



ISLAMIC COLLEGE  
OF BRISBANE

Seek Knowledge



# YEAR 7 SUBJECT OVERVIEWS TERM 3, 2021

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## **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. For most subject areas the outlines cover the ten-week term but for rotational subjects (Visual Arts, Business Studies, STEM and Digital Technologies) the schedule is for the Semester.

## **Contents**

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

## Year Level Subject

**Visual Literacy:** students will explore the world of visual literacy and communication through a picture book study. Students will be able to define; identify; analyse and evaluate effective communication in visual texts.

## Overview of topics to be covered

WEEK	Student Learning
1	The language of social media Poster of acronyms; emojis and gifs that dominate social media communication Assessment – Modernised Folktale, displaying changes in language and ideas over time.
2	How to proofread and editing own work – <b>Technology assessment due: Friday, 23<sup>rd</sup> July</b>
3	Visual texts – what are they and where are they used? Picture books – definition Parts of picture books – cover and author
4	Picture books – audience and purpose Parts of picture books – images
5	Picture books – audience and purpose Parts of picture books – images
6	Picture books – theme / message Parts of picture books – written text
7	Assessment – create a book cover (with all expected aspects) for modern fairy tale story (Tech unit Assessment). Scaffold and planning book cover
8	Assessment – create a book cover (with all expected aspects) for modern fairy tale story (Tech unit Assessment). Create; proof-read and edit book cover
9	<b>Assessment due: Friday, 10<sup>th</sup> September</b>  Paired Project – research an issue of interest and create a multimodal text and a play script on the issue
10	Paired Project – research an issue of interest and create a multimodal text and a play script on the issue

<b>Assessments</b>	Technology and Language – modern fairy tale Visual Literacy – book cover
<b>Timing</b>	Week 2 Week 9

Year Level

7

Subject

Mathematics – T3

Probability – Chapter 10  
 Geometry and Measurement – Chapters 5 & 9  
 Statistics – Chapter 14

WEEK	Student Learning
1	<b>Financial Maths</b> (continued from T2) Finish, review <b>Unit test</b>
2	<b>Probability</b> - the language of chance - the sample space
3	- simple probability - using a table to show sample spaces (two steps to get a result)
4	- experimenting with chance - <b>Unit test</b>
5	<b>Geometry and Measurement</b> - measuring angles - constructing angles with a protractor - naming angles and types of angles(classifying)
6	- types of triangles and naming triangle - angle sum of triangles (calculating size of angles) - quadrilaterals: properties; angle sum of quadrilaterals (calculating size of angles)
7	- vertically opposite angles - angles associated with parallel lines: alternate angles; corresponding angles; co-interior angles - perpendicular lines and angles
8	- converting between units of length - reading scales and measuring length - calculating perimeter - area of a rectangle and triangle
9	- area of parallelograms - area of composite figures and worded problems - area of composite figures using additions and subtraction
10	<b>Unit test – Geo/measure</b> <b>Statistics</b> (Representing Data) - classifying data: qualitative (nominal or ordinal); quantitative (discrete or continuous)

Assessment	Written test for each unit
Timing	Probability- 3 weeks, Geometry and measurement – 5 weeks
Resources used	Maths Quest 7, geometry set(protractor, ruler, compass)

## Year Level Subject

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

## Overview of topics to be covered

WEEK	Student Learning
1. Recycle me; Unbalanced ecosystems.	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,
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	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 Forces in action – laboratory report
Timing	Ecosystems 3-4 weeks (from term 2) Forces in action 4-5 weeks
Resources used	Science Quest 7; videos, laboratory equipment

## Year Level Subject

In Term 3, student's knowledge and understand of civics and citizenship will be assessed in an exam in Week 2. For the rest of the year, Students will explore history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China. A research task will be given out in Week 10. Students will follow an inquiry approach to carry out an in-depth study about an ancient society of their choice.

WEEK	Learning Intention
1.	<b>CIVICS AND CITIZENSHIP PART B ESSAY (DUE IN WEEK 4 Friday 6<sup>th</sup> August)</b> -preparation of exam and work on Part B
2.	<b>Civics and Citizenship Exam (PART A) on 22<sup>nd</sup> July</b>
3.	Introduction to history Look at the <b>seven concepts</b> that help historians to investigate & understand the past. Introduce perspectives, continuity & change
4.	<b>Historical concepts &amp; terminology</b> continued. Discuss cause & effect, empathy, & significance. <b>Civics Exam Part B Essay due on Friday 6<sup>th</sup> August</b>
5.	<b>Look at how evidence is collected</b> by historians & what various sources can tell us about the past. Distinguish between <b>primary/secondary sources</b> . Look at examples. Generate <b>critical thinking skills</b> for analysing a source. <b>NB. Historyskills.com: Source criticism skills reference sheet.</b>
6.	<b>Relate the interpretation of sources to contestability.</b> ie. How past events & developments can be interpreted in different ways & how <b>methods to obtain evidence</b> are constantly changing.eg. use of DNA today. <b>What makes a source reliable?</b>
7.	<b>Scientific techniques</b> for investigating the past [as above]. Conserving & protecting sources, <b>Conserving</b> ancient sites- why important? <b>Develop questions to frame an historical inquiry when researching.</b>
8.	<b>Introduction to Ancient Egypt</b> Egyptian Timeline- when did this civilisation exist? Geographical features of Ancient Egypt. Climate, the importance of the Nile,
9.	<b>Key groups in Egyptian society. Pharaohs &amp; pyramids.</b> How <b>religious beliefs</b> were reflected in the pyramids & attitudes to the pharaoh & the belief in the after- life.
10.	<b>Give out assessment task: Investigation</b> Look at beliefs & customs, concentrating on one of the following areas: every- day life, warfare, death, funerary customs, change through trade & conflict, significant individuals- Ramses11, Hatshepsut, Tutankhamun.
<b>RESOURCES</b>	Textbook on ReadCloud and digital resources
<b>ASSESSMENT</b>	Civics and Citizenship Exam Research task due Week 4 Term 4, content covered in this term will be assessed in Exam Block in Term 4

Year Level Subject

**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



## Grade (7)

### Term (3) Islamic Studies Plan - 2021

#### 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	<b>Spirituality of Eid al- Adha</b>	<a href="http://www.tanzil.net">www.tanzil.net</a> Juzu 26 Page 502	<b>Surah:</b> Revise Al-mulk; Ayah1-5 <b>Duaa:</b> Revise (Bidding someone farewell, Dua for rain)
2	<b>Fiqh: Udhiyah</b> Islamic curriculum grade 7 textbook Pg 59	<a href="http://www.tanzil.net">www.tanzil.net</a> Juzu 26 Page 503	<b>Surah:</b> Revise Al-mulk; Ayah1-5 <b>Duaa:</b> Memorise dua for times of anger
3	<b>Ahadith: Forgiveness of sins &amp; lies</b> Islamic curriculum grade 7 textbook Pg 69	<a href="http://www.tanzil.net">www.tanzil.net</a> Juzu 26 Page 504	<b>Surah:</b> Memorise Al-mulk; Ayah 1-6 <b>Duaa:</b> Memorise dua for times of anger
4	<b>Akhlaaq: Virtues of knowledge</b> Islamic curriculum grade 7 textbook Pg 170-173	<a href="http://www.tanzil.net">www.tanzil.net</a> Juzu 26 Page 505	<b>Surah:</b> Al-mulk; Ayah 1-7 <b>Duaa:</b> Revise dua for rain Memorise dua for times of anger
5	<b>Aqaida: The world +Life after death</b> Islamic curriculum grade 7 textbook Pg 139-143	<a href="http://www.tanzil.net">www.tanzil.net</a> Juzu 26 Page 506	<b>Surah:</b> Al-mulk; Ayah 1-7 <b>Duaa:</b> Memorise dua for times of anger
6	<b>Exam</b>	<b>Oral assessment</b>	<b>Oral assessment</b>
7	<b>Adab: Walking with elders (Social manners)</b> Islamic curriculum grade 7 textbook Pg 193-195	<a href="http://www.tanzil.net">www.tanzil.net</a> Juzu 26 Page 507	<b>Surah:</b> Al-mulk; Ayah 1-8 <b>Duaa:</b> a: Revise dua for rain. Memorise dua for times of anger
8	<b>Fiqh: Taharri, Qasr salah</b> Islamic curriculum grade 7 textbook Pg 36-39	<a href="http://www.tanzil.net">www.tanzil.net</a> Juzu 26 Page 508	<b>Surah:</b> Al-mulk; Ayah1-10 <b>Duaa:</b> a: Revise dua for rain. Memorise dua for times of anger
9	<b>Tarikh: The Abbasids</b> Islamic curriculum grade 7 textbook Pg 123-129	<a href="http://www.tanzil.net">www.tanzil.net</a> Juzu 26 Page 509	<b>Surah:</b> Al-mulk; Ayah1-11 <b>Duaa:</b> Memorise dua for times of anger



10	<b>Sirah: Umar ibn al-Khattab</b> Islamic curriculum grade 7 textbook Pg 97-105	<a href="http://www.tanzil.net">www.tanzil.net</a> Juzu 26 Page 510	<b>Surah:</b> Al-mulk; Ayah1-12 <b>Duaa:</b> Memorise dua for times of anger
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<b>Assessment</b>	Summative written assessment	Oral assessment	Oral assessment
<b>Timing</b>	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
<b>Resources used</b>	Islamic curriculum grade 7 textbook Nasihah World online Supporting videos Supplementary notes.	<a href="http://www.tanzil.net">www.tanzil.net</a>	Quran mushaf Essential duas in the life of a Muslim

<b>Year Level: 7</b>	<b>Subject: Visual Art – Term 3</b>	<b>Teacher: Ms Elliott</b>
<p>Overview: In this unit, students will explore the elements of visual arts through evaluating and creating artworks by using different media and techniques. Through appreciating different types of art from various cultures and times, students will be inspired to use different mediums to create artworks that also reflects their identity.</p>		
<b>WEEK</b>	<b>Student Learning</b>	
<b>1</b>	<p><b>Welcome to Visual Art</b></p> <ul style="list-style-type: none"> <li>• Expectations</li> <li>• Overview of subject</li> <li>• Preparing Visual Art Diary</li> <li>• Cover Page</li> </ul>	
<b>2-3</b>	<p><b>Elements of Art:</b></p> <ul style="list-style-type: none"> <li>• To have an understanding of each of the basic elements of art.</li> <li>• To practice and experiment with each element</li> <li>• To identify different elements in their own and others artwork.</li> </ul>	
<b>4-5</b>	<p><b>Ancient Art Practices</b></p> <ul style="list-style-type: none"> <li>• Understand how different cultures and times used different tools and techniques to create art.</li> <li>• Practice and experiment with techniques inspired by different cultures, times and places.</li> </ul>	
<b>6</b>	<p><b>Shield designs in History</b></p> <ul style="list-style-type: none"> <li>• Understand the relevance of shields in different cultures, times and places.</li> <li>• Practice designing a variety of shield designs that are A4-A3 in size</li> </ul>	
<b>7</b>	<p><b>Calligraphy – the art of handwriting.</b></p> <ul style="list-style-type: none"> <li>• Learn techniques to hand write using different font styles.</li> <li>• Students practice using chiselled point markers and standard pencils to create the desired effect of calligraphy.</li> </ul>	
<b>8-9</b>	<p><b>Assessment – Personal Identity Shield</b></p> <ul style="list-style-type: none"> <li>• Demonstrate skills learned from previous weeks.</li> <li>• Create a shield to reflect their personality – (in particular the shape, outline and decorative add-ons.)</li> <li>• Complete written component of assessment task and reflect.</li> </ul>	
<b>10</b>	<p><b>The art of Cartooning and Anime</b></p> <ul style="list-style-type: none"> <li>• Understand the techniques used to create cartoons and anime (Japanese animations/illustrations).</li> <li>• Practice designing a variety anime/cartoon characters that are in accordance with Islamic values.</li> </ul>	
<b>Assessment</b>	<p>This task will be submitted by <b>week 9, Term 1 (Thursday 9<sup>th</sup> September 2021)</b></p> <ul style="list-style-type: none"> <li>• Students will create a shield to represent their identity.</li> <li>• It will include a range of different elements as focused on in class throughout weeks 2-7. Such elements include: ancient/historical art symbols, calligraphy and use of the “elements of art” within the piece.</li> <li>• Students will also complete the written component of the task to demonstrate their understanding of content covered throughout the unit.</li> </ul>	
<b>Timing</b>	<p>Weeks 2-7 cover theory and experimenting with different styles, techniques, materials and subject matter relevant for the first assessment.</p> <p>Weeks 8-9 work on assessment and submit.</p>	

<b>Resources used</b>	Visual Art Diary Pencils Various Art Supplies
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Year Level : 7

Subject: Digital Technology

Overview of topics to be covered:

<b>Week</b>	<b>Student Learning</b>
1.	- Cyber-safety - being responsible, safe and a good digital citizen
2.	- Cyber security - explore how personal security can be compromised online and the steps that can be taken to ensure online safety
3.	- Web design and Development - Using website templates and creating websites according to standards
4.	- Readability, contrast, uploading and alignment of websites
5.	- Python programming and algorithms, flowchart and pseudocode design.
6.	-Introduction to coding and start simple code
7.	-Trace algorithms to predict output for a given input and to identify errors
8.	-Python programming and algorithms, flowchart and pseudocode design. -Trace algorithms to predict output for a given input and to identify errors
9.	-Investigate computer systems, input, output, process, history of computers, five generations and future computer technology Assessment
10.	-Investigate and understand how digital systems represent binary numbers.

Assessment	Web design project and creation (week 3) Python programming, practical test (week 8), one lesson
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## Unit 1 –Materials

This unit introduces the concept of design and aims to get students thinking about the ubiquity of design in everyday life. Students will Identify three separate research topics/subjects they are interested in to produce their design. Students will then *generate, develop*, test and communicate their design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representations and techniques.

Week	Student Learning
1.	Introduction to Design Technologies - Outline for semester; Class Expectations; Product; metal shaping; OH&S expectations
2.	Product research; Intro to Design Sketching - Profile / Isometric / Orthographic - Folio hand out
3.	Design sketching - Material and joining methods research - Material selection - Students individually begin concept sketches for Product; research and justify material type for Product; research and justify joining methods Product
4.	Low-Fidelity prototype - Students are introduced to design manufacturing - Properties of metal
5.	Low-Fidelity prototype - Marking and planning of product on chosen sheet material; Cutting and forming of segments - Design Folio <b>Draft due</b>
6.	Low-Fidelity prototype - Marking and planning of product on chosen sheet material; Cutting and forming of segments; Cutting and folding
7.	Low-Fidelity prototype - Cutting and forming of segments; Cutting and folding; Spot welder
8.	Low-Fidelity prototype - Cutting and folding; Applying finishes
9.	Final creature model/figure due <b>Folio and product due</b> - Completion of creature assembly; Evaluation/ Reflection of their design
10.	Evaluation/ Reflection of their design

Resources	What is Design? <a href="https://www.youtube.com/watch?v=MS8p-CgTJlq">https://www.youtube.com/watch?v=MS8p-CgTJlq</a> How to start inventing things and get to market <a href="https://articles.bplans.com/the-ultimate-inventors-guide-to-inventing-things/">https://articles.bplans.com/the-ultimate-inventors-guide-to-inventing-things/</a> Sketching Skills <a href="https://www.youtube.com/watch?v=33O5yFA3m48">https://www.youtube.com/watch?v=33O5yFA3m48</a> Basic sketching power point
Assessment	Folio with short answer response + product

## YEAR 7 BUSINESS STUDIES

### OVERVIEW OF THE TOPICS TO BE COVERED

- Consumers and Producers in the Market.
- Personal, Organizational and Financial Objectives.
- Characteristics of Entrepreneurs and Successful Businesses.

WEEK	LEARNING INTENTION
1	Distinguish between the needs and wants and recognise the reasons choices need to be made. Understand what economic resources are and what factor returns do the consumers get in return for the factors of production.
2	Explain the relationship between consumers and producers and discuss how they influence each other in the market system. Investigate how businesses rely on businesses to meet their needs and wants.
3	Draw demand and supply curves from schedules and be able to explain the factors affecting demand and supply
4	Identify the ways short and long term personal financial objectives can be achieved, for example, through developing a budget and having a savings plan. Explaining the need for setting short and long term personal financial objectives and prioritising personal financial responsibilities and needs over wants.
5	Explain how financial records such as income statements, balance sheets, budgets and cash flow statements inform business decision making. Explore ways that businesses manage finances and plan in the short and long term to achieve organisational and financial objectives.
6	Respond to a stimulus to explain and interpret the interdependence of consumers and producers. Revision for exam
<b>7</b>	<b>Written Exam-90mins 25<sup>th</sup> August</b>
8	Identify the characteristics of successful entrepreneurs. Watch shark tank videos. Investigate the characteristics of the entrepreneurs and successful businesses.
9	Describe the qualities of entrepreneurs and identify some examples.
10	Identify the difference between and entrepreneur and a business owner.
<b>ASSESSMENT</b>	Written Exam 25 <sup>th</sup> August
<b>TIMING</b>	90 minutes in Week 7
<b>RESOURCES</b>	Business Studies Booklet Resources from the internet

Unit 1 – Flight  
 Unit 2 – Self propelling car  
 Unit 3 – Marble run

Overview of topics to be covered:

Week	Student Learning
1	<b>Flight</b> - Students use a basic model of a paper dart and modify its design to fly across a basketball court.
2	- Share research and write up findings
3	<b>Self-propelling car</b> - Explore nets and shapes and different forms of propulsion
4	- Investigation and research
5	- Design the car
6	- Modify design
7	- Evaluation of work and design.
8	<b>Marble run</b> - Explore different marble runs and the forces involved
9	- Investigate simple ways to give a marble more gravitational energy
10	- Plan marble run

Resources	Class produced resources on OneNote
Assessment	Report on paper plane Finished model car, report and journal

**Communicating:** this term, year 7 students will continue to develop their everyday communication skills. They will learn to interact with peers and teacher to exchange information and to participate in classroom routines and activities. Moreover, they will listen to, read and view a range of spoken, written and multimodal texts, and they should be able to identify and classify key points of information and to answer all types of comprehension questions.

**Understanding:** Year 8 students will continue to understand features of the Arabic sound system, including intonation and pronunciation, and how these are presented in written form, and apply writing conventions to form letters, words and texts. They will also understand and use aspects of key grammatical forms and structures in spoken and written texts, and use vocabulary that relates to familiar environments and activities.

WEEK	Student Learning
1	<p>Weekly spelling tests. participating in everyday classroom routines such as roll call, taking turns, giving and following classroom instructions, and asking questions and responding to the teacher and peers, for example,</p> <p>نعم؛ أنا هنا؛ حاضر؛ ممكن أن أتكلم؛ ممكن أن أقول شيئاً؟ أكتب التاريخ هنا؛ أرسم خطأً على الورقة؛ أكتب العنوان فوق؛ أغلق الباب؛ إجلس في مكانك؛ إفتح الدفتر؛ ضع الحقيبة على الأرض؛ إرفع يدك؛ إنتظر دورك متى يدق الجرس؛ كيف أكتب...؟ ما معنى...؟</p>
2	<p>Weekly spelling tests. describing personal possessions and classroom items using simple sentences, for example,</p> <p>حقيبتني كبيرة وثقيلة؛ صفي صغير وجميل؛ طاولة المعلمة غير مرتبة؛ النافذة في الصف مكسورة؛ عندنا لوح ذكي جديد في الصف؛ صديقي وليد يجلس معي</p>
3	<p>Weekly spelling tests. participating in shared reading of imaginative texts, sharing opinions and responding to questions.</p>
4	<p>Weekly spelling tests. responding to imaginative texts such as stories, rhymes and songs through play-acting, or using illustrations, captions and movement, or miming favourite characters.</p>
5	<p>Weekly spelling tests. making collaborative decisions and arrangements using expressions of counting, sequencing and organising ideas, for example,</p> <p>أولاً نختار أفراد الفريق؛ ثانياً نوزع الأدوار؛ ثالثاً نعرض الأفكار؛ أخيراً نقوم بدورنا في البداية أنا سوف أجمع الصور؛ وأنت تبحث عن المعلومات في الإنترنت وفي النهاية سنجمعها</p>



	- .
6	<p>Weekly spelling tests. Five words are given for spelling and composition. . contributing to classroom activities, such as by developing classroom rules, expressing opinions on procedures and tasks, and giving advice and sharing ideas with peers, for example, (7&amp;8)</p> <p>إستمع للمعلمة؛ إحترم الجميع؛ إنتظر دورك؛ إذهب إلى الحمام في الفرصة؛ أكمل كل دروسك في الصف؛ كن مؤدباً؛ لطيفاً؛ هادئاً؛ عادلاً؛ ودوداً؛ كوني هادئة؛ لطيفة؛ صادقة</p>
7	<p>Weekly spelling tests. responding to questions that elicit details such as colour, quantity and place about participants and objects, for example,</p> <p>ما لون الفستان ؟ لون الفستان أحمر؛ ما لون المقلمة؟ لون المقلمة أحمر كم عدد الأقلام؟ كم كتابا يوجد هنا؟ يوجد أربعة كتب أين تعمل أمك؟ تعمل أمي في المستشفى؛ يدرس أخي في المدرسة</p>
8	<p>- Weekly spelling tests. classifying and categorising information gained from others, such as favourite foods and places to visit, for example,</p> <p>سالم يحب التبولة؛ عادل يحب الدجاج؛ سعاد تفضل الخضار؛ علي يحب كرة القدم؛ ماجد يفضل السباحة؛ رامي يفضل العزف على الغيتار تحب البنات الموسيقى بينما الأولاد يحبون الرياضة</p>
9	<p>- Weekly spelling tests. - creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example,</p> <p>استيقظ سامر صباحاً؛ غسل وجهه؛ بعدها ذهب إلى...؛ في طريقه شاهد ... في النهاية عاد إلى ...</p>
10	<p>- Weekly spelling tests. - creating own version of a story by sequencing a series of pictures with captions or by creating a storyboard with labels using modelled language, for example,</p> <p>استيقظ سامر صباحاً؛ غسل وجهه؛ بعدها ذهب إلى...؛ في طريقه شاهد ... في النهاية عاد إلى ...</p>

Assessment	Vocabulary and comprehension written test. Weekly spelling tests.
Timing	50 minutes , Assessment
Resources used	Textbook, workbook, Education perfect and spelling booklet.