



ISLAMIC COLLEGE
OF BRISBANE



YEAR 8

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

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

Year Level	8	Subject	Islamic Studies
Unit Topics	Fiqh, Ahadith, Sirah, Tarikh, Aqaid, Akhlaq & Adab		
Assessment Tasks and Dates	Islamic Studeis Exam		

Week	Learning Intention
1	Fiqh: References from Hadith for the Hanafi School of Fiqh Text book page 68
2	Akhlaq: Tawakkul, Tawbah & Modest in Gaze Textbook page 216, 220 & 230
3	Hadith: Disliked actions, Salam, & Sweetness of Iman. Text book page 75, 74 & 84
4	Tarikh: The Ottomans Textbook 161
5	Exam revision
6	Islamic Studies Exam
7	Sirah: The life of Ali Ibn Talib Textbook page 120
8	Sirah: The life of Ali Ibn Talib Textbook page 128
9	Adab: Adab of the seller, buyer, General Adab for shopping Textbook page 255 & 258





Year Level	8	Subject	Arabic
Unit Topics	My house		
Assessment Tasks and Dates	<ul style="list-style-type: none"> - Oral presentation (My house) - Weekly spelling tests. 		

Week	Learning Intention
1	<ul style="list-style-type: none"> - Reading, translating and discussing main ideas in a given text. - Answering related comprehension questions. - Describing your house. - Describing your bedroom. - Talking about where you live. - Asking people about where they live.
2	<ul style="list-style-type: none"> - Reading, translating and discussing main ideas in a given text. - Answering related comprehension questions. - Five words are given for spelling and composition. - In conversation, students will ask each other about your house and its rooms, or about your room and the items you have in it, or about what your accommodation is like.
3	<ul style="list-style-type: none"> - Reading, translating and discussing main ideas in each text. - Answering related comprehension questions. - Five words are given for spelling and composition. - Students will be practising listening comprehension skills. (EP Unit 10).
4	<ul style="list-style-type: none"> - Listening to dialogues in Arabic. - Initiating dialogues to exchange information about self, family, school, leisure activities, interests and special days, and expressing feelings, likes and dislikes. - Five words are given for spelling and composition.
5	<ul style="list-style-type: none"> - Reading, translating and discussing main ideas in each text. - Answering related comprehension questions. - Five words are given for spelling and composition.
6	<ul style="list-style-type: none"> - Conducting an oral presentation (My house). - Translating English passage into Arabic.
7	<ul style="list-style-type: none"> - Five words are given for spelling and composition. - Reading, translating and discussing main ideas in a given text. - Answering related comprehension questions.



8	<ul style="list-style-type: none">- Five words are given for spelling and composition.- Reviewing the vocabulary and sentence structures introduced in this unit.
9	<ul style="list-style-type: none">- Five words are given for spelling and composition.- Students continue working on their writing tasks.
10	Click or tap here to enter text.



Year Level	8	Subject	English
Unit Topics	Unit 5 - Creative Response		
Assessment Tasks and Dates	Exam Block: Creative Response Under Exam Conditions Comprehension Test (short answer) Week 6 (Exam Block) - Creative Response Exam Week 7 (in class) - Comprehension		

Week	Learning Intention
1	Review: - What is creative writing? - What types of creative writing exist? - What level is my creative writing now? (self-reflection) - Creating engaging settings
2	Creating workable plots - Identifying and analysing setting and plot in short stories - Creating dynamic characters - Identifying and analysing dynamic characters in short stories
3	- Literary and other techniques for engaging creative writing - Identifying and analysing language techniques in short stories - Using knowledge and skills of plot, setting, character and language to create engaging creative texts. - Self Review: Students reflect on their creative writing abilities (what level is their creative writing at?)
4	- HAND OUT ASSESSMENT - seen prompt - Students compile stories in preparation for the exam
5	EXAM BLOCK Assessment: 400 – 600-word creative text in response to seen prompt English group performance (based on a studied short story)
6	-Revision and preparation for the in-class comprehension test Revision of concepts, characters and themes in the play 'April Aardvark'
7	Assessment: Comprehension Test (short answer) Revision: Speech Competition - Grammar / creative writing



8	<ul style="list-style-type: none"> - Speech competition Final - Grammar / creative writing
9	<ul style="list-style-type: none"> - Reflecting on Yr. 8 English - Setting goals for Yr. 9 English - Grammar / creative writing
10	School concludes.



Year Level	8	Subject	Math
Unit Topics	Unit 5 Statistics and Probability, Unit 6 Coordinates and Pythagoras' Theorem		
Assessment Tasks and Dates	Unit 5 Exam Wk 3 Tuesday Unit 6 Project Wk 7 teacher dependent		

Week	Learning Intention
1	Calculating experimental probability to describe probability using a probability scale
2	Complementary events, How to find the probability of complementary events, Interpreting and constructing Venn diagrams and a two way tables
3	Construction of tree diagrams to help calculate probabilities
4	Introduction to the Cartesian Plane and Transformations, Introduction to the Cartesian Plane, Understanding Quadrants and Symmetry, Introduction to Transformations - Translations
5	Reflections, Rotations, and Pythagoras' Theorem, Reflections on the Cartesian Plane, Rotations on the Cartesian Plane, Introduction to Pythagoras' Theorem
6	Applying Pythagoras' Theorem and Mid-Unit Exam, Using Pythagoras' Theorem in Coordinate Geometry, Pythagoras' Theorem in Real-World Contexts, Pythagoras' Theorem and the Distance Formula , Combined Transformations and Distance Calculations
7	Assessment Due - Project Investigation Report up to 600 words
8	Extension and Application, Problem-Solving with Coordinates and Pythagoras' Theorem, Real-World Applications: Coordinates and Pythagoras' Theorem
9	Project Based Learning; Design with Coordinates and Pythagoras' Theorem



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Year Level	Year 8 - Term 4	Subject	Science
Unit Topics	Unit 8 Rocks Unit 9 Transferring and transforming energy		
Assessment Tasks and Dates	Week 3 - Rocks - Written test, in class, 50 minutes Week 8 - Energy - Student research investigation report/presentation		

Week	Learning Intention
1	Chapter 9 Rocks: Review of formation and properties of igneous rocks; formation and properties of sedimentary rocks
2	Formation and properties of metamorphic rocks; Rock cycle and changing of rocks under heat and pressure
3	Methods of mining, environmental requirements and impacts; Chapter 9 Review; Chapter 9 Test
4	Semester 2 Revision - Unit 6, 7, 8 and 9
5	Semester 2 Exam
6	Chapter 10 Transferring and transforming energy: What is Energy? Types of energy; energy losses and efficiency; Heat transfer via conduction, convection and radiation; Transmission, absorption and reflection of radiation
7	Reducing heat loss via insulation; sources of light energy; How sound is produced and moves; Project Plus; Research for a report on environmentally friendly house.
8	Project Plus; Research for a report on environmentally friendly house.
9	Project Plus; Research for a report on environmentally friendly house.
10	Click or tap here to enter text.





Year Level	8	Subject	Health and Physical Education
Unit Topics	Unit 4: Specialised Movement Skills & Enhancing Performance. In this unit students will: Investigate and apply movement concepts, select strategies to achieve movement and fitness outcomes, demonstrate control and accuracy when performing specialized movement skills, apply movement concepts and refine strategies to suit different movement situations, and apply elements of movement to compose and perform movement sequences.		
Assessment Tasks and Dates	Assessment Task 4 - Specialised movement skills & enhancing performance exam. - 60 minutes - Unseen - Multiple Choice & Short Response Due date: Week 8 Term 4		

Week	Learning Intention
1	Improving skilled performances: - Define fundamental movement skills and how they relate to various sporting situations
2	Performance feedback: - Learn how feedback can assist in improving specialised movement skills. - Engage students in understanding the significance of feedback in improving their specialised movement skills, providing them with practical strategies for giving and receiving feedback effectively.
3	Types of performance feedback: - Define visual feedback, auditory feedback and kinesthetic feedback, and understand the differences between them. - Look at coordination and discuss how it relates to the various types of feedback. - Demonstrate how visual, kinesthetic and auditory feedback affects performance.
4	Knowledge of results and knowledge of performance: - Define knowledge of results and knowledge of Performance - Discuss the difference between the two providing examples in sporting situations - Use the example of GoalBall to provide examples of knowledge of results and knowledge of performance
5	Enhancing performance: - Investigate the principles of force creation and how it assists in performance



	- Define the various concepts of force production including force, inertia, and Laws of Motion.
6	Summation of force: - Define summation of forces and investigate how it assists in maximising power in performance.
7	Assessment Task Introduction: - Understand the assessment task, both its requirements and the timeline. - Revise the relevant content for the exam
8	Assessment Task: - Complete examination (multiple choice and short response)
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Year Level	8	Subject	Humanities
Unit Topics	In Term 4, Year 8 students will explore the dynamic processes that shape various landforms and landscapes. The unit will examine how natural forces like erosion and tectonic activity create distinctive features such as Australia's Great Barrier Reef and Asia's Himalayas. Students will also study the distribution of populations, both in Australia and selected Asian countries, and explore how internal and international migration influences these patterns.		
Assessment Tasks and Dates	Task 1 – Portfolio – Week 2 Task 2 – Sway Presentation – Week 6		

Week	Learning Intention
1	Understand management strategies of mountain landscapes Identify strategies for managing mountain use Evaluate strategies using social, economic and environmental criteria
2	Assessment Due – Complete portfolio in class and at home
3	Overview of unit Recognise the patterns of population growth in history Explain why people live in cities Define urbanization Define megacities and understand their global distribution
4	Understand population distribution/growth in Australia and Asia Explain the patterns of population growth in Australia Identify push and pull factors for population change Identify population distribution and explain patterns in Asia
5	Understand strategies to manage population growth Explain suburbanization, decentralisation and urban sprawl Evaluate management strategies using social, environmental, and economic criteria
6	Assessment Due
7	Understand how to manage and plan for Australia's urban future Examine the population forecasts of Australia's major cities



	Discuss the implications of population growth on environmental sustainability and liveability
8	Understand how to manage and plan for Australia's urban future Explore arguments for and against a more balanced distribution of Australia's urban population Develop ideas on how to decentralise Australia's urban population
9	Catch-Up Work
10	School concludes.



Year Level	9	Subject	Design
Unit Topics	Design process folio, technical drawings- orthographic projection / isometric view		
Assessment Tasks and Dates	Week: 3, 6, final 10		

Week	Learning Intention
1	Understanding of the assessment- task sheet, rubric. Investigate task requirements- audience (end user) Research design ideas
2	Research design ideas
3	Draft Due week Explore design ideas and communicate through annotations, sketches, mood board
4	Develop design ideas into Positive, Minus, Interesting comparison
5	Plan for design solutions- referring to criteria for success and end user requests
6	Draft Due Week Produce design solution – hand sketches
7	Introduction to inventor/ tinkercad (exercises, revision)
8	Production of design ideas – orthographic/ isometric
9	Production of design ideas – orthographic/ isometric



10

Evaluate design solution – annotations, peer reflection, group discussion
draft due

Final submission week



Year Level	8	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
1	Python revision from Year 7 Algorithms, Control Structures, Flowcharts
2	Flowcharting – chatbot OR ATM OR Text-based game
3	Loops and recursion functions
4	Exam preparation
5	Exam Preparation
6	Python Exam
7	How the modern web works – Network and network transmission
8	How the modern web works – authentication and hash checks
9	Enrichment – Introduction to javascript
10	NA



Year Level	8	Subject	Media Arts
Unit Topics	In Term 4 Year 8 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	1-2 Scene film production. Group recording. Individual Editing Week 3: Task Sheet and Storyboards Distributed, and students organize into assessment groups Week 4: Students record their scenes for their assessment in groups Week 5: Students complete recording of their assessments and download footage Week 6: Rough Edit Due Week 7: Final Due Date		

Week	Learning Intention
1	Students Will be able to use Professional Video Editing Software to edit a short scene together
2	<p>Students will be able to correctly identify the shot size and camera angle of a given screenshot from a popular film</p> <p>Students Will be able to safely set up a DSLR camera with a microphone on a tripod and set the camera on video mode as well as operate the camera including focusing, zooming, and recording.</p>
3	<p>Students will be able to record a short scene using given storyboards and DSLR cameras by recreating the shot sizes and camera angles</p> <p>Students will Understand the Assessment task and will organize into assessment groups Task sheet and storyboards distributed</p>
4	In groups Students will be able to record the scene for their assessment using the given storyboards and DSLR cameras



5	Students will finish recording their scenes for their assessment and download their footage
6	Students will edit their assessment scenes individually using Adobe Premiere Pro Rough Cut due – teacher feedback given in class
7	Students will make changes to their edits based on teachers feedback Final Assessment Due end of week
8	Students will learn how to use Aperture Priority Mode for to control the Depth of Field of a photo. Students will Use Aperture Priority Mode to take a series of photographs
9	Students will learn how to use Shutter priority to control the motion blur of a photograph Students will use DSLR cameras to take a series of photos using the Shutter Priority Mode
10	Students will learn how to use Full Manual Mode to have complete creative control of their photographs using DSLR cameras Students will take a series of photos using full manual mode on the DSLR cameras



Year Level	8	Subject	Visual Arts
Unit Topics	<p>In this term, students will engage in an in-depth exploration of visual arts with a focus on artworks that convey environmental messages. The curriculum will guide students in understanding and appreciating art created by renowned artists who address environmental themes through their work. Students will also develop their artistic skills by experimenting with various techniques and styles from different art movements. They will create a comprehensive art portfolio showcasing their ability to interpret and represent environmental issues through diverse artistic methods and representations.</p>		
Assessment Tasks and Dates			

Week	Learning Intention
1	Introduction to how art techniques can be used to create messages
2	Explore and understand artwork inspired by aboriginal artists.
3	Experiment and design your own ideas and slogan messages
4	Explore ideas around Agomographs
5	Introduce different POP Art Designs -explore ideas of art and fashion
6	Experiment and design your own poster
7	Start creating your own portfolio of individual art
8	Work on different types of artworks – include poster painting drawing and 3D



9	Work on different types of artworks
10	School concludes.

