Aboriginal and Torres Strait Islander communities trade (2.4)
5	Outline the innovative and enterprising ways that Aboriginal and Torres Strait Islander peoples engage in the contemporary marketplace. Ways modern-day Aboriginal and Torres Strait Islanders people utilise their cultural knowledge for economic benefits (2.5)
6	Range of tourism opportunities within Australia and the impact of tourism on the Australian economy
7	Business Decisions -describe the different opportunities that may arise for businesses, including demographics, competition, location and target market, and explain how business owners can take advantage of these to start to grow. (4.3)
8	describe the types of decisions that businesses need to make when commencing operations and explain the process for new product development. (4.4)
9	Research Assignment Released-Scaffolding of the assignment
10	Working on the Research Assignment
Assessment	Research Assignment
Timing	Assignment – 4 weeks
Resources used	Box of Books, websites and teacher notes.

Year Level: 8 Subject: Visual Art

Exploring Landscapes: Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual representations, practices, processes and viewpoints.

Overview of topics to be covered:

Week	Student Learning
1	Understand basic fundamentals of art <ul style="list-style-type: none"> • describe definitions of basics with examples • Identify and connect specific features and purposes of visual artworks from contemporary and past times to explore viewpoints and enrich their art-making, starting with artworks by Aboriginal and Torres Strait Islander Peoples
2	Explore the use and meaning of artistic symbols <ul style="list-style-type: none"> • Name and use a style of sketching in a sample
3	Explore the interconnectedness of Country/Place, People, Identity and Culture in texts including those by Aboriginal and Torres Strait Islander authors
4	Understand how volume and line affect proportion and perspective know differences between volume and surfaces and line of sight
5	use of colour and line – summer and winter techniques in landscapes <ul style="list-style-type: none"> • simple colours for warmth and coolness images are used to represent relationships to context for effect
6	explore sketching techniques with native flora and fauna <ul style="list-style-type: none"> • use and name technique of sketching.
7	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
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	<ul style="list-style-type: none"> • Resources uploaded to Teams
Assessment	Create and design two landscapes Evaluate landscapes

Year Level: 8 Subject: Media Arts

Fairytales and Folklore

Overview of topics to be covered:

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 technical elements used in film • Explain symbolic elements used in film • Explain the social and ethical responsibilities of makers • Explain users of media and the various platforms.
3	<ul style="list-style-type: none"> • Explain the technical elements found in film • Describe representations formed within cinema • Describe, with examples the point of view and values of characters.
4	<ul style="list-style-type: none"> • Explain the use of genre in film.
5	<ul style="list-style-type: none"> • Assessment task released on TEAMS • Film viewing: The Princess Bride (1987)
6	<ul style="list-style-type: none"> • Assessment task released on TEAMS • Describe the structure of the film • Describe the film makers values and genre of the film • Describe the technical and symbolic elements of the film.
7	<ul style="list-style-type: none"> • Continue with essay and film analysis from Week 6
8	<ul style="list-style-type: none"> • Continue with essay and film analysis from Week 7
9	<ul style="list-style-type: none"> • Assessment due via TEAMS – Friday 16th September • Continue with essay and film analysis from Week 8
10	<ul style="list-style-type: none"> • TBC

Resources	<ul style="list-style-type: none"> • Other digital resources uploaded to Microsoft Teams
Assessment	<ul style="list-style-type: none"> • Filmmakers present different points of view about social values through the fairytale genre and use technical and symbolic elements to represent this. Write an analysis exploring the construction and representation of social values and representations. • Conditions: 4 weeks of home and class time • Assessment Due: Week 9 (Term 3) Friday 16th September • Electronic submission via TEAMS • Length: 400-500 words

