



YEAR 8 SUBJECT OVERVIEWS TERM 4, 2021

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.

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
Arabic
Visual Arts
Digital Technologies
Business Studies
STEM

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| 2021 TERM 4 OVERVIEW | FILM: STORY BOARDS |
| <p>Study the film, Coraline, to become familiar with techniques used by film makers: camera angles, the use of special effects such as animation, symbolism, the casting of characters, plot, setting and lighting. Students will learn to become more discerning when viewing a film. They will use this knowledge to create a story board as per assessment. Regular writing reflections on content selection & genres. Students will be given some in-school time but mainly work at home with access to teacher conferencing via Teams when completing their assessment</p> | |

| WEEK | Student Learning |
|-----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | <p>WHY study FILM TECHNIQUES Introduction to film terminology: plot, setting, casting, lighting, music, special effects, animation, film angles & their effects, symbolism. Create and discuss glossary with definitions.</p> |
| 2 | <p>Watch Coraline. Notes -the use of animation, music, symbols.</p> |
| 3 | <p>FILM SHOTS/CAMERA ANGLES. Discuss with supporting clips. Why specific angles are used to enhance meaning? Storyboard assessment distributed and expectations outlined.</p> |
| 4 | <p>Tension in a movie. Explore how characterisation and film techniques contribute to different levels of tension. Students create their own character for storyboarding.</p> |
| 5 | <p>Develop their own ideas about their story board technique- How, why, where? Support learning with model samples, associated clips, and planning scaffold. Explain, revise film techniques & story boards.</p> |
| 6 <i>Exam week</i> | <p>Complete story boards Students work with peers, learning buddy and teacher conferencing to re-edit, elaborate and create final product. Work in class & at home. Final due Friday.</p> |
| 7 | <p>Complete all Units SPEECH COMPETITION IN CLASS</p> |
| 8 | <p>SPEECH COMPETITION FINALS</p> |
| 9 | <p>Work on Focus on English- finish all units</p> |

RESOURCES

Teacher notes, YouTube clips about film techniques, film- Coraline, models of story boards

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| Assessment | Story Board, Ongoing learning written reflections, Focus on English |
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Linear Relationships (Chapters 11 and 14)
 Probability (Chapter 13)
 Pythagoras' Theorem (Chapter 15)

| WEEK | Student Learning |
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| 1 | <ul style="list-style-type: none"> - Volume of prisms and other solids - Time, 24 hour clock and time zones |
| 2 | Linear relationships <ul style="list-style-type: none"> - Identifying patterns - Backtracking and inverse operations |
| 3 | <ul style="list-style-type: none"> - Keeping equations balanced - Using algebra to solve problems - Equations with the unknown on both sides |
| 4 | <ul style="list-style-type: none"> - The Cartesian Plane - Linear patterns - Plotting linear graphs - The y-intercept and gradient |
| 5 | <ul style="list-style-type: none"> - Sketching linear graph using intercept method and the gradient method - Solving equations graphically (Semester exams) |
| 6 | Probability <ul style="list-style-type: none"> - Probability scale (terms used for chance and the scale) - Experimental probability - Sample spaces and theoretical probability |
| 7 | <ul style="list-style-type: none"> - Complementary events - Venn diagrams - Two-way tables |
| 8 | Pythagoras' Theorem <ul style="list-style-type: none"> - Right-angled triangles and the theorem - Calculating the length of the hypotenuse |
| 9 | <ul style="list-style-type: none"> - Calculating the length of one of the shorter sides - Composite shapes - Pythagoras's theorem in 3-D figures |

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| Assessment | Written test for each unit |
| Timing | Measurement – w1; Linear relationships - w5; Probability – w8; Pythagoras' Theorem – w9 |
| Resources used | <i>Jacaranda Maths Quest 8</i> |

Overview of topics to be covered

Sedimentary, igneous and metamorphic rocks – Comparing the properties, uses and formation of the three different types of rock
 Transferring and transforming energy – Types of energy, how they interact with matter and how they are transformed from one form to another.

| WEEK | Student Learning |
|---------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Sedimentary rocks; Metamorphic rocks; Mining for metals | Formation and properties of sedimentary rocks; rock cycle and changing of rocks through heat and pressure; finding minerals, methods of mining, environmental requirements and impacts. |
| 2. Every Rock Tells a Story; Questioning and predicting; Looking back; | |
| 3. Test; Your Quest; Making things happen; | What is Energy? Types of energy; energy losses and efficiency; Heat transfer via conduction, convection and radiation; Transmission, absorption and reflection of radiation |
| 4. Hot moves A costly escape; Light energy; | Reducing heat loss via insulation; sources of light energy; |
| 5. 10.5 Sound energy; Revision | How sound is produced and moves; Revision |
| 6. Exam | |
| 7. Going Green | Project Plus; Research for a report on environmentally-friendly house. |
| 8. Going Green | Project Plus; Research for a report on environmentally-friendly house. |
| 9. Going Green | Project Plus; Research for a report on environmentally-friendly house. |

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| Assessment | Sedimentary, igneous and metamorphic rocks – 50 minute written test Transferring and transforming energy – Group presentation |
| Timing | Sedimentary, igneous and metamorphic rocks – 2 weeks Transferring and transforming energy – 4-5 weeks |
| Resources used | Science Quest 8; videos, laboratory equipment |

Overview of Unit: Shogunate Japan

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750CE. This was when major civilisations around the world encountered each other. Social, economic, religious and political beliefs were often challenged and significantly changed. Students investigate Shogunate Japan in depth.

| Week | Learning Intention |
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| 1 | Overview of Shogunate Japan <ul style="list-style-type: none"> • Identity key changes from 700CE to 1900CE • Identify key developments in the five main Shogunate periods • Define key terms Textbook pages 388-389 |
| 2 | 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 • Analyse significance of three main religions (Shinto, Buddhism and Confucianism) Textbook pages 390-397 Hand out assessment task Monday |
| 3 | 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 Textbook pages 400-409 |
| 4 | 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 Textbook pages 414-415 |
| 5 | 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 Textbook pages 416-417 |
| 6 | <ul style="list-style-type: none"> • Understand how the Tokugawa period enabled significant cultural growth in Japan Identify significant cultural changes in Japan Textbook pages 418-420 Assignment Draft Due Monday |
| 7 | 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 Textbook pages 421-423 |

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| | Assessment Final Due Monday |
| 8 | <p>Overview of key events in Islamic history</p> <ul style="list-style-type: none"> • Understand continuity and change through an analysis of key events in Islamic civilisations • Complete research into major empires and civilisations |
| 9 | Create a historical timeline of events in Islamic history as a class |

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| Resources | <p>Oxford Big Ideas 8 (Chapter 9) Jacaranda History Alive 8 (Chapter 8) Resources upload to Teams</p> |
| Assessment | Historical Essay – Shogunate Japan (Due Week 7) |

Ch 11/15 Students investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes. Students demonstrate control and accuracy

| WEEK | Student Learning - Theory | Student Learning - Prac |
|------|--------------------------------------------|---------------------------------------------------------------|
| 1 | Improving Skilled performance | A-Swimming B-Swimming C-Bounce D-Bounce E- Bounce |
| 2 | Performance Feedback | A-Swimming B-Swimming C-Bounce D-Bounce E- Bounce |
| 3 | Visual, Kinaesthetic and auditory feedback | A-Swimming B-Swimming C-Bounce D-Bounce E- Bounce |
| 4 | Visual, Kinaesthetic and auditory feedback | A-Kabaadi B-Swimming C-Netball D-Bounce E- Bounce |
| 5 | Describing motion/ Forces | A-Kabaadi B-Swimming C-Netball D-Bounce E- Bounce |
| 6 | Summation of Forces/Parabolic Motion | A-Kabaadi B-Swimming C-Netball D-Bounce E- Bounce |
| 7 | Balance and Stability/ Projectile Motion | A-Kabaadi B-Swimming C-Netball D-Bounce E- Bounce |
| 8 | Exam | A-Kabaadi B-Swimming C-Netball D-Bounce E- Bounce |
| 9 | Practical Lesson | A-Kabaadi B-Swimming C-Netball D-Bounce E- Bounce |

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| Assessment | Exam on Skill acquisition, types of feedback, kinaesthetic proprioception. | Physical performance: Team Handball/ Soccer |
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| Timing/ Conditions | Week 8 50 Minutes | Individual Multiple choice and Short response |
| Resources used | Microsoft teams, Cambridge textbook, PowerPoint lessons | MPH, Gould Adams Park, Bounce Tingalpa, Runcorn Aquatic Centre |

Students will study two mentor artists known for their unique way of representing a landscape. They will research and create a PowerPoint which includes researched images, an analysis using the four steps of art criticism, an understanding of using clay techniques to create an 3dimensional work and experimentation in painting styles, which will be used on a ceramic piece inspired by their chosen mentor artist. Photos of their resolved piece will be added to their PowerPoint and submitted for assessment.

| WEEK | Learning Intention |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. | An introduction of task requirements by teacher. Showing of examples and resources available. Gathering research, annotations, analysis as evidence 4 Steps of art criticism Giving out task sheet with scaffolding |
| 2. | Teaching skills in presentation and preparing PowerPoint with relevant research collected ready for final submission |
| 3. | Designing for resolved piece in visual diary |
| 4. | Begin resolving a 3D art piece |
| 5. | Complete resolved piece and start painting |
| 6. | Finalise painting and a PPT that include the evidence of art research and processes |
| 7. | Hand in PowerPoint including photo of resolved painted piece and artist statements Assessment due: Thursday 18th Nov |
| 8. | Reflection on their own and others' artworks Display artworks and end of year Art activities |
| 9. | End of year Art activities |
| RESOURCES | All digital resources will be uploaded to Teams, equipment and art supplies will be provided during art classes. |
| ASSESSMENT | Merged Landscapes (Experimental and Resolved Artwork) and PPT for responding Due: 18 th Nov |

Year

8/2021

LevelSubject

Digital Technology – Term 4

Overview of topics to be covered

Algorithms (flowcharts) – sequence, selection and iteration
 Procedural programming language – python
 Database – collecting, managing and analysing data
 Representation of text, image, sound and binary

| WEEK | Student Learning |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 & 2 | Python programming and algorithms, flowchart and pseudocode design. Trace algorithms to predict output for a given input and to identify errors |
| 3 & 4 | Coding project with design and evaluation |
| 5 & 6 | Database- collecting and validating data, structure of database |
| 7 | Binary notation |
| 8 | Introduction to vector-based graphics – shapes and paths, bitmap images (raster graphics) |
| 9 | EOY school-based activities |

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| Assessment | Python programming and algorithms project (due week 4) Semester test (week 7) |
| Timing | Semester rotation |
| Resources used | Hardware and software |

Topic 2

Our goal of this course is to provide students with a solid foundation in electronics through design. Using foundational projects that make it easy to integrate Students will complete a simple 9v circuit then as they progress students will control an electronic device using a processor programmed with their laptops to create their design.

| WEEK | Student Learning |
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| 1 | <p>Students will :</p> <ul style="list-style-type: none"> - Revisit workshop procedures & SOP - Demonstrate safe work practices on tools and equipment. - Identify potential hazards and demonstration of risk-control <p>Formative assessment:</p> <ul style="list-style-type: none"> - Produce a LED test light (Simply soldering with instructions) - Explore basic electricity relationships. - Explain basic electricity relationships in series and parallel circuits. - Provide reasoning to explain the measurements and relationships in circuits. |
| 2 | <p>Demonstrate divergent thinking strategies by using informal ideation sketching to:</p> <ul style="list-style-type: none"> - represent mental images on paper - produce annotated concept sketches and drawings, using: scale, symbols, pictorial and aerial views to draw production drawings, orthogonal drawings; patterns and templates to explain design ideas. |
| 3 | <p>Students will investigate aspects of technologies specializations for example:</p> <ul style="list-style-type: none"> - Arduino Programming - Components & function - Current flow - Switching devices - <i>Considering safe work practices, for example management practices for using a piece of equipment in the classroom.</i> |
| 4 | <p>Design activity Introduction to the project</p> <ul style="list-style-type: none"> - Complete a simple circuit - Soldering safety - Testing <p>Solo thinking activity</p> <ul style="list-style-type: none"> - Documenting and communicating the design using basic schematics - Run software on processor |
| 5 | <p>Students will, safely generate innovative design ideas:</p> <ul style="list-style-type: none"> - considering which ideas to further explore and investigating the benefits and drawbacks of Technology - identifying factors that may hinder or enhance project development <p>Collaborative activity Run software on processor</p> <p>Draft due</p> |
| 6 | <p>Collaborative activity Students (In Pairs):</p> <ul style="list-style-type: none"> - Investigate the software with its environment - Investigate ways to use the product in a design |

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| 7 | <p>Design activity</p> <p>Student will justify developing technical production skills and safe working practices to produce quality solutions designed for sustainability by:</p> <ul style="list-style-type: none"> - practicing techniques to improve Circuit - identifying and managing risks damage to components - Developing innovative ways of manipulating technologies using traditional and contemporary materials, components, tools, equipment and techniques and considering alternatives including emerging technologies that could be substituted to reduce waste or time - Students will search the net, download, and set up Programs that can enhance their projects - Use software to design project |
| 8 | <p>Final model/figure due Folio and product due</p> <ul style="list-style-type: none"> - 3D print and PDF - Evaluation/ Reflection of their design |
| 9 | <p>Independently communicate ways to improve assessment piece</p> <p>Investigate further options for 3D or laser cutting</p> <ul style="list-style-type: none"> - Challenge students thinking skills |

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| Assessment | <p>Formative Assessment</p> <p>Summative assessment</p> |
| Timing | 9 weeks |
| Resources used | <p>D&T Safety Training https://youtu.be/la4OXMNBrMU Risk assessment PDF Safety induction booklet PHET online simulator https://phet.colorado.edu/en/simulations/circuit-construction-kit-dc https://www.arduino.cc/en/Main/Software) A computer that will run the software A breadboard Components or modules that you need for your desired project https://youtu.be/fJWR7dBuc18 Example models https://www.arduino.cc/en/Tutorial/HomePage Justification flow sheet. (PDF)</p> |

YEAR 8 BUSINESS EDUCATION- Economics & Business Outline, Term 4 ,2021

Students explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market. They will learn how markets operate and recognises Governments influences in the market operation. Students will examine the rights and responsibilities of consumers and businesses.

Overview of the topics covered

| WEEK | Learning Intention |
|----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Unit 2: The Australian market system and the role of the government- What is market System? Why has Australia developed a mixed market system? Compare and contrast different kinds of economies. Relationship between economic resources and economic decisions. |
| 2 | Why the Australian government intervenes in the economy. Government Regulation-examine the different producer behaviours that require government regulation. The role and importance of the private sector. Who is involved in the market system? (Household, business, financial, government and oversea sector. |
| 3 | Different types of markets- retails, labour, financial and stock market |
| 4 | How consumers are affected by the actions of business- CSR, Investigate the rights of the Australia consumer. Rights and responsibilities in the Australian economy. |
| 5 | Key economic questions for business- what to produce? How to produce and For whom to produce? Government involvement in the market |
| 6 | Rights and responsibilities in the Australian economy. Government Regulation on Consumers and Producers. |
| 7 | Legal protection of consumer rights Business Competition protects consumers |
| 8 | Revision for Exam and Exam |
| 9 | Keeping consumer safe- Government regulators, Shark Tank Video |
| Assessment | Supervised Exam |
| Timing | Exam -70 Minutes (23/11/21) |
| Resources used | Eco & Bus booklet, websites and teacher notes. |

STEM

7-10

Year Level Subject

Students aim to complete 2 project based learning (PBL) projects per term with planning and building components. From those 2 PBL projects students submit one for evaluation, following the assessment planning document in OneNote

| WEEK | Student Learning |
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| 1 | Students Plan and Build PBL Project |
| 2 | Students Plan and Build PBL Project |
| 3 | Students Plan and Build PBL Project |
| 4 | Students Plan and Build PBL Project (finalising first of 2 PBL projects per term) |
| 5 | Students Plan and Build PBL Project |
| 6 | Students Plan and Build PBL Project |
| 7 | Students Plan and Build PBL Project |
| 8 | Students Plan and Build PBL Project (finalising second of 2 PBL projects per term) |
| 9 | *Post Assessment Hand-in, students can work on short build projects, and whole class activities |
| 10 | |

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| Assessment | PBL Project |
| Timing | 3 – 5 weeks per PBL project, with 1 – 2 weeks at the end of term to finalize PBL project portfolio and assessment requirements (as per assessment planning sheet attached below) |
| Resources used | OneNote |

Plan your project:

| Action | Proposed time | Actual time completed |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|-------------------------------------------------------|
| Define the task you are trying to achieve with a SMART goal | | |
| Research similar projects to yours that have been created by others and make notes/ pictures and document ideas. (approx. 2 lessons) | | |
| Organise your notes under your name folder on the class Notebook (OneNote) and share it with your group. Collate your research as a group and investigate what you have found out in an introduction paragraph. | | |
| Develop at least 3 different ideas of how you could create your project prototype. Label diagrams and drawings for each idea. | | |
| Create | | |
| a. List or draw steps that illustrate how each prototype intended to work | | |
| List the pros and cons for each model and decide which model to make and refine | | |
| Organise your resources (Materials List) . Who is going to bring what? Where are you getting it from? | | |
| Identify and document any possible safety issues | | |
| Build your first model and test | | |
| Refine model and test (be specific and describe each refinement as a design element or variable you are modifying in hopes of getting a better result) | | |
| Evaluate your design. Was what achieved by completing your task? (hint: SMART goal) Identify strengths and weaknesses in the final product. Reflect on the effectiveness/success of the task. What did you find challenging? If you could go back in time to the beginning, what would change? | | Last lesson week 9 |
| Evaluate your own contribution to your team and others in your group (Self-Evaluation) and ask a Peer to Evaluate you on your contribution to your team and others in your group (Peer-Evaluation) | | Last lesson week 9 |
| Decide on the method you will use to communicate your work process . Using Adobe Spark, PowerPoint, iMovie, YouTube, a paper journal or poster that will showcase your project and work process . *only 1 presentation per term regardless of how many projects you've done | | Last lesson week 9 (Presentations to be done Week 10) |

Decide on the method you will use to communicate your work process. Will you use Adobe Spark, PowerPoint, iMovie, YouTube, a paper journal...

Safety

List 3 precautions relating to your project to make sure that everybody is kept safe.

Areas of Study:

Reading comprehension; Writing simple sentences; Vocabulary building; Constructing simple written and oral sentences; Modelled writing; Grammar and Weekly spelling.

The Grade 8 students will be working on recognising repetitive words in text and deciphering their meanings. The students will be able to infer the meaning of individual sentences and build their own similar sentences. Each week, they will be introduced to five new spelling words that are either high-frequency words or words that are related to the theme.

| WEEK | Student Learning |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | <ul style="list-style-type: none"> - Weekly spelling 1 - Reading Comprehension page 28 - 29 (Eid Mubrouk) - Answer questions about the text that they had read - Practice to build correct Arabic sentences - Develop the students speaking in Arabic by speaking about the post office and how they send package sand letters - Learn the new vocabulary meaning and spelling of the lesson - Education perfect unit 8: School Subjects (Introduction) - Develop the students speaking in Arabic by speaking about their School subjects |
| 2 | <ul style="list-style-type: none"> - Weekly spelling 2 - Reading Comprehension page 29 - 30 (Eid Mubrouk) - Answer questions about the text that they had read - Practice to build correct Arabic sentences - Develop the students speaking in Arabic by speaking about the post office and how they send package sand letters - Learn the new vocabulary meaning and spelling of the lesson - Education perfect unit 8: School Subjects (listening and reading) - Develop the students speaking in Arabic by speaking about their School subjects |
| 3 | <ul style="list-style-type: none"> - Weekly spelling 3 - Reading Comprehension page 30 – 31 (Eid Mubrouk) - Answer questions about the text that they had read - Practice to build correct Arabic sentences - Develop the students speaking in Arabic by speaking about the post office and how they send package sand letters - Learn the new vocabulary meaning and spelling of the lesson - Education perfect unit 8: School Subjects (writing and speaking) - Develop the students speaking in Arabic by speaking about their School subjects - |
| 4 | <ul style="list-style-type: none"> - Weekly spelling 4 - Term Assessment (Education Perfect: School Subjects) - Answer questions about the text that they had read - Practice to build correct Arabic sentences - Develop the students speaking in Arabic by speaking about the post office and how they send package sand letters |

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| | <ul style="list-style-type: none"> - Learn the new vocabulary meaning and spelling of the lesson - Education perfect unit 9: Leisure time and Activity (Introduction) - Develop the students speaking in Arabic by speaking about their Leisure time and Activity |
| 5 | <ul style="list-style-type: none"> - Weekly spelling 5 - Student book page 28 - Answer questions about the text that they had read - Practice to build correct Arabic sentences - Develop the students speaking in Arabic by speaking about the post office and how they send package sand letters - Learn the new vocabulary meaning and spelling of the lesson - Education perfect unit 9: Leisure time and Activity(Listening) - Develop the students speaking in Arabic by speaking about their Leisure time and Activity |
| 6 | <ul style="list-style-type: none"> - Weekly spelling 6 - Student book page 29 - Answer questions about the text that they had read - Practice to build correct Arabic sentences - Develop the students speaking in Arabic by speaking about the post office and how they send package sand letters - Learn the new vocabulary meaning and spelling of the lesson - Education perfect unit 9: Leisure time and Activity (Reading)Develop the students speaking in Arabic by speaking about their Leisure time and Activity. |
| 7 | <ul style="list-style-type: none"> - Weekly spelling 7 - Reading Comprehension page 32 – 33 - Practice to build correct Arabic sentences - Develop the students speaking in Arabic by speaking about the post office and how they send package sand letters - Learn the new vocabulary meaning and spelling of the lesson - Education perfect unit 9: Leisure time and Activity (Writing, speaking and Authentic task) - Develop the students speaking in Arabic by speaking about Leisure time and Activity. |
| 8 | <ul style="list-style-type: none"> - Weekly spelling 8 - Reading Comprehension page 33 – 34 Answer questions about the text that they had read - Practice to build correct Arabic sentences - Develop the students speaking in Arabic by speaking about the post office and how they send package sand letters - Learn the new vocabulary meaning and spelling of the lesson - Education perfect unit 10: My house (Introduction) - Develop the students speaking in Arabic by speaking about My house |
| 9 | <ul style="list-style-type: none"> - Weekly spelling 9 - Reading Comprehension page 34 – 35 Answer questions about the text that they had read - Practice to build correct Arabic sentences - Develop the students speaking in Arabic by speaking about the post office and how they send package sand letters |

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| | <ul style="list-style-type: none"> - Learn the new vocabulary meaning and spelling of the lesson - Education perfect unit 7: My house (Listening) - Develop the students speaking in Arabic by speaking about My house |
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| Assessment | <ul style="list-style-type: none"> - Summative assessment. Observation, Skills Assessment Project - Formative assessment week 7 (25th & 26th of October), unit 8: School Subjects |
| Timing | <ul style="list-style-type: none"> - 9 Weeks |
| Resources used | <ul style="list-style-type: none"> - Students Text Book/workbook, Spelling booklet, Education Perfect |