



ISLAMIC COLLEGE
OF BRISBANE



YEAR 7

SUBJECT OVERVIEWS

TERM 4, 2024

Islamic College of Brisbane Ltd t/a Islamic College of Brisbane

CRICOS Provider No: 02435A



Introduction

This document should be used as a guide only. The busy nature of schools means that schedules are sometimes disrupted, and dates need to be changed.

Whilst we try to avoid this as much as possible, it will happen from time to time, and we will keep families informed of changes.

Contents

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| Islamic | Arabic |
| English | Maths |
| Science | Health and Physical Education |
| Humanities | Design Technology |
| Digital Technology | Media Arts |
| Visual Arts | |

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|-----------------------------------|--|----------------|-----------------|
| Year Level | Grade 7 | Subject | Islamic Studies |
| Unit Topics | Fiqh, Ahadith, Sirah, Tarikh, Aqaid, Akhlaq & Adab | | |
| Assessment Tasks and Dates | Summative written assessment | | |

| Week | Learning Intention |
|-------------|---|
| 1 | Adab: Social Manners Islamic curriculum grade 7 textbook Pg 196-199 |
| 2 | Ahadith: Stopping Others from Evil Islamic curriculum grade 7 textbook Pg 75 |
| 3 | Exam revision |
| 4 | Summative written assessment |
| 5 | Fiqh: Zakah Islamic curriculum grade 7 textbook Pg 40-47 |
| 6 | Akhlaaq: Salah Alan Nabi Islamic curriculum grade 7 textbook Pg 174-183 |
| 7 | Ahadith: Salah In Jamaah+Dua Islamic curriculum grade 7 textbook Pg 76+77 |
| 8 | Aqaida: The Day Of Judgment+The Blowing Of The Trumpet+The Resurrection Islamic curriculum grade 7 textbook Pg 150-157 |
| 9 | Sirah: Umar ibn al-Khattab Islamic curriculum grade 7 textbook Pg 106-115 |
| 10 | School holiday |



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| Year Level | Year 7 -Unit 5-Term 4 | Subject | Arabic |
| Unit Topics | Greetings and Nationality | | |
| Assessment Tasks and Dates | <ul style="list-style-type: none"> - Oral Presentation/Cultural Presentation: Students research and present on a specific country, focusing on language, culture, and traditions. Week 6, 7, and 8. - Education Perfect Exam. Week 5. - Weekly spelling tests. | | |

| Week | Learning Intention |
|-------------|---|
| 1 | <ul style="list-style-type: none"> -Teaching the phrases "السلام عليكم" (Peace be upon you) and "وعليكم السلام" (And upon you be peace). -Practicing the greetings in pairs to build comfort and fluency. -Discussing the role of these greetings in Islamic culture and their significance as expressions of peace and goodwill. -Providing cultural insights on the impact of these greetings on interpersonal relationships and community bonds. -Spelling, vocabulary, and sentence practice with 5 new words. |
| 2 | <ul style="list-style-type: none"> -Discussion on students' knowledge of the term "Ummah" and their perceptions of national identity in their own lives. -Teaching the concept of Ummah using examples from the Quran and Hadiths. -Discussing the application of these concepts in contemporary society and personal experiences with cultural diversity. -Research different Muslim communities around the world and prepare presentations. -Spelling, vocabulary, and sentence practice with 5 new words. |
| 3 | <ul style="list-style-type: none"> -Introducing yourself and stating your nationality in Arabic using the phrase "أنا من [country]" ("I am from [country]"). -Practicing sentence construction related to nationality and country, focusing on key vocabulary such as "جنسية" (nationality), "بلد" (country), and "أنا من" (I am from). -Research and present on a specific country, focusing on language, culture, and traditions. -Spelling, vocabulary, and sentence practice with 5 new words. |
| 4 | <ul style="list-style-type: none"> -Sharing where students live in Arabic using the phrase "أنا أعيش في" (I live in...). -Introducing and reinforcing key vocabulary related to residences, such as "منزل" (house), "شقة" (apartment), "مدينة" (city), and "قرية" (village) using flashcards and matching games. |



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| | <ul style="list-style-type: none"> -Using grammatical structures for asking and answering questions about residences, including the verb "يعيش" (to live) and prepositions of place. -Practicing asking and answering questions about living situations through role-playing scenarios. -Spelling, vocabulary, and sentence practice with 5 new words. |
| 5 | <ul style="list-style-type: none"> -Review greetings and nationality phrases in Arabic. -Introducing cultural etiquette and social norms in Arabic-speaking countries. -Discussion on varying greeting styles, and role of hospitality in different Arab countries. -Presenting case studies from various Arab countries to explore the diversity in social customs and the impact of national identity on communication. |
| 6 | <ul style="list-style-type: none"> -Discussion on effective PowerPoint presentation design principles (minimal text, effective use of images, clear fonts). -Emphasis on content accuracy and delivery techniques. -Spelling, vocabulary, and sentence practice with 5 new words. |
| 7 | <ul style="list-style-type: none"> -Highlighting languages spoken in different countries, starting with Arabic-speaking nations. -Listing the languages students know and discussing why multiple languages are spoken in their community or family. -Discussion on linguistic diversity in the Arab world. -Research on the linguistic landscape of a specific Arabic-speaking country, covering official and minority languages and culture. -Spelling, vocabulary, and sentence practice with 5 new words. |
| 8 | <ul style="list-style-type: none"> -Review on effective presentation skills in Arabic, focusing on pronunciation, intonation, and engagement techniques. -Conducting students' presentations. -Spelling, vocabulary, and sentence practice with 5 new words. |
| 9 | <ul style="list-style-type: none"> -Exploring the diversity of special events and celebrations across different cultures. -Understanding the significance of customs associated with various cultural celebrations. -Spelling, vocabulary, and sentence practice with 5 new words. |
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| Year Level | 7 | Subject | English |
| Unit Topics | Narrative: students will explore the world of storytelling. They will examine how narrative elements reflect cultural and social contexts and heighten the meaning of storytelling. | | |
| Assessment Tasks and Dates | Expository Essay (Narrative) Comprehension Text Exam Block, Wk 6 Week 7 | | |

| Week | Learning Intention |
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| 1 | What is context? What types exist? Create glossary and explore cultural and social context |
| 2 | Contexts and narratives Compare and contrast cultural / social context in folktales |
| 3 | Analysing context in folktales. Annotate a variety of folktales to identify context, language and structure in narrative texts. |
| 4 | Writing a literary essay Planning structure and evidence in an essay Using PEEL paragraphs |
| 5 | Practise essay writing in response to folktales |
| 6 | Assessment – exam block essay response to unseen folktale. 1.30 hrs |
| 7 | Planning for Yr. 8 Identifying individual strengths and weaknesses Setting goals for Yr. 8 English Comprehension text – 1 hour (In class) |
| 8 | Creative Class Project - Groupwork: Students will be focusing on developing different English literacy and language skills catered to the learning styles and needs of each class |



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| 9 | Group presentation of group project |
| 10 | School concludes. |



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| Year Level | 7 | Subject | Math |
| Unit Topics | Unit 5 Data Dynamics, Unit 6 Coordinates and Transformations | | |
| Assessment Tasks and Dates | Unit 5 Project Wk 4, Unit 6 Wk 7 Monday | | |

| Week | Learning Intention |
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| 1 | Collecting & Classifying data, Displaying data in tables |
| 2 | Measures of centre and spread, calculate the mean, median and mode and the range of a set of data |
| 3 | Column Graphs and Dot Plots, Review Graphs, Bar graphs Histograms + Freq polygons, Stem and Leaf Plots |
| 4 | Compare data by identifying the most appropriate measure for centre. |
| 5 | Introduction to the Cartesian Plane, Understanding Quadrants, Basic Transformations - Translations |
| 6 | Understanding Transformation, Basic Transformations - Reflections, Plotting Linear Equations, Independent Practice and Review |
| 7 | Advanced Concept, Exam Preparation, Exam, Post Exam Review and Feedback |
| 8 | Introduction to Symmetry and the Cartesian Plane, Symmetry in the Cartesian Plane, Combined Transformations |
| 9 | Application and Extension, Real World Applications of the Cartesian Plane, Geometry and the Cartesian Plane, Project Based Learning - Cartesian Plane in Design |
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| Year Level | 9 | Subject | Science |
| Unit Topics | A World of Machines Precious Resources | | |
| Assessment Tasks and Dates | Written Test Wk 4 Report Presentation Wk 7-8 | | |

| Week | Learning Intention |
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| 1 | Your Quest, A helping hand pushing uphill; Introduction to machines; Looking at different types of levers and how they make jobs easier The use of inclined planes and axles in everyday situations. |
| 2 | Wheels and axles in a spin; Getting into gear. The use of wheels and axles in everyday situations. The use of gears in everyday situations |
| 3 | Compound machines; The incorporation of different simple machines to make up compound machines. Review questions and Revision |
| 4 | Test Ch 9 Your Quest Ch 7 The riches below; Fossil Fuels Make mine renewable; Water – the liquid of life Introduction to Earth science; Useful materials in the Earth's crust; how fossil fuels are formed and the problems they cause. |
| 5 | Water – the liquid of life. The water cycle and factors affecting water availability |
| 6 | Managing water wisely; Soil; Rising salt. How we deal with drought (including recycling options); the importance of soil to the environment; The problems of increased salinity in the environment and how we can tackle them. |
| 7 | Precious Resources PPT Presentation |
| 8 | Precious Resources PPT Presentation |
| 9 | STEM Project |





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| Year Level | 7 | Subject | Health and Physical Education |
| Unit Topics | This unit focuses on fostering holistic personal development through understanding the significance of relationships, recognizing quality relationships and character strengths, managing healthy behaviors, building positive relationships through effective communication, addressing bullying and harassment, identifying cultural and social issues, understanding stereotypes and prejudice, and culminating in assessment preparation and reflection. Through a series of discussions, reflections, collaborative activities, and creative tasks, students explore various aspects of interpersonal dynamics, resilience-building, cultural influences, and societal issues, equipping them with essential skills for personal growth, empathy, and social responsibility. | | |
| Assessment Tasks and Dates | Friendship Shoe Design and Justification - Individual, 400 Words Students are to create a Friendship Shoe in order to explain and represent what each colour means to them and the impact of the friend on their relationship. Students are to outline the positive outcomes and lesson learned from each others' friendship. Students are to apply their understandings of benefits of relationship and health behaviours to their chosen scenario through written evidence. Students are to investigate what a quality relationship means and state how they can develop it further. | | |

| Week | Learning Intention |
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| 1 | Week 1: Understanding the Benefits of Relationships In the first week, students engage in a teacher-led discussion to grasp the significance of relationships, delving into physiological and cognitive needs, acquaintance, and identity. Through brainstorming sessions, they collectively explore how positive relationships impact their lives, followed by individual or pair activities where they reflect on personal interactions and their effects. |
| 2 | Week 2: Recognizing Quality Relationships and Character Strengths Students delve into understanding quality relationships, discussing concepts like prejudice, respect, trust, integrity, and cultural considerations. Through reflection and group discussions, they identify character strengths in themselves and others, emphasizing wisdom, courage, humanity, justice, temperance, and transcendence. Activities include writing about contributions to diversity and a creative bracelet-making task to symbolize friendship. |
| 3 | Week 3: Managing Healthy Behaviors and Time The focus shifts to managing healthy behaviors, with discussions on the relationship between wellbeing and health behaviors. Students explore how time |



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| | relates to popular culture and write about it, connecting it to their understanding of health behaviors and societal influences. |
| 4 | Week 4: Building Positive Relationships through Effective Communication Students learn about building positive relationships through effective communication and seeking support. Through guided reflections on personal scenarios, they identify steps in communication processes and explore how they can be applied in real-life situations. |
| 5 | Week 5: Recognizing and Dealing with Bullying and Harassment This week addresses recognizing and dealing with bullying and harassment, with discussions on resilience-building strategies. Students collaborate to brainstorm resilience-building actions and reflect on past experiences to develop action plans for dealing with different types of bullying, including cyberbullying. |
| 6 | Week 6: Identifying Cultural and Social Issues Students delve into cultural and social issues, exploring influences from family, media, culture, and peers on beliefs about race and gender. Through reflection and creation of models, they analyze these influences and share their insights with peers. |
| 7 | Week 7: Understanding Stereotypes and Prejudice The focus is on understanding stereotypes and prejudice, with discussions and reflections on personal experiences. Students engage in identifying stereotypes and forms of discrimination, providing feedback, and creating cognitive frame diagrams to explore their thoughts on stereotypes provided by the teacher |
| 8 | Week 8: Assessment Preparation and Reflection In the final week, students prepare for assessment by designing and creating a friendship shoe, symbolizing their learning and experiences. They receive explicit teaching on necessary skills and engage in reflection, with individualized feedback from the teacher to ensure readiness for assessment submission. |
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| Year Level | 7 | Subject | Visual Arts |
| Unit Topics | In this Term, 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 still life. | | |
| Assessment Tasks and Dates | Click or tap here to enter text. | | |

| Week | Learning Intention |
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| 1 | Elements of Art: To have an understanding of each of the basic elements of art. To practice and experiment with each element |
| 2 | Ancient Art Practices Understand how different cultures and times used different tools and techniques to create art. |
| 3 | Islamic Art Tessellations Practice and experiment with techniques inspired by different cultures, times and places. |
| 4 | Still life: Practice different techniques of still life drawing showing a light source, shading, value & form. |
| 5 | Assessment – still life portfolio. Demonstrate skills learned from previous weeks. |
| 6 | Still life: Practice different techniques of still life drawing showing a light source, shading, value & form. |
| 7 | Complete portfolio of 3-4 art pieces – complete evaluation of art movements |
| 8 | Still life: Practice different techniques of still life drawing showing a light source, shading, value & form. |



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| 9 | Still life: Practice different techniques of still life drawing showing a light source, shading, value & form. |
| 10 | School concludes. |



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| Year Level | 7 | Subject | Design |
| Unit Topics | Design folio- bag tag | | |
| Assessment Tasks and Dates | Folio: Week 2, week 6, week 7 Research: week 9 | | |

| Week | Learning Intention |
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| 1 | understanding of the assessment- task sheet, rubric. Investigate and research design brief – -establish end user’s needs, wants, requirements. |
| 2 | Investigate and research draft due Design sketched ideas – orthographic projection, isometric |
| 3 | Design sketched ideas draft due |
| 4 | Application of design ideas to inventor |
| 5 | Inventor design – isometric/ orthographic 3d projection |
| 6 | Inventor design due |
| 7 | Evaluation/ and final due |
| 8 | Research assignment – evolution of 3d printers (understanding of assessment – task sheet and rubric, class exercises |



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| 9 | Research assignment final submission |
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| Year Level | 7 | Subject | Digital Technologies T4 |
| Unit Topics | Social and Ethical issues: Cyber-safety, Web design and creation of pages, Computer systems, input. Output and process. Computer system history. Spreadsheet data modelling, creation and retrieval of data | | |
| Assessment Tasks and Dates | Python Exam Week 6 | | |

| Week | Learning Intention |
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| 1 | Algorithms, Flowcharts, Symbols Installing Python, Print statements, Comments |
| 2 | Python errors and debugging |
| 3 | Python datatypes, Type casting and string concatenation , Python inputs, Python variables, Rules for variable naming |
| 4 | Python operators (arithmetic, assignment, comparison) |
| 5 | Python Exam Revision |
| 6 | Python Exam |
| 7 | How the modern web works – Cryptography |
| 8 | How the modern web works – personal data and safety on the web |
| 9 | Enrichment – Introduction to javascript |
| 10 | NA |



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| Year Level | 7 | Subject | Media Arts |
| Unit Topics | In term 4 Year 7 Media Arts, students select and manipulate media languages and media technologies, and use production processes to construct representations. They produce media arts works that communicate ideas, perspectives and/or meaning. They present their work to an audience. They plan where and how they could distribute their work using responsible media practice. | | |
| Assessment Tasks and Dates | Assessment Project - Individual Photoshop Movie Poster for a genre film with annotations explaining design choices. Assessment Task distributed - Week 2 Assessment Due - Week 6 | | |

| Week | Learning Intention |
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| 1 | Students will be able to analyse different types of movie posters to understand how they target a specific audience. Students will be able to identify and name the elements of a movie poster. |
| 2 | Students will understand the requirements of the assessment task. Students will be able to complete a sketch of their movie poster. Students will be able to name the common movie genres and their visual and stylistic tropes. |
| 3 | Students will be able to set up a file on photoshop with the correct dimensions for a poster, save a file, and be able to import images |
| 4 | Students will be able to edit images using photoshop. |
| 5 | Students will be able to annotate a movie poster to explain their design choices. |
| 6 | Assessment Due Students will be able to export their images as a high quality JPG and their photoshop file ready for submission |
| 7 | Students will learn how to safely operate a DSLR camera, including zooming, manual and auto-focus, for photography purposes. |



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| 8 | Students will be able to take a series of photographs using DSLR cameras that demonstrate their knowledge of photographic composition rules including the rule of thirds, S-bends, leading lines, etc. |
| 9 | Students will be able to use long-exposure modes on a DSLR camera in order to take creative photos using a 'painting with light' style. |
| 10 | Students will compile their images from the last 3 weeks into a digital portfolio. |



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| Assessment Tasks and Dates | Click or tap here to enter text. | | |

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