



ISLAMIC COLLEGE
OF BRISBANE

Seek Knowledge



YEAR 10 SUBJECT OVERVIEWS TERM 3, 2021

Islamic College of Brisbane Ltd t/a Islamic College of Brisbane
CRICOS Provider No: 02435A

45 Acacia Road, Karawatha QLD 4117
PO Box 1769, Springwood QLD 4127

Tel: 07 3841 3645 | **Fax:** 07 3841 4320

Email: admin@icb.qld.edu.au | **Web:** www.icb.qld.edu.au

CRICOS Number: 02435A ABN 29 064 778 927 ACN 064 778 927

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
Business Studies
Digital Technology
Design Technology
STEM
Arabic

Year Level Subject

Term 3, 2021

Unit 3 – A Bard Tragedy - A study Shakespeare's Macbeth—creating imaginative transformation of character attributes and themes.

WEEK	Student Learning
1	Understand how Shakespeare uses deliberate language to shape his ideas and influence others Explain how language shapes meaning in Shakespearean texts Understand Shakespeare's cultural context and how it has influenced Macbeth
2	Develop strategies for understanding Shakespearean plays Identify and define key terms and language used by Shakespeare Begin reading the text of Macbeth – students adopt roles in class
3	Understand and explain key themes from Macbeth (Fate vs. Free Will, the Supernatural, Ambition, etc.) Locate examples of themes Continue reading the play in class
4	Understand characterisation in Macbeth Analyse the role of Macbeth and Lady Macbeth in shaping the play Link characterisation to themes from previous week
5	Understand key symbols and their significance in Macbeth Analyse relevant scenes from Macbeth Develop analytical paragraph about how the use of symbols creates meaning in Macbeth
6	Develop analytical essay skills Revise essay structure Create and support theses in analytical arguments
7	Complete Practice Essay about Macbeth
8	Exam Hand out visual display task.
9	Begin final unit
10	Submit visual display task

Assessment	3. Written – Analytical Essay Exam 4. Visual – Quote Interpretation Display/Poster
Timing	Exam – Week 8
Resources used	Macbeth – William Shakespeare

Unit 5: Trigonometry, Surface area and Volume – chapters 5 & 6
 Unit 6: Quadratic expressions and equations – chapters 7 & 8
 Unit 7: Non-linear relationships – chapter 9
 Unit 8: Deductive geometry – chapter 10

WEEK	Student Learning
1	Trigonometry, Surface area and Volume <ul style="list-style-type: none"> - Applications of trigonometry - Area
2	<ul style="list-style-type: none"> - Total surface area - Volume
3	Assessment Quadratic expressions and equations <ul style="list-style-type: none"> - expand algebraic expressions - factorise expressions with 2, 3 or 4 terms
4	<ul style="list-style-type: none"> - factorise using the completing the squares method - solve quadratics by using factorisation or formula or graph
5	<ul style="list-style-type: none"> - solve quadratics by using the quadratic formula or graph - find the discriminant and use it to find intersection of graphs
6	Assessment Non-linear relationships <ul style="list-style-type: none"> - difference between sketching and plotting graphs - sketch the parabola in turning point form
7	<ul style="list-style-type: none"> - sketch the parabola in general quadratic form - sketch and analyse exponentials and hyperbolae.
8	<ul style="list-style-type: none"> - sketch and analyse circles - review
9	Assessment Geometry test and prove congruence and similarity in triangles.
10	<ul style="list-style-type: none"> - use identity theorems for parallelograms, rectangles and rhombuses. - revision

Assessment	Written tests
Timing	Measurement; Quadratics expressions; Non-linear relations
Resources used	Maths Quest 10

Chemical Patterns – Electron arrangement is used to explain chemical properties of elements and how they bond together in chemical reactions.

Chemical Reactions – Writing and balancing chemical equations; Types of reactions; Hazards involved with chemicals; Structure and uses of polymers.

Mysterious Universe – Life cycle of stars; history of the universe; technology to explore the

Overview of topics to be covered

WEEK	Student Learning
1. When sharing works best; How reactive?	Covalent bonding and compounds; Comparing the chemical reactivity of metals
2. When sharing works best; How reactive?	Covalent bonding and compounds; Comparing the chemical reactivity of metals
3. Finding the right formula; Looking Back	Working out molecular formulae
4. Your Quest; The language of chemical reactions	Introduction to chemical reactions; Using Chemical symbols and formula to write correctly balanced chemical equations
5. Precipitation reactions; Chemicals can be health hazards;	Ionic compound dissolve in water to varying degrees; Hazardous Chemicals with their signs and signal words and the need to use laboratory chemicals safely and responsibly
6. A world of reactions; Producing salts; Fuelling our lifestyle	Types of chemical reactions and the terminology needed to describe them; Neutralisation reactions and their uses; Different types of fossil fuels and their uses, biofuels as alternatives to fossil fuels
7. Rates of reaction; Polymers;	The effect of various factors on the rate of chemical reactions; The role of plastics in everyday life
8. A cool light; Looking back	The production of light from a chemical reaction; Revision
9. Your Quest; Observing the Night Sky	Introduction to the Universe; The distinction between planets, stars, constellations, galaxies and Nebulae; the motion of stars and planets
10. Stars – A life Story; The Changing Universe	Life cycle of stars (formation, magnitude and death of stars); Evidence to show that the Universe is changing

Assessment	Chemical Patterns- Laboratory practical report Chemical Reactions - 50 minute written test
Timing	Chemical Patterns - 3 weeks (continued from term 2) Chemical reactions 5 weeks Mysterious universe – 2 weeks (continues to term 4)
Resources used	Science Quest 10; videos, laboratory equipment

Year Level: 10

Subject: Humanities

Overview of topics to be covered:

Civics and Citizenship and Geographies of Human Wellbeing

This unit focuses on investigating global, national and local differences in human wellbeing between places. This unit examines the different concepts and measures of human wellbeing, and the causes of global differences in these measures between countries. Students explore spatial differences in wellbeing within and between countries and evaluate the differences from a variety of perspectives. They explore programs designed to reduce the gap between differences in wellbeing. These distinctive aspects of human wellbeing are investigated using studies drawn from Australia, India and across the world as appropriate.

Week	Learning Intention
1.	Analyse the Australian government's global roles and responsibilities: -Foreign aid from governments and NGOs -Australian governments and foreign aid -Australia and the UN (Textbook: Chapter 2.1-2.3)
2.	Chapter 2.4 Keeping the peace
3.	Explain how Australia's international legal obligations influence law and government policy. Chapter 4.2, 5.3, 5.3 Case Study: Tampa Affair
4.	Geographies of Human Wellbeing – Chapter 3: An Unequal World & Chapter 4: Inequalities in wellbeing: <ul style="list-style-type: none">• Wellbeing in Australia (pp. 168-169)• Variations in wellbeing within India (pp. 160-163)• Population growth and inequalities in wellbeing (pp. 194-195)
5.	Geographies of Human Wellbeing – Chapter 4: Inequalities in wellbeing <ul style="list-style-type: none">• Gender and inequalities in wellbeing (pp. 196-197)• Conflict and wellbeing (pp. 202-203)
6.	Geographies of Human Wellbeing – Chapter 12: Trapped by Conflict <ul style="list-style-type: none">• 12.1 Overview• 12.2 Where is wellbeing affected by conflict• 12.3 Why is there conflict over land?
7.	Geographies of Human Wellbeing – Chapter 12: Trapped by Conflict <ul style="list-style-type: none">• 12.4 How can conflict change regions?• 12.5 How does conflict affect people?• 12.8 How does Australia contribute to global human wellbeing?
8.	Geographies of Human Wellbeing – Chapter 12: Trapped by Conflict <ul style="list-style-type: none">• 12.11 How can wellbeing be addressed during conflict?• Case Study: Australia in the Solomon Islands (PPT)
9.	Geographies of Human Wellbeing: Complete in class exam revision sheet
10.	Exam and start next unit: Environmental Management

Resources	Textbook Oxford Big Ideas 10 ARCGIS Other resources upload to Teams
Assessment	EXAMINATION (2 hours on 13th September)

Year

10

Level Subject

HPE

Overview of topics to be covered: topics to be covered: Volleyball, Fitness training & Anxiety

Students continue conducting their own personal training sessions on a fortnightly basis. Males attend Jets Fitness opposite weeks to the Females who attend Fernwood for Personal training led sessions. Students use theory sessions to create personal training sessions and complete assessment. Anxiety unit focus begins week 9

WEEK	Theory	Prac
1	Personal training session creation	Boys- Jetts Fitness Girls- Individual created training sessions at school
2	Personal training session creation	Boys-- Individual created training sessions at school Girls- Fernwood
3	Personal training session creation	Boys- Jetts Girls-- Individual created training sessions at school
4	Personal training session creation	Boys-- Individual created training sessions at school Girls- Fernwood
5	Assessment outline	Boys- Jetts Girls- Individual created training sessions at school
6	Assessment individual work	Boys-- Individual created training sessions at school Girls- Fernwood
7	Assessment individual work	Boys- Jetts Girls- Individual created training sessions at school
8	Assessment Due	Rock Climbing
9	Introduction to Anxiety	Rock Climbing
10	Anxiety types	Rock Climbing

Assessment	Students create a folio in regard to their individual training sessions
Conditions	Individual- Project- Folio 1000 Words
Resources used	Devices, MPH, Jetts Fitness, Fernwood, Front weight room, Rig Room, QCAA TLAPS Unit Anxiety

Year Level Subject

Fiqh (Islamic jurisprudence)
 Hadith (Prophetic Traditions and sayings)
 Duas and Surahs
 Revision

Overview of topics to be covered

Week	Theory	Quran recitation	Memorisation Surah and Dua
1	Unit B Chapter 4 The end of time: Signs before the day of Judgement	Tanzil.net Pg 162	Surah Al-Kahf 2 nd page
2	Unit B Chapter 5 Suratul-Haqqah 1-12	Tanzil.net Pg 163	Surah Al-Kahf 2 nd page
3	Unit B Chapter 5 lesson 2 Suratul-Haqqah 13-18	Tanzil.net Pg 164	Surah Al-Kahf 3 rd page
4	Unit B Chapter 5 Lesson 3 Suratul-Haqqah 19-24	Tanzil.net Pg 165	Surah Al-Kahf 3 rd page
5	Unit B Chapter 5 Lesson 3 Suratul-Haqqah 19-24	Tanzil.net Pg 167	Surah Al-Kahf 4 th page
6	Unit B Chapter 5 Lesson 4 Suratul-Haqqah 25-37	Tanzil.net Pg 168	Surah Al-Kahf 4 th page
7	Unit B Chapter 5 Lesson 4 Suratul-Haqqah 25-37	Tanzil.net Pg 169	Surah Al-Kahf 5 th page
8	Unit B Chapter 5 Lesson 5 Suratul-Haqqah 38-52	Tanzil.net Pg 170	Surah Al-Kahf 5 th page
9	Unit D Chapter 1 Hayaa: Modesty, Shyness	Tanzil.net Pg 171	Surah Al-Kahf 6 th page
10	Unit D Chapter 1 Hayaa: Modesty, Shyness	Tanzil.net Pg 172	Surah Al-Kahf 6 th page

Assessment	Summative written assessment	Oral assessment	Oral assessment
Timing	1 Lesson per week 50 minutes per lesson	1 Lessons per week 50 minutes per lesson	1 Lessons per week 50 minutes per lesson
Resources used	Learning Islam 2 Supporting videos Supplementary notes.	tanzil.net	Quran mushaf Essential duas in the life of a Muslim

**YEAR 10 VISUAL ART
TERM 3 2021
SUBJECT OUTLINE**

UNIT OVERVIEW

Modern Art: Fauvism, Expressionism and Cubism

In this unit, students will:

- explore art history in the 20th century and understand how artists are influenced by the art movements of fauvism, expressionism and cubism.
- experiment with new concepts and subject matter in modern art to develop their personal style
- reflect on different styles of artists, including Aboriginal and Torres Strait Islander artists
- manipulate a wide range of materials, techniques, technologies and processes to develop and represent their own artistic intentions
- evaluate how representations communicate artistic intentions in artworks they make and view to inform their future art making
- analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks

WEEK	LEARNING INTENTION
1	Fauvism Artists: Henri Matisse & André Derain Practical work: Collage inspired by Henri Matisse
2	German Expressionism Artists: August Macke Practical work: Create a landscape painting of 'home' inspired by August Macke
3	<ul style="list-style-type: none"> ▪ Art history: The birth of abstract art ▪ Painting on circular canvas inspired by Robert Delaunay ▪ What is Cubism?
4	<ul style="list-style-type: none"> • Life of Pablo Picasso
5	GIVE OUT ASSESSMENT TASK ONE on Monday Introduce the assessment project: A painting about societies and cultures inspired by Picasso
6	Work on Assessment
7	Work on Assessment
8	Work on assessment
9	Submit Presentation on Wednesday 8th September Submit completed booklet and the cubism artwork
10	Submit Cubism artwork and artist statement on Tuesday 14th September Start next unit

Task Due Date:	Presentation due on Wednesday 8th September Week 9 Artworks due on Tuesday 14th September Week 10 All checkpoints outlined on assessment task sheet must be submitted on time.
Task:	Investigate a famous artwork produced during the artistic movement of Cubism. Part A: Create a slideshow in which you analyse the elements of art and how the artist's viewpoint was influenced by the social context/ past experience. Present in class (4-6 minutes). Part B: Create an artwork that is inspired by Cubism that reflects either your identity or your worldview. Write an artist statement (300 words) to communicate the ideas behind your work.
Timeframe:	5 weeks (20 periods) to work on assessment in class and at home.
Format and word limit	Presentation Artwork – Minimum size A4, Maximum size A2 Medium (Acrylic or Oil Pastel) on hard cardboard, paper or Canvas Artist Statement (500 words) in word and submitted on Teams

YEAR 10 BUSINESS EDUCATION- Economics & Business Outline Term 3 2021

Overview of the topics covered

In Year 10 students will focus on innovation theories and entrepreneurial motivation in conjunction with key business function (marketing, operations, finance and human resource). Student will also focus on indicators of economic performance, links between economic performance and living standards, the ways that governments manage economic performance to improve living standards.

WEEK	Learning Intention
1	Unit 1: Work and work futures (Business Environment) Ways businesses gains a competitive advantage)
2	Innovation in Business (Innovation in marketing, business culture, processes. Importance of innovation in business
3	SWOT Analysis, How to write a good job description, Interview Techniques
4	Assignment 1 Released :Workplace Productivity Group Assignment – Create Business logo and slogan Recruitment and Selection process, Organisation structure and organisational chart
5	Recruitment and Selection process
6	Induction Program (Technical training) Job advertisement
7	Appraisal Plan and Separation & Termination Process
8	Assignment Due and Presentation whole week
9	Unit 2: Enterprising behaviour and Capabilities - Economic ideology- Indicators of economic performance and how Australia’s economy is performing, investigating the performance of the Australian economy using key indicators and explaining fluctuations using phases of the business cycle
10	The links between economic performance and living standards, and how and why variations exist within and between economies- defining ‘living standards’ and explaining its relationship to economic performance Exploring the factors that can explain the variations in economic performance within or between economies (for example, high levels of foreign ownership, employment rates, levels of debt)
Assessment	Group Assignment - Report & Presentation (4 weeks)
Timing	Group Assignment (4 weeks)
Resources used	Computers, Eco & Bus textbook, Word, Internet and teacher notes.

Year Level

10

Subject

Digital Technology - T3

Overview of topics to be covered:

eSafety: Digital Identity and Digital Balance Micro-bit technology using Python Structured Query Language (SQL) Relational database design and development

WEEK	Student Learning
1	Elective subject selection
2	Digital Identity Digital Balance
3	Micro bit interface – explore, develop and generate text and images
4	Micro bit interface – explore, develop and generate buttons and gestures
5	Micro bit interface (mini project): explore, develop, generate and evaluate
6	SQL – Introduction, data definitions, data types, key fields, data manipulation
7	SQL – data manipulation, select statement, where clause, string comparison, null values, arithmetic functions, string operators and functions
8	Understand and use Data Definition Language (DDL) and Data Manipulation Language (DML) using a Relational database
9	Importing data from csv files
10	Database & SQL practical assessment

Assessment	Database & SQL practical
Timing	Elective – semester based, assessment due week 10
Resources used	Hardware and software applications

Overview of topics to be covered:

Unit 1 – *Technology Analyse* (Skills tester) (ACTDEK031) (ACTDEK034)

The student will Investigate regions of the world that have had or are in recovery from disaster, assess the effectiveness of shelters designed for use following the occurrence of a natural disaster. Then apply research methods and techniques to solve design problems, assess how design can impact society, culture, and the environment, sketch scale drawings, solve problems using intermediate modelling techniques to design a disaster relief shelter

Week	Student Learning
1.	Introduction to Design Technologies <ul style="list-style-type: none"> - Outline for semester, class expectations, folio & project (Authentication process -purchase an A3 sketchbook); OH&S expectations - Unpack assessment P2 Product research <ul style="list-style-type: none"> - Brain storm P3 - Brain storm research (analysis) P4 - Sketch ideation
2.	<ul style="list-style-type: none"> - Mood chart - Folio hand out P6 - Scamp - Project safety requirements (Research) P8 - Primary secondary research (P9)
3.	Ergonomics <ul style="list-style-type: none"> - Research - P10 - P11 - Materials P13 – 14 - Checkpoint
4.	Idea (P18)
5.	Low-Fidelity prototype <ul style="list-style-type: none"> - Students are introduced to design manufacturing - Marking and planning of product cutting and forming of segments - Design Folio draft due
6.	Low-Fidelity prototype <ul style="list-style-type: none"> - shaping and forming - test procedures before assembly
7.	Low-Fidelity prototype <ul style="list-style-type: none"> - Checkpoint
8.	Low-Fidelity prototype <ul style="list-style-type: none"> - assemble product - Finishes
9.	Final creature model/figure due folio and product due <ul style="list-style-type: none"> - Completion of creature assembly - Evaluation/ Reflection of their design
10.	Evaluation/ Reflection of their design
Resources	What is Design? https://www.youtube.com/watch?v=MS8p-CgTJlg How to start inventing things and get to market https://articles.bplans.com/the-ultimate-inventors-guide-to-inventing-things/ Sketching Skills https://www.youtube.com/watch?v=33O5yFA3m48 Basic sketching power point
Assessment	Folio with short answer response + product

Year Level

10

Subject

STEM

Overview of topics to be covered:

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

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

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

Year

10

Level Subject

Arabic

- **Communicating:** this term, year 10 students will use language spontaneously to exchange ideas, opinions and feelings, and compare experiences. They will also discuss preferences for plans and compare and contrast alternatives. They will sustain interactions by asking and responding to questions, requesting clarification, elaborating on opinions, and expressing agreement or disagreement. They will also read texts and extract key points and ideas on an issue or topic and discuss information with peers. Moreover, they will produce texts such as letters, emails and speeches to convey information and personal viewpoints on topics connected to personal experiences, for a particular purpose and audience. As part of developing their communication skills, year 10 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 10 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 10 students will use a variety of grammatical elements, such as using سوف in addition to the present tense to express future plans, using cohesive devices to sequence ideas and using singular and plural third person possessive pronouns to indicate relationships. They will also apply appropriate writing conventions to increase text cohesion and enhance expression. While understanding the Arabic language, year 10 students will appreciate the symbolic nature and influence of language in local and global contexts and how the use of language determines the nature of intercultural communication.

WEEK	Student Learning
1	<ul style="list-style-type: none"> - Reading, translating and understanding the text “A letter to a friend” page 36. - Extracting and identifying key vocabulary in the text. - Using the vocabulary identified in meaningful sentences. - Asking and answering comprehension questions related to the text. - Spelling and composition – introducing first set of spelling words and putting them in meaningful sentences.
2	<ul style="list-style-type: none"> - Writing assignment – students will use the text on page 36 as a model to write a letter to a friend; describing the weather and the place they are writing from. - Spelling and composition – introducing second set of spelling words and putting them in meaningful sentences.
3	<ul style="list-style-type: none"> - Introducing and using words and phrases related to holidays. - Talking about holidays and discussing holiday plans. - Completing related comprehension tasks on Education Perfect. - Spelling and composition – introducing third set of spelling words and putting them in meaningful sentences.
4	<ul style="list-style-type: none"> - Speaking activity - practicing booking a hotel or train ticket. - Writing activity – writing a complain about a hotel service. - Spelling and composition – introducing forth set of spelling words and putting them in meaningful sentences.
5	<ul style="list-style-type: none"> - Reading, translating and understanding the dialogue “A Trip to Oxford”. - Extracting and identifying key vocabulary in the dialogue. - Using the vocabulary identified in meaningful sentences. - Asking and answering 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"> - Writing assignment – students write a 2-paragraph text describing a trip and a city they visited over the holiday. - Spelling and composition – introducing sixth set of spelling words and putting them in meaningful sentences.
7	<ul style="list-style-type: none"> - Introducing and using words and phrases related to future plans. - Introducing and using some future tense verbs. - Talking about and organising a plan. - Completing related comprehension tasks on Education Perfect. - Spelling and composition – introducing seventh set of spelling words and putting them in meaningful sentences.
8	<ul style="list-style-type: none"> - Talking about plans (continued). - Speaking activity – making a phone call to talk about plans. - Writing activity – writing an email about a future plan.

	<ul style="list-style-type: none"> - 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 – 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"> - Introducing words used at the Doctor’s - Introducing and using names of parts of the body. - Talking about body aches and expressing feelings. - Having a formal conversation when meeting with a doctor. - Completing related reading and comprehension tasks on Education Perfect. - Spelling and composition – introducing tenth set of spelling words and putting them in meaningful sentences.

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