



ISLAMIC COLLEGE  
OF BRISBANE

Seek Knowledge



# YEAR 9 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

9CD

Level Subject

English: Unit 4: Film Study – Messages and morals in films for children

In this unit, students will learn how to analyse, evaluate and reflect on how a children's film can manipulate and position its intended audience. They will analyse the film, 'Zootopia' as a model, and then apply this skill onto another film.

T:W	What students should know and be able to do
1	Focus 1 for film 1 'Zootopia' <ul style="list-style-type: none"> <li>Understand the features of children and family films and link to Zootopia</li> <li>Understand the psychological aspects relating to children and family as a target audience and link to Zootopia</li> <li>Write a paragraph to evaluate understanding of focus 1</li> </ul>
2	Focus 2 for film 1 'Zootopia' <ul style="list-style-type: none"> <li>View and explore how the film can present representations and perspectives about social groups (e.g. discrimination, political propaganda, stereotyping, identity issues with nature versus nurture)</li> <li>Write a paragraph to evaluate understanding of week 2 focus.</li> </ul>
3	Focus 3 for film 1 'Zootopia' <ul style="list-style-type: none"> <li>Moving past a simple plot summary, reflect on how the film 'Zootopia' manipulates and positions the audience's point of view and understanding about important issues/message through its literary and cinematic techniques</li> <li>Write a paragraph with a reflection on week 3 focus</li> <li>Understand essay structure for analytical response – put focus 1,2 and 3 into essay structure</li> </ul>
4	Focus 1 for film 2 (to be selected by teacher) <ul style="list-style-type: none"> <li>Understand the features of children and family films and link to film 2</li> <li>Identify the psychological aspects relating to children and family as a target audience and link to film 2</li> <li>Write a paragraph to evaluate understanding of focus 1 for film 2</li> </ul>
5	Focus 2 for film 2 <ul style="list-style-type: none"> <li>View and explore how the film can present representations and perspectives about social groups (identify key messages relating to political, social, environmental, technological, ideological issues)</li> <li>Write a paragraph to evaluate understanding of focus 2</li> </ul>
6	Focus 3 for film 2 <ul style="list-style-type: none"> <li>Moving past a simple plot summary, reflect on how the film 2 manipulated and positioned the audience's point of view and understanding about important issues/message through its literary and cinematic techniques</li> <li>Write a paragraph with a reflection on focus 3</li> <li>Put focus 1,2,3 into an essay structure</li> </ul>
7	Exam – write an analytical essay on film 2
8	Start 'Chinese Cinderella' <ul style="list-style-type: none"> <li>Discuss historical and social context</li> <li>Give some background on the author and her motive to write the novel</li> </ul>
9	Discuss main ideas relevant to themes in the novel (e.g. impact and overcoming childhood trauma) Read chapters and discuss key ideas – finding evidence for social and political context; character conflict
10	Discuss details about main ideas relevant to themes in the novel (e.g. impact and overcoming childhood trauma) Read chapters and discuss key ideas – finding evidence for social and political context; character conflict and development

Assessments	Formative Assessment – range of writing pieces that represent progress in learning (up to individual teachers) Final Assessment – Writing an analytical response to a children's film
Timing	Formative Assessment – Week 1 to 6 Final Assessment – Week 7

Year

9AB

Level Subject

English: Novel study – Chinese Cinderella

Term 3: Autobiographical Novel: *Chinese Cinderella*

T:W	What students should know and be able to do
1	Orientation Phase: Introduction to the text type and historical background (context) to Chinese Cinderella. Start reading and use appropriate guided reading questions and/or activities to track basic plot and character development.
2	Continue reading and using appropriate guided reading questions and/or activities to track basic plot and character development.
3	Enhancing Phase: Identify and describe features of setting. Respond to how setting is important. Compare contexts between the text and the modern West.
4	Understand how to analyse a character, compare characters and evaluate relationships. Understand how a writer establishes a narrative perspective to present a point of view (especially in autobiography)
5	Identify and analyse how themes and messages are constructed in a text.
6	Understand how contexts affect an author's purpose and how reader experience affects understanding of themes.
7	Evaluate understanding – themes, character, context and setting, internal and external conflict – link to monologue
8	Unpacking Assessment Task – Spoken Character Monologue. Examine the text structures and textual features of a spoken monologue. Understand how to support ideas through direct and indirect evidence.
9	SEMESTER EXAM WEEK
10	Synthesising Phase: Instruction on delivering an effective speech. Using verbal and non-verbal textual features for effect. Understanding how script annotations assist delivery. Rehearsal opportunity with peer feedback.

Assessments	Spoken: Character Monologue
Timing	6 weeks of novel study; 2 weeks to prepare monologue
Resource	Chinese Cinderella by Adeline Yen Mah – Class Set text (School Hire Scheme)

Unit 4 - Linear and Non-linear relations (Ch. 7 & 8)

Unit 5 – Probability (Ch.13)

Unit 6 – Real numbers (Ch. 2 & 10)

WEEK	Student Learning
1.	<b>Linear and non-Linear Relations</b> <ul style="list-style-type: none"> <li>• Practical applications of Linear graphs</li> <li>• Midpoint of a line segment</li> <li>• Distance between two points</li> </ul>
2	<ul style="list-style-type: none"> <li>• Non-Linear Relations</li> <li>• Hyperbolas</li> <li>• parabolas</li> </ul>
3	<ul style="list-style-type: none"> <li>• circles</li> <li>• review</li> <li>• Assessment</li> </ul>
4	<b>Probability</b> <ul style="list-style-type: none"> <li>• Theoretical probability</li> <li>• Experimental probability</li> </ul>
5	<ul style="list-style-type: none"> <li>• Venn Diagrams</li> <li>• Two-way tables</li> </ul>
6	<ul style="list-style-type: none"> <li>• Two step experiments</li> <li>• Mutually exclusive experiments</li> </ul>
7	<ul style="list-style-type: none"> <li>• Independent events</li> <li>• Conditional Probability</li> <li>• Assessment</li> </ul>
8	<b>Real numbers</b> <ul style="list-style-type: none"> <li>• Rational numbers</li> <li>• Surds</li> </ul>
9	<ul style="list-style-type: none"> <li>• Real numbers</li> <li>• Scientific Notations</li> <li>• Review of Index Laws</li> </ul>
10	<ul style="list-style-type: none"> <li>• Raising to a power of another Power</li> <li>• Negative Indices</li> <li>• Square roots and cube roots</li> <li>• Assessment</li> </ul>
Assessment	Unit Tests: unit 4 – w3; unit 5 – w7; unit 6 – w10
Resources used	Maths quest 9

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

Overview of topics to be covered

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
Timing	3-5 weeks per unit
Resources used	Science Quest 9 plus supporting videos and materials

## Subject Outline

In the first four weeks, students will explore Australia's political system and how it enables change in the Civics and Citizenship Unit. Students examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. They investigate the features and principles of Australia's court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

Year Level: 9

Subject: Humanities

Week	Learning Intention
1	The role of political parties and independent representatives in Australia's system of government, including the formation of governments -What influences shape the operation of Australia's political system?
2	The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements -How does Australia's court system work in support of a democratic and just society?
3	How citizens' political choices are shaped, including the influence of the media -How does the influence of a range of media, including social media, in shape identities and attitudes to diversity?
4	<b>Response to Stimulus Exam (First two lessons this week starting from 2<sup>nd</sup> August)</b> Start Geography Unit on Biomes and Food Security this week

WEEK	Geography Weeks 5-10
	Inspiring curiosity about the diversity of the world's places and reflecting on the interconnections between people, places and environments over time Developing knowledge about, and respect of, places, people, cultures and environments throughout the world.
5	Understanding and identifying the world's biomes and the role of biomes in food production ( <b>p. 43-54</b> ) <a href="#">worlds biomes</a> Identifying various biomes in Australia (page 54) Understanding why some biomes produce more food than others (pg 58)  Introduce Geographical concepts and skills as you proceed through the unit
6	Excursion 16 <sup>th</sup> August Excursion 17 <sup>th</sup> August Investigating where our food comes from (pg 58) Key concept – Space - Agricultural suitability
7	<b>Excursion Week</b> Evaluate and create – making decisions on a farm (pg 60) Understanding the importance of Climate in food production

	Food production in Australia (pg 66) Prepare for assessment
8	Feeding a hungry world – Understanding what is food security? Pg 88 Understanding Food security risks pg 98  <a href="https://www.youtube.com/watch?v=8c5ZN7BseNA">https://www.youtube.com/watch?v=8c5ZN7BseNA</a> Food Security
9	How can we improve food security? Preparation for Exam
10	<b>Geography Exam MONDAY 13<sup>th</sup> Sep ( 2 hours)</b>

Assessment	Civics Exam on 2 <sup>nd</sup> August and Geography Exam on 13 <sup>th</sup> September
Timing	Civics: 50 minutes Geography: 2 hours
Resources used	Oxford Big Ideas. National Geographic Website

**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"> <li>• Chapter 15.1 – The Concept of Sport</li> <li>• Read pages 286-288 and write a 50 word summary for each of the subheading;</li> <li>• Complete Venn Diagram on page 288</li> <li>• Define physical literacy</li> <li>• Answer Questions 1-3 on page 288</li> </ul>	A-E Soccer
2	<ul style="list-style-type: none"> <li>• 15.2 Diversity in Physical Education</li> <li>• Read pages 286-288 and write a 50 word summary for each of the subheading;</li> <li>• Define Socio-cultural, inclusivity, CaLD, refugee, migrant, diversity, catalyst, multiculturalism</li> <li>• Answer Question 1-7 on page 291</li> </ul>	A-E Soccer
3	<ul style="list-style-type: none"> <li>• 17.1 Ethical Behaviors in Sport</li> <li>• Read pages 335-336 and write a 75 word summary.</li> <li>• Define innate, moral compass, attributes and ethics</li> <li>• Answer Question 1-5 on page 336</li> </ul>	A-E Soccer
4	<ul style="list-style-type: none"> <li>• 17.2 Equitable Participation in Sport</li> <li>• Read pages 338-340 and write a 75 word summary.</li> <li>• Define stereotype, equity, barrier, prejudice, inclusivity, institutional, social status, contemporary</li> <li>• Answer Question 1-3 on page 341</li> </ul>	A-E Soccer
5	<ul style="list-style-type: none"> <li>• 17.6 Drugs in Sport</li> <li>• Read pages 348-352 and write a 100 word summary.</li> <li>• Define performance enhancing drug, merit, side effect, stay clean</li> </ul>	A-E Soccer

	<ul style="list-style-type: none"> <li>Summarize what ASADA and WADA do</li> <li>Answer Question 1-4 on page 352</li> </ul>	
6	<p>Learning how to debate</p> <ul style="list-style-type: none"> <li>Taking sides</li> <li>Formulating opinion</li> <li>Structure of a debate</li> <li>Rebuttals</li> <li>Rules and processes in debating</li> <li>Practice debate</li> <li>Marking criteria</li> <li>How to research</li> </ul>	A-E Soccer
7	<ul style="list-style-type: none"> <li>17.2 Organizations monitoring ethical behaviors in Sport</li> <li>Read pages 346-348 and write a 75 word summary on each of the subheadings</li> <li>Define sanctions, legislation, natural justice, therapeutic</li> <li>Answer Section B Question 1-5 on page 355</li> <li></li> </ul>	A-E Soccer
8	<ul style="list-style-type: none"> <li>15.4 Varied perspectives on sport</li> <li>Read pages 297-300 and write a 75 word summary on each of the subheadings</li> <li>Draw figure 15.5 on page 300</li> <li>Answer Question 1-5 on page 300</li> </ul>	A-E Soccer
9	<ul style="list-style-type: none"> <li>Debate Questions given</li> <li>Debate teams organized</li> <li>Computer time given to research</li> </ul>	Volleybal and Gym Setting
10	<ul style="list-style-type: none"> <li>Class Debate Recorded</li> </ul>	Volleybal and Gym Setting
Assessment	<p>Team of 4 Debate Topic: Performance enhancing drugs</p>	<p>Physical Performance in Soccer Physical Performance in Volleyball Physical Performance in Gym Setting</p>
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 Level Subject

Fiqh (Islamic jurisprudence)  
 Hadith (Prophetic Traditions and sayings)  
 Sirah /Tareekh (Islamic History)

Overview of topics to be covered

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

<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>	Learning Islam 1 Supporting videos Supplementary notes.	www.tanzil.net	Quran mushaf Essential duas in the life of a Muslim

<b>Year Level:</b> 9	<b>Subject:</b> Visual Art – Term 3	<b>Teacher:</b> Ms Elliott
Overview: This unit will be covering the art from around the world and exploring some of the world’s most celebrated and influential cultural art styles.		
<b>WEEK</b>	<b>Student Learning</b>	
<b>1</b>	<b>Welcome to Visual Art</b> <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>	<b>Islamic Art – Geometric Patterns</b> Introduce, experiment and create different Islamic Art designs as focused on in class.	
<b>4</b>	<b>Abstract Aboriginal Art</b> Introduce, experiment and create different Abstract Aboriginal Art designs as focused on in class. Exploring different brush stroke techniques.	
<b>5</b>	<b>Asian Art</b> Introduce, experiment and create different Art designs inspired by Asian art as focused on in class. Exploring with different techniques and patterns.	
<b>6</b>	<b>Indian Art</b> Introduce, experiment and create different Art designs inspired by Indian designs as focused on in class. Exploring with different techniques and patterns.	
<b>7</b>	<b>Polynesian Art</b> Introduce, experiment and create different Art designs inspired by Indian designs as focused on in class. Exploring with different techniques and patterns.	
<b>8-10</b>	<b>Assessment:</b> Create a portfolio of artwork that demonstrates the various cultural art styles covered throughout the unit. Complete the written component of the assessment.	
<b>Assessment</b>	<b>Assessment:</b> Create a portfolio comprising of artworks that demonstrates the specific cultural art styles focused on throughout the term. Complete the written component of the assessment. <b>DUE DATE: Monday 13<sup>th</sup> September 2021 (Week 10)</b>	
<b>Timing</b>	Weeks 1-7 cover theory and experimenting with different styles, techniques, materials and subject matter. Week 9 & 10 to create and complete portfolio.	
<b>Resources used</b>	Visual Art Diary Lead Pencils Eraser Acrylic Paint / Water Colour Paint Oil Pastels Paint Brushes Stanley Knife/Scalpel – (Supervised Use)	

Overview of topics to be covered

Cyber security and digital intelligence Describing Algorithms Introduction to flowchart for simple problems/ questions Learning to code – Java script Relational database design and development	
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	Algorithm and its importance in programming Algorithm structure with example Flowchart introduction – symbols, function
3&4	Introduction to Java Script – Programming Language Ex 1 – Display date and time (save as a project) Ex2- Introduction to Java script variables with example
5&6	Ex2- Introduction to Java script function with example (Save as a project)
7	Submit Project JavaScript (Week 7)
8&9	Database Design – introduction, creation of tables, relationships and key fields
10	Database Design – queries, reports and menu structure

Assessment	Assessment JavaScript project due week 7
Timing	Semester rotation
Resources used	Hardware and software

Overview of topics to be covered:

Students will use the Revit platform for building modelling to produce the design, drawings, and schedules required for a building project. The project will require students to design a beach house to specific constraints.

Week	Student Learning
1.	Introduction to Design Technologies <ul style="list-style-type: none"> <li>- Assessment Policy 2021 (PDF)</li> <li>- Outline for semester, class expectations product; CAD design</li> <li>- unpack problem &amp; complete design brief (P3)</li> <li>- Research the Design Problem (P4) (Hayman Island news YouTube)</li> <li>- Investigate factors that affect the design (P4)</li> <li>- Develop A list of factors (P5)</li> </ul>
2.	Product research <ul style="list-style-type: none"> <li>- Design parameters</li> <li>- Establishing Criteria for Success</li> <li>- Client concept development sketches with ideation (P6)</li> <li>- Client presentation 1 Sketches (P8)</li> </ul>
3.	Building Information <ul style="list-style-type: none"> <li>- Architect Site Plan Design</li> <li>- Modelling (P54 Revit PDF)</li> <li>- Understanding Revit Terms Terminology (PDF)</li> </ul>
4.	Low-Fidelity prototype <ul style="list-style-type: none"> <li>- Students are introduced to Revit, CAD, User Interface</li> <li>- 2D drawings on CAD</li> </ul>
5.	Low-Fidelity prototype <ul style="list-style-type: none"> <li>- 2D drawings on CAD</li> <li>- Properties Palette</li> <li>- Design Folio Draft due</li> </ul>
6.	Low-Fidelity prototype <ul style="list-style-type: none"> <li>- 3D Dimensioning</li> <li>- Extrusions</li> </ul>
7.	Low-Fidelity prototype <ul style="list-style-type: none"> <li>- 3D Dimensioning</li> </ul>
8.	Low-Fidelity prototype <ul style="list-style-type: none"> <li>- Export PDF &amp; STL</li> </ul>
9.	Final model/figure due Folio and product due -15th June Design Folio + project <ul style="list-style-type: none"> <li>- 3D print and PDF</li> </ul>
10.	Evaluation/ Reflection of their design (P9 Folio with YouTube)

Resources	Student Workbook YouTube PPT AUTO Desk user guide (PDF)
Assessment	Folio with CAD PDF + product

YEAR 9 BUSINESS EDUCATION- Economics & Business Outline Term 3 2021

Overview of topics to be covered

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 entrepreneurs. Students will develop simple business plans and analyse the parts of a business plan and link the information to their venture. Students will also analyse the roles and responsibilities of participants in the workplace.

WEEK	Learning Intention
1	<b>Unit 2: Enterprise and Venture- Establishing a Business, Business Plan</b>  Small Business Planning- using the 4P's (Marketing Plan)- Business venture Assignment  Running a school –based business, Group Business Venture Assignment
2	Spending and saving income- borrowing money Fixed vs variable interest, problems with credit Group Business Venture Assignment
3	Enterprise and Venture- Financial Record Keeping Satisfying the customer needs, maintaining record Doing the right thing-ethical business Group Business Venture Assignment
4	<b>Group Assignment-Small business planning-</b> Loan application, proposal form, budget form, videos, flyers etc
5	<b>Group Assignment-Small business planning , working on the assignment</b>
6	<b>Business Plan-</b> (Key business functions- marketing, operations, human resource and finance)
7	<b>Business Venture (Mon or Tues)</b> The Changing nature of the Australia and global workplace Main participants in Australia's work environment and their responsibilities.
8	Anti-discrimination laws, sexual harassment and employee relations
9	Fair Work Commission and Fair Work Ombudsman; Employers and Employer groups , Employees and trade unions National employment standard (NES)
10	Revision and Exam
Assessment	Two Assessment
Timing	Assignment (3 weeks); One Exam (70 minutes)
Resources used	Eco & Bus booklet, websites and teacher notes.

Year Level Subject

Unit 1 – Paper darts  
 Unit 2 – Self propelling flying machine  
 Unit 3 – Pop up cards and books

Overview of topics to be covered:

Week	Student Learning
1	<b>Flight</b> <ul style="list-style-type: none"> <li>Students use a basic model of a paper dart and modify its design to fly across a basketball court.</li> </ul>
2	<ul style="list-style-type: none"> <li>Share research and write up findings</li> </ul>
3.	<b>Self-propelling flying machines</b> <ul style="list-style-type: none"> <li>Research</li> </ul>
4.	<ul style="list-style-type: none"> <li>Research and design</li> </ul>
5.	<ul style="list-style-type: none"> <li>Testing and modification of design</li> </ul>
6.	<ul style="list-style-type: none"> <li>Produce final product</li> </ul>
7.	<ul style="list-style-type: none"> <li>Evaluation and hand in flying machine</li> </ul>
8.	<b>Pop up cards and books</b> <ul style="list-style-type: none"> <li>Exploring basic pop up mechanisms</li> </ul>
9.	<ul style="list-style-type: none"> <li>Use of origami and engineering</li> </ul>
10.	<ul style="list-style-type: none"> <li>Explore different designs</li> </ul>

Resources	Class produced resources on OneNote
Assessment	Report on paper plane Research, report and final flying machine

Year

9

LevelSubject

Arabic

- **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"> <li>- Introducing and using names of food and drinks in Arabic.</li> <li>- Students practice talking about their meals and food preferences.</li> <li>- Completing related reading and comprehension tasks on Education Perfect.</li> <li>- Spelling and composition – introducing first set of spelling words and putting them in meaningful sentences.</li> </ul>
2	<ul style="list-style-type: none"> <li>- Introducing names of some meals and popular Arabic food.</li> <li>- Completing related reading and comprehension tasks on Education Perfect.</li> <li>- Students practice communicating in the restaurant - ordering food and drinks, asking for the bill and paying it.</li> <li>- Students practice shopping for food – buying fruit and vegetables.</li> <li>- Spelling and composition – introducing second set of spelling words and putting them in meaningful sentences.</li> </ul>
3	<ul style="list-style-type: none"> <li>- Reading and discussing the content of the food menu page 22.</li> <li>- Speaking activity – students use the food menu on page 22 to practice ordering meals and drinks in Arabic.</li> <li>- Spelling and composition – introducing third set of spelling words and putting them in meaningful sentences.</li> </ul>
4	<ul style="list-style-type: none"> <li>- Introducing and recalling names of some food items in Arabic.</li> <li>- Completing related reading and comprehension tasks on Education Perfect.</li> <li>- Students learn how to write a food recipe in Arabic.</li> <li>- Writing task – writing a food recipe for fruit salad using the vegetable salad recipe on Education Perfect as a model.</li> <li>- Spelling and composition – introducing fourth set of spelling words and putting them in meaningful sentences.</li> </ul>
5	<ul style="list-style-type: none"> <li>- Reading for fluency and pronunciation – practice reading the dialogue “At the Dinner Table” page 21.</li> <li>- Reading, translating and understanding the dialogue.</li> <li>- Extracting and identifying key vocabulary in the dialogue.</li> <li>- Using the vocabulary identified in meaningful sentences.</li> <li>- Asking and responding to comprehension questions related to the dialogue.</li> <li>- Spelling and composition – introducing fifth set of spelling words and putting them in meaningful sentences.</li> </ul>
6	<ul style="list-style-type: none"> <li>- Translation task – students work on the translation activities pages 23 - 25.</li> <li>- Spelling and composition – introducing sixth set of spelling words and putting them in meaningful sentences.</li> </ul>
7	<ul style="list-style-type: none"> <li>- Translation task (continued) – students work on the translation activities pages 23 - 25.</li> </ul>

	<ul style="list-style-type: none"> <li>- Spelling and composition – introducing seventh set of spelling words and putting them in meaningful sentences.</li> </ul>
8	<ul style="list-style-type: none"> <li>- Reading for fluency and pronunciation – practice reading the dialogue “After Dinner” page 30.</li> <li>- Reading, translating and understanding the dialogue.</li> <li>- Extracting and identifying key vocabulary in the dialogue.</li> <li>- Using the vocabulary identified in meaningful sentences.</li> <li>- Asking and responding to comprehension questions related to the dialogue.</li> <li>- Spelling and composition – introducing eighth set of spelling words and putting them in meaningful sentences.</li> </ul>
9	<ul style="list-style-type: none"> <li>- Test revision.</li> <li>- Conducting a communication test – speaking and writing.</li> <li>- Spelling and composition – introducing ninth set of spelling words and putting them in meaningful sentences.</li> </ul>
10	<ul style="list-style-type: none"> <li>- Spelling and composition – introducing tenth set of spelling words and putting them in meaningful sentences.</li> <li>- Revision task – introducing names of pets and family members in Arabic.</li> <li>- Completing related reading and comprehension tasks on Education Perfect.</li> </ul>

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