



YEAR 9
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
History/Geography	Digital Technology
Health and Physical Education	Business Studies
Visual Arts	Media Arts
STEM	

In this unit, students explore, analyse and discuss the experience of Adeline Yen Mah, as a way of empathizing and understanding the challenges she faced as a young child growing up in a conflicting situation. The students will develop an appreciation of her strength in turning her hardship into a positive.

T:W	What students will be learning and doing
T2: 9	Introduce issues and settings relevant to novel 'Chinese Cinderella' Discuss and develop an understanding of key ideas relevant to the themes
T2:10	Read, analyse and discuss the novel Relate to the issues that arise in the chapter being studied. Written task to evaluate learning so far
c	Read, analyse and discuss the novel Relate to the issues that arise in the chapter being studied. Written task to evaluate learning so far
T3:2	Read, analyse and discuss the novel Relate to the issues that arise in the chapter being studied. Written task to evaluate learning so far
T3:3	Understand monologues and assessment task Plan possible ideas – look at the character relationships, know the plot and sequence of events; understand the setting
T3:4	Plan ideas for monologue
T3:5	Give assessment task
T3: 6	Practice and get feedback on monologue
T3:7	Present spoken assessment: Monologue 3-4 minutes
T3:8	Start Unit: Advertising Elements of Advertising – target audience and needs Discuss examples Written task to evaluate learning so far
T3:9	Elements of Design in Advertising Discuss and analyse design examples Written task to evaluate learning so far
T3:10	Hand out assessment task Work on on product and assessment task Due Week 1 Term 4

Assessments	Formative Assessment – Written and reading tasks for the novel Final Assessment – Script and spoken presentation of a monologue
Timing	Formative Assessment – Term 2 Weeks 9-10, and Term 3 Weeks 1-6 Final Assessment – Week 7

- **Communicating:** this term, year 9 students will use written and spoken Arabic to initiate and sustain interactions with peers and adults. In classroom interactions, they will talk about food preferences, use food menus to order food, practice buying fruit and vegetables and write a food recipe. 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 poems and films, 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 9 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 9 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 9 students will use a variety of grammatical elements, such as singular and plural third person possessive pronouns, irregular adjectives and future tense to convey meaning. They will also apply appropriate writing conventions to increase text cohesion and enhance expression. While understanding the Arabic language, year 9 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 and using names of food and drinks in Arabic. - Student's practice talking about their meals and food preferences. - 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 meals and popular Arabic food. - Completing related reading and comprehension tasks on Education Perfect. - Student's practice communicating in the restaurant - ordering food and drinks, asking for the bill and paying it. - Students practice shopping for food – buying fruit and vegetables. - 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 the food menu page 22. - Speaking activity – students use the food menu on page 22 to practice ordering meals and drinks 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 food items in Arabic. - Completing related reading and comprehension tasks on Education Perfect. - Students learn how to write a food recipe in Arabic. - Writing task – writing a food recipe for fruit salad using the vegetable salad recipe 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 “At the Dinner Table” page 21. - 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 23 - 25. - 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 23 - 25. - 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 “After Dinner” page 30. - 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.

Year 9 Level Subject Mathematics

Overview of topics to be covered:

Unit 4: Proportion and Financial Maths (chapters 7 & 8)
 Unit 5: Measurement (chapter 9)
 Unit 6: Probability (chapter 10)

Week	Student Learning
	Unit 4: Proportion and Financial Maths (chapters 7 & 8)
1	<ul style="list-style-type: none"> • Direct linear proportion • Proportionality
2	<ul style="list-style-type: none"> • Introduction to rates • Constant and variable rates
3	<ul style="list-style-type: none"> • Salaries and wages • Penalty rates
4	<ul style="list-style-type: none"> • Simple interest • Compound interest
5	(Unit 4 assessment) Unit 5: Measurement (chapter 9)
6	<ul style="list-style-type: none"> • Units of length and perimeter • Area of quadrilaterals • Area and perimeter of a circle and sector
7	<ul style="list-style-type: none"> • Surface area of rectangular and triangular prisms • Surface area of a cylinder
8	<ul style="list-style-type: none"> • Volume of prisms and cylinders Unit 6: Probability (chapter 10)
9	<ul style="list-style-type: none"> • Theoretical probability • Experimental probability • Venn diagrams
10	<ul style="list-style-type: none"> • Two-way tables and probability • Two-step experiments

Resources	Jacaranda Maths Quest 9 (4 th edition)
Assessment	Unit 4 test in week 5; Unit 5 assessment due in week 8; Unit 6 test in week 10 (refer to the calendar for the dates)

Year Level **Nine** Subject **Islamic Studies**

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	Unit D Chapter 1 The Peaceful march to Makkah	Tanzil.net Pg 181	Surah Kahf Ayah 1
2	Unit D Chapter 2 Sulh-ul-Hudaybiyah	Tanzil.net Pg 182	Surah Kahf Ayah 2
3	Unit D Chapter 3 Ummu Salamah	Tanzil.net Pg 183	Surah Kahf Ayah 3 and 4
4	Unit D Chapter 4 Ja'far and the king of Abyssinia	Tanzil.net Pg 184	Surah Kahf Ayah 5
5	Unit D Chapter 5 A threat from the North	Tanzil.net Pg 185	Surah Kahf Ayah 6
6	Unit D Chapter 6 Surat-us-Saff	Tanzil.net Pg 186	Surah Kahf Ayah 7
7	Unit D Lesson 1 Struggling on Allah's path	Tanzil.net Pg 187	Surah Kahf Ayah 8
8	Unit D Lesson 2 God's true religion will prevail	Tanzil.net Pg 188	Surah Kahf Ayah 9
9	Unit D Lesson 3 The Successful Business	Tanzil.net Pg 189	Surah Kahf Ayah 10
10	Unit D Lesson 3 The Successful Business	Tanzil.net Pg 190	Surah Kahf revision of Ayah: 1-10

Assessment	Summative written assessment	Oral assessment	Oral assessment
Timing	1 Lesson per week 45/50 minutes per lesson	1 Lesson per week 45/50 minutes per lesson	1 Lesson per week 45/50 minutes per lesson
Resources used	Learning Islam 1 Supporting videos Supplementary notes.	www.tanzil.net	Quran mushaf Essential duas in the life of a Muslim

Overview of topics to be covered

Inside the Atom/ Chemical Changes – Atomic Structure and Chemical Reactions

The Dynamic Earth – The Effects of Movement in the Earth's Crust

Energy Transmission – Light and Sound

WEEK	Student Learning
1. Your Quest (ch 7); Rearrange those atoms; Chemical reactions and energy	Introduction to chemical reactions; Chemical reactions and equations; Energy changes involved with reactions
2. Acids and bases; Acid rain	Uses of acids and bases and the pH scale; How acid rain is formed and what damage it does.
3. Combustion Reactions; Looking back	Reactions and changes involved with burning different fuels; Revision
4. Your Quest; The Earth's crust; Theory of plate tectonics	Introduction to geoscience; Changing theories and the structure of the Earth; The movement of tectonic plates move and how these cause earthquakes and volcanoes
5. Rocks Under Pressure; Shake, Rattle and Roll	How pressure causes rocks to bend and break; Measuring earthquakes and how they cause damage and tsunamis
6. Mountains of Fire; Looking Back	Types of volcanoes and eruptions; Revision
7. Your Quest; Matter and energy: making waves; Sound waves on the move	Introduction to sound and light transmission; Types of waves and the terminology needed to describe them; Sound waves in different media and practical uses of sound
8. Hearing sound; The electromagnetic spectrum.	How we hear sounds and the problems of noise; The different types of EM waves and their uses;
9. Light energy Seeing the light;	The interaction of light with different media; transmission, reflection and absorption Lenses and how the eye works; diffraction
10. We're on the air Looking back	The transmission and reception of radio waves; Revision

Assessment	All units have 50 minute written tests Chapter 6 & 7 Test (in Week 4) Chapter 8 Test (in Week 7) Chapter 9 Test (in Week 1/2 Term 4)
Timing	3-5 weeks per unit
Resources used	Science Quest 9 plus supporting videos and materials

Year Level

9

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: 9 Subject: Humanities

Biomes and Food Security: 'Biomes and food security' focuses on investigating the role of the biotic environment and its role in food and fibre production.

Overview of topics to be covered:

Week	Student Learning
1	Revise geographical skills including seven geographical concepts
2	Understand the distribution and characteristics of biomes <ul style="list-style-type: none"> • Identify the major aquatic and terrestrial biomes of Australia and the world • Describe their spatial distribution
3	Examine the influence of climate on biomass production in different biomes <ul style="list-style-type: none"> • Identify the biomes in Australia and overseas that produce foods • Examine human alteration of biomes to produce food, industrial materials and fibres
4	Understand ways that the production of food and fibre has altered some biomes <ul style="list-style-type: none"> • Identify differences between natural and agricultural ecosystems in flows of nutrients and water
5	Understand environmental, economic and technological factors that influence crop yields in Australia and across the world <ul style="list-style-type: none"> • Describe how environmental factors can support higher crop yields • Investigate the environmental constraints on agricultural production in Australia
6	Understand challenges to food production for Australia and other areas of the world <ul style="list-style-type: none"> • Examine impacts associated with land and water degradation, shortage of fresh water, competing land uses, and climate change,
7	Working on assessment <ul style="list-style-type: none"> • Researching chosen crop for assessment • Explaining the influence of biomes on food production
8	Working on assessment <ul style="list-style-type: none"> • Creating and analysing maps and graphs of crop production
9	Working on assessment <ul style="list-style-type: none"> • Submit final assignment
10	Evaluate the capacity of the world's environments to sustainably feed the projected future global population

Resources	<ul style="list-style-type: none"> • Oxford Big Ideas 9 • Jacaranda Geography Alive 9 • Resources uploaded to Teams
Assessment	Food Production Infographic

Year Level Subject

Overview of topics to be covered

Cyber security and digital intelligence
 Relational database design and development
 Algorithms – Flowcharts and pseudocode
 Game design and creation using Python

WEEK	Student Learning
1	Cyber security - explore how personal security can be compromised online and the steps that can be taken to ensure our safety Fake News and Digital Discernment - how to identify the differences between real and fake content online
2 & 3	Database Design – introduction, creation of tables, relationships and key fields
4 & 5	Database Design –queries, reports and menu structure
6 & 7	Database assessment
8	Python Basics Variables Datatypes, lists & functions Control structures – sequence, selection and iteration Error types – syntax, logic and runtime
9	Actors and sprites Screen coordinates Events Random number module
10	Python game environment Developing games Flowchart symbols & pseudocode layout Mind-maps

Assessment	Database project
Timing	Semester rotation, assessment due week 7
Resources used	Hardware and software

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Health and Physical Education

Year Level **9** Subject **Health and Physical Education**
Gym and Fitness Weeks 1-3 and Volleyball Weeks 4-10

Ethical Behaviors in sport; Ch 15 - Active Australians and Ch 17- Ethical behaviors in sport

- Students critically analyses contextual factors that influence identifies, relationships, decisions, and behaviours.
- They analyse the impact of attitudes and beliefs about diversity have on community connection and wellbeing.
- Students demonstrate leadership, fair play and cooperation across a range of movement and health contexts.
- They evaluate situations and propose appropriate responses and then reflect on possible outcomes of different responses.

Week	Theory	Practical
1	<ul style="list-style-type: none"> • Chapter 15.1 – The Concept of Sport • Read pages 286-288 and write a 50-word summary for each of the subheading; • Complete Venn Diagram on page 288 • Define physical literacy • Answer Questions 1-3 on page 288 	A-E Soccer
2	<ul style="list-style-type: none"> • 15.2 Diversity in Physical Education • Read pages 286-288 and write a 50-word summary for each of the subheading; • Define Socio-cultural, inclusivity, CaLD, refugee, migrant, diversity, catalyst, multiculturalism • Answer Question 1-7 on page 291 	A-E Soccer
3	<ul style="list-style-type: none"> • 17.1 Ethical Behaviors in Sport • Read pages 335-336 and write a 75-word summary. • Define innate, moral compass, attributes and ethics • Answer Question 1-5 on page 336 	A-E Soccer
4	<ul style="list-style-type: none"> • 17.2 Equitable Participation in Sport • Read pages 338-340 and write a 75 word summary. • Define stereotype, equity, barrier, prejudice, inclusivity, institutional, social status, contemporary • Answer Question 1-3 on page 341 	A-E Soccer
5	<ul style="list-style-type: none"> • 17.6 Drugs in Sport • Read pages 348-352 and write a 100 word summary. • Define performance enhancing drug, merit, side effect, stay clean • Summorize what ASADA and WADA do • Answer Question 1-4 on page 352 	A-E Soccer
6	<p>Learning how to debate</p> <ul style="list-style-type: none"> • Taking sides • Formulating opinion • Structure of a debate • Rebuttals • Rules and processes in debating • Practice debate • Marking criteria • How to research 	A-E Soccer
7	<ul style="list-style-type: none"> • 17.2 Organizations monitoring ethical behaviors in Sport • Read pages 346-348 and write a 75 word summary on each of the subheadings • Define sanctions, legislation, natural justice, therapeutic • Answer Section B Question 1-5 on page 355 • 	A-E Soccer
8	<ul style="list-style-type: none"> • 15.4 Varied perspectives on sport 	A-E Soccer

	<ul style="list-style-type: none"> • Read pages 297-300 and write a 75 word summary on each of the subheadings • Draw figure 15.5 on page 300 • Answer Question 1-5 on page 300 	
9	<ul style="list-style-type: none"> • Debate Questions given • Debate teams organized • Computer time given to research 	Volleyball and Gym Setting
10	<ul style="list-style-type: none"> • Class Debate Recorded 	Volleyball and Gym Setting
Assessment	<p style="text-align: center;">Team of 4 Debate Topic: Performance enhancing drugs</p>	Physical Performance in Soccer Physical Performance in Volleyball Physical Performance in Gym Setting
Timing/ Conditions	Week 10 - Recorded Debate – 25 minute debate with 4 rounds	Summative
Resources used	Mircrosoft Teams, Computer lab, Textbook – Cambridge Health and Physical Education	Video Recording Equipment
Questions	TBC	
Lesson Times	Your Teachers will be available online during your timetabled class time	

YEAR 9 BUSINESS EDUCATION- Economics & Business Outline Term 3

Students explain the importance of managing financial risks and rewards and analyse the different strategies that may be used. Students will investigate people or groups acting in enterprising ways and the impact of enterprise activity on individuals, businesses or communities. Analyse and identify a successful entrepreneur. Students will develop simple business plans and analyse the parts of a business plan and link the information to their venture.

WEEK	Student Learning
1	Unit 1: Consumer and Financial Literacy. Managing financial risks and reward for individuals- Roles of financial institutions in Australia, Types of financial investment available to individuals such as Shares, properties, fixed term deposits etc.
2	Managing Financial Rewards- Saving – setting saving goals; Investing- investment option
3	Strategies for managing risks- indebtedness, scam avoidance, insurance and other consumer protections and diversification
4	Minimising financial risk- avoiding scams; using your bank account wisely ESSI Money game- to build on their financial literacy (Part of the assessment) Assessment 1: Research Assignment issued- Statement of Advice Report.
5	Assignment- Students to conduct an inquiry and propose a course of action for a client about strategies to manage finances and accumulate future savings in a written statement of advice report ESSI Money game- to build on their financial literacy (Part of the assessment)
6	Research Assignment- Develop questions to guide an inquiry and gather data and information about investment strategies. Gather data and information about risk management strategies Develop and present evidence-based conclusions and reasoned arguments in a statement of advice report ESSI Money game- to build on their financial literacy (Part of the assessment)
7	Assessment 1 : Research Assignment Due (Monday) Unit 2: Enterprise and Venture- Establishing a Business, Business Plan Small Business Planning- using the 5P's (Marketing Plan)- Business venture Assignment What makes a Business- Generating business ideas- Module 1 & 2
8	Small Business Planning- using the 5P's (Marketing Plan)- Module 2 & 5 Spending and saving income- borrowing money Key element of the Product ,Price and Product
9	Enterprise and Venture- Financial Record Keeping, Budget (Module 6) Satisfying the customer needs, maintaining record Issued:- Group Business Venture Assignment
10	Group Assignment-Small business planning- videos, flyers etc Doing the right thing-ethical business
Assessment	Research Assignment
Timing	Assignment (3 weeks)
Resources used	Box of Books, Financial Basics Foundation website and teacher notes.

Year Level: 9 Subject: Visual Arts

9.1 Perspective/Abstract Architecture

Overview of topics to be covered:

Week	Student Learning
1	Define Architecture relate the definitions to students own perceptions of Architecture
2	Reflect on the development of different traditional and contemporary styles and how buildings can be viewed through the different forms in visual arts
3	Use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks
4	Adapt ideas, representations from local building and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience
5	Extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
6	Work on artwork assessment
7	Work on artwork assessment
8	Work on essay question for assessment
9	Collaborate with others to create a school montage Work in cohesion with other similar artwork displays
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	Short Research Essay and sketch of architecture

Overview of topics to be covered:

Pass the Remote!: Students will refine and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions. Students will also analyse the way in which audiences make meaning and draw on media arts from a range of cultures, times and locations.

Week	Student Learning
1	<ul style="list-style-type: none"> Develop and expand general television knowledge with terminology Describe and explain representations formed within television
2	<ul style="list-style-type: none"> Explain how points of view change the audience's expectations Explain the 3-act structure of television sitcoms
3	<ul style="list-style-type: none"> Describe, with examples, the point of view and values of character in television. Describe the differences between genres in television
4	<ul style="list-style-type: none"> Explain the technical and symbolic elements that create representations in long form television Describe subjective vs objective points of views.
5	<ul style="list-style-type: none"> Explain the camera shots and camera angles used in television Explain the concept of storyline, script and editing sequences Describe the production elements and mise-en-scene used in long form television.
6	<ul style="list-style-type: none"> Assessment released to students via TEAMS Describe the elements of a script of genre television Television episode viewing: Utopia
7	<ul style="list-style-type: none"> Explain what elements are used to sequence to depict social values Describe the social values in multi camera television Explain social values used in long form television Describe the differences in the depiction of cultural in television.
8	<ul style="list-style-type: none"> Analyse how social and cultural values and alternative points of view are portrayed in modern Australian television Evaluate how generic media conventions and technical and symbolic elements.
9	<ul style="list-style-type: none"> Explain shot types, camera angles and movement and other technical and symbolic elements Describe representations formed within television Analyse the points of view and values Assessment due via TEAMS - Friday 9th September (Term 3)
10	<ul style="list-style-type: none"> Explain shot types, camera angles and movement and other technical elements Upload and install Premiere Pro software Practical camera familiarisation.

Resources	<ul style="list-style-type: none"> Other digital resources uploaded to Microsoft Teams
Assessment	<ul style="list-style-type: none"> Students will write a film review to analyse how social and cultural values and alternative points of view are portrayed in modern Australian cinema Students are to evaluate how generic media conventions, along with technical and symbolic elements are used to manipulate and retain the audiences' attention. Assessment Due: Week 9, Term 3 - Friday 9th September Electronic submission via TEAMS Length: 750 words written/typed

