



ISLAMIC COLLEGE
OF BRISBANE



YEAR 9

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	Business
STEM	

Year Level	Year 9	Subject	Islamic Studies
Unit Topics	Fiqh of Salah, Quran Recitation, Duas memorisation, Quran Recitation		
Assessment Tasks and Dates	Written assessment, Oral asseement		

Week	Learning Intention
1	Unit E Chapter 1 Praying the prophets way till page, 10 Learning how to perfect salah Learning the important adhkaar in prayer
2	Unit E Chapter 1 Praying the prophets way from 10 - 21 When should I pray my salah at different times during the day and night
3	Unit E Chapter 2 Salat-us-Sunnah (Voluntary prayers in Islam) Understanding the importance and beauty of voluntary prayer. Types of recommended prayer.
4	Unit E Chapter 2 Salat-us-Sunnah (Voluntary prayers in Islam) Virtues attached to the voluntary prayers. What is the witr prayer.
5	Unit E Chapter 3 Lesson 1 : Salat-ul-Jama'ah(Daily congregational prayer) Learn the different types of congregational prayer in Islam. Importance of the congregational prayer. Prayer of the masbuq(latecomer)
6	Unit E Chapter 3 Lesson 2 : Salat-ul-Jumu'ah(The Friday Prayer) How important is Jumuah Salah in Islam. What are the sunnahs of the day of Jumuah.



7	Islamic Exam
8	Oral Exams: Duas and Surahs
9	Unit E Chapter 3 Lesson 3: Congregational prayers in Islam (Eid and Janazah)
10	



Year Level	9	Subject	Arabic
Unit Topics	At the Doctor's		
Assessment Tasks and Dates	<ul style="list-style-type: none"> - Communication exam (vocabulary, listening comprehension, reading comprehension and writing) in week 6. - Weekly spelling tests and marked sentences 		

Week	Learning Intention
1	<ul style="list-style-type: none"> - Introducing names of some body parts, medicines, treatments and symptoms of some common illnesses. - Spelling, vocabulary and composition - 5 words.
2	<ul style="list-style-type: none"> - Introducing some verbs, gerunds, adjectives, broken plurals and opposites used when talking about illnesses. - Introducing some names of illnesses. - Spelling, vocabulary and composition - 5 words.
3	<ul style="list-style-type: none"> - Introducing some questions that might be asked when visiting a clinic or hospital. - Listening comprehension - describing a pain or illness. - Spelling, vocabulary and composition - 5 words.
4	<ul style="list-style-type: none"> - Reading comprehension - describing a pain or illness. - Spelling, vocabulary and composition - 5 words.
5	<ul style="list-style-type: none"> - Reading comprehension - visiting a pharmacy. - Reading comprehension - vaccinations. - Spelling, vocabulary and composition - 5 words.
6	<ul style="list-style-type: none"> - Communication exam (vocabulary, listening comprehension, reading comprehension and writing). - Spelling, vocabulary and composition - 5 words.
7	<ul style="list-style-type: none"> - Listening comprehension - health and lifestyle. - Listening comprehension - a visit to the dentist. - Spelling, vocabulary and composition - 5 words.
8	<ul style="list-style-type: none"> - Listening comprehension - booking an appointment at the clinic. - Spelling, vocabulary and composition - 5 words.
9	<ul style="list-style-type: none"> - Speaking practice - visiting the doctor and describing pain and symptoms. - Spelling, vocabulary and composition - 5 words.



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Year Level	9	Subject	English
Unit Topics	Unit 4: Interviewing for your Future. This unit focuses on language for interaction. Students will recognise how language empowers relationships and roles, analyse context in representations of information, and evaluate using direct and indirect language devices.		
Assessment Tasks and Dates	Rookie Report - audio-visual informative report Week 7, Term 4		

Week	Learning Intention
1	Introduction to new unit: - interview skills - importance, purpose and audience - personal career interests / career surveys
2	Identifying and understanding - types of interviews and audience - role of the interviewer and interviewee - context of purpose and interviewer / ee
3	Identifying and analysing - career opportunities and expectations - career pathways - career experts in selected career *assessment handout
4	Comprehending and researching - selecting a career - researching possible career pathways - identifying potential interviewees *checkpoint due
5	Exercise in - interviewing for specific purposes and audiences - informative audio-visual report creation *draft due
6	Exercise in - editing and proof-viewing Rookie Report - peer and teacher feedback
7	Assessment: - 3 - 5 minute audio-visual informative report on a career of choice. - 4 weeks - checkpoint and draft are compulsory



8	Assessment feedback English Speech Competition
9	Set learning goals for next term. Complete Speech Competition
10	No school



Year Level

9

Subject

Mathematics

Overview of topics to be covered:

Unit 6: Probability (chapter 10)
 Unit 7: Statistics (chapter 11)
 Unit 8: Quadratics (chapter 12)

Week	Student Learning
1	Unit 5 – Proportion and Financial Maths cont'd <ul style="list-style-type: none"> - Simple Interest - Compound Interest
2	-Assessment for Unit 5 Unit 6: Probability <ul style="list-style-type: none"> - Theoretical Probability
3	<ul style="list-style-type: none"> - Experimental probability - Venn diagrams - Two-way tables and probability
4	<ul style="list-style-type: none"> - Two-step experiments - Assessment for Unit 6
5	Block exams Unit 7: Statistics <ul style="list-style-type: none"> - Sampling - Collecting data - Displaying data
6	<ul style="list-style-type: none"> - Measures of centre - Measures of spread
7	<ul style="list-style-type: none"> - Assessment for Unit 7 - Unit 8: Quadratics - Quadratic equations
8	<ul style="list-style-type: none"> - Solving equations of the form - Confirming the solutions to quadratic equations - Using the Null Factor Law to solve equations - Solving quadratic equations of the form $ax^2 + bx = 0$
9	<ul style="list-style-type: none"> - Factorising monic quadratic expressions - Solving monic quadratic equations - Graphs of quadratic functions

Resources	Jacaranda Maths Quest 9 (4 th edition)
Assessment	Unit 5 test in week 2, Unit 6 test in week 4; Unit 7 test in week 7; (refer to the calendar for the dates)

Year Level	9	Subject	Science
Unit Topics	Heat and Electricity The Dynamic Earth		
Assessment Tasks and Dates	Practical Report Ch 10 Wk 3 Written Test Ch 8 Wk 8		

Week	Learning Intention
1	10.4 Series and parallel circuits; 10.5 Made to measure series and parallel circuits using ammeters and voltmeters to measure current and voltage 10.6 Electricity in a packet
2	Student Experiment Inv 10.6 The movement of tectonic plates move and how these cause earthquakes and volcanoes 10.7 Driving on batteries; 10.8 A question of resistance; How batteries work Introduction to electric car Use $R = V / I$ to calculate resistance/current/voltage The movement of tectonic plates move and how these cause earthquakes and volcanoes
3	10.13 Electricity at homeStudents conduct investigation 10.6 probing a simple circuit Investigation report Due Introduction of electrical safety of home circuits.
4	Revision for Semester 2 exam
5	Block Exam



6	Your Quest (Ch 8); The Earth's crust; Theory of plate tectonics Stability and Change, Plate Tectonics Rocks under pressure.
7	Shake, rattle and roll; Earthquakes and tremors. Mountains of fire; volcanoes.
8	Looking Back and Revision Chapter 8 Test
9	Introduction to Forensics
10	Introduction to Psychology



Year Level	9	Subject	Health and Physical Education
Unit Topics	Throughout this unit, students embark on a comprehensive exploration of team dynamics and leadership within sporting contexts. Beginning with an understanding of roles within teams, they progress to theories of team cohesion, leadership styles, and motivational factors. Delving into the intricacies of team culture, communication, and the assessment task, students develop strategies for fostering cohesive team environments. Through the analysis of the film "Remember the Titans," they deepen their understanding by contextualizing theoretical concepts. Finally, culminating in the drafting and submission of assessment tasks, students demonstrate their comprehension of how team dynamics, cohesion, communication, and leadership contribute to effective teamwork in sports.		
Assessment Tasks and Dates	Students engage in a multifaceted exploration of team culture and cohesion through the lens of the film "Remember the Titans." They analyze key moments and character dynamics, proposing action plans to build effective team culture and cohesion. Through rigorous analysis and justification, students demonstrate their understanding of leadership, coaching strategies, and team dynamics, synthesizing film evidence with theoretical concepts to formulate comprehensive strategies for team development.		

Week	Learning Intention
1	Week 1: Understanding Team Dynamics and Roles Students delve into the concepts of teamwork, leadership, and team cohesion, identifying key roles within a team and defining attributes associated with each role. Through group activities and discussions, they explore prior knowledge and brainstorm the roles of coach, manager, captain, and others. This lays the foundation for understanding the dynamics of sporting teams.
2	Week 2: Exploring Team Cohesion Theories The focus shifts to understanding team cohesion, where students identify characteristics of both good and bad teams. They delve into theories of team cohesion, distinguishing between social and task cohesion, and analyze their personal experiences within team settings. Through reflection and strategizing, they develop plans to enhance team cohesion within school sporting teams.
3	Week 3: Leadership Styles and Motivation Students examine various leadership styles and their impact on player motivation. They explore what leadership entails for both leaders and team members, discussing how different styles influence team dynamics and motivation levels. Through activities like Y-chart and debates, they



	gain insights into intrinsic, extrinsic, and self-determined motivation, analyzing their effectiveness in fostering team cohesion.
4	Week 4: Team Culture and Communication This week focuses on understanding the importance of team dynamics, culture, and communication within sports teams. Students define terms like team culture, dynamics, and communication, exploring their roles in creating a cohesive team environment. They engage in activities like PCQ sheets and VENN diagrams to analyze the impact of positive and negative communication on team dynamics.
5	Week 5: Assessment Task Overview Students analyze the assessment task and create action plans to address its requirements. They review assessment criteria, begin planning their responses, and create action plans with timelines for completion. Through solo activities and movie analysis, they lay the groundwork for understanding key concepts and themes relevant to the assessment.
6	Week 6-7: Movie Analysis: Remember the Titans Students watch and review segments of the movie "Remember the Titans," analyzing key moments related to team cohesion, dynamics, communication, and leadership. They identify, explain, and link these moments to theoretical concepts discussed in previous weeks. Through discussions and completion of action plan assessment sheets, they deepen their understanding of how these concepts manifest in real-world scenarios.
7	Week 6-7: Movie Analysis: Remember the Titans Students watch and review segments of the movie "Remember the Titans," analyzing key moments related to team cohesion, dynamics, communication, and leadership. They identify, explain, and link these moments to theoretical concepts discussed in previous weeks. Through discussions and completion of action plan assessment sheets, they deepen their understanding of how these concepts manifest in real-world scenarios.
8	Week 8: Assessment Drafting Students work on drafting their assessment responses, ensuring coverage of all sections of the assessment breakdown. They cross-reference their drafts with assessment criteria to address all areas comprehensively. Through teacher feedback and revisions, they refine their drafts into cohesive assessment responses.
9	Week 9: Final Assessment Submission In the final week, students implement feedback from their draft assessments into their final submissions. They review teacher feedback, make necessary edits, and ensure that all adjustments are incorporated into their final assessments. With the completion of the assessment task, students demonstrate their



	understanding of team dynamics, cohesion, communication, and leadership within sports teams.
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Year Level	9	Subject	Humanities
Unit Topics	‘Geographies of interconnections’ focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them.		
Assessment Tasks and Dates	Geography Alive 9 Exam		

Week	Learning Intention
1	Overview of unit
2	Understand the way that places and people are interconnected through tourism Examine the role of tourism on interconnections Explain the social, cultural and environmental impacts of tourism
3	Understand the way that places and people are interconnected through trade Describe how trade connects places Explain the processes that exist to enable trade
4	Understand the influence of technology on interconnections Explain the consequences of unequal access to technology Describe the impacts of technology on developing countries
5	Understand the effects of the production and consumption of goods on places and environments throughout the world Examine the effects of production and consumption on a country from North-East Asia
6	Exam
7	Project – Investigating interconnections through a multinational company



8	Project - Investigating interconnections through a multinational company
9	Project - Investigating interconnections through a multinational company
10	School concludes.



Year Level	9	Subject	Design
Unit Topics	Design process folio, technical drawings- orthographic projection / isometric view		
Assessment Tasks and Dates	Design folio: Week: 3, 6, final 7 Research task: week 8, week 9		

Week	Learning Intention
1	1) Understanding of the assessment- task sheet, rubric. 2) Investigate task requirements- audience (end user) 3) Research design ideas
2	1) annotate researched ideas 2) produce and communicate sketches, 3) evaluate ideas in accordance to end user/ target audience Click or tap here to enter text.
3	Design folio draft due end of week
4	1) Introduction to sustainability - why is there a need to produce sustainable design solutions? 2) Introduction to inventor- class exercises -3d modelling, - orthographic
5	1) implementation of acquired skills - develop 3d model based on sketches 2)reflection- cross referrencing progress with rubric
6	Inventor draft due- end of week
7	Final due date- completed design folio
8	Research task - review of task sheet/ rubric



	Short answer response - Draft due end of week
9	Final submission- research task
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Year Level	9	Subject	Digital Technologies T4
Unit Topics	Computer systems and program writing, Database Design and Management systems, Creating a 2D game in python. Drawing images with python, The internet and issues involving the Internet.		
Assessment Tasks and Dates	Python Turtle Assessment (W2 note: unit started in previous term) Pygamezero project (W6)		

Week	Learning Intention
1	Work on Turtle assignment
2	Submit Turtle assignment
3	Introduction to pygamezero, pgzero modules etc (backgrounds, custom images)
4	Choose one of the four options
5	Work on pygame
6	Work on pygame, assessment submission
7	How the modern web works – Networks, Wifi, 4G and 5G
8	How the modern web works – authentication and hash checks, Quantum computing
9	Enrichment – json formats
10	NA



Year Level	9	Subject	Media Arts
Unit Topics	In Year 9 Media Arts, students will define and extend their understanding and use of structure, intent, character, settings, points of view, genre conventions and media conventions in their compositions. Additionally, they will extend the use of time, space, sound, movement and lighting as they use technologies.		
Assessment Tasks and Dates	Individual Essay Analysing the Filmmaking Techniques of a Feature Film Task Distributed: Week 4 Draft Due: Monday Week 6 Final Due Date: Friday Week 7		

Week	Learning Intention
1	Students will be able to identify the common movie genres and their characteristics.
	Students will be able to identify the correct genre based on genre characteristics from a movie trailer.
2	Revise cinematography and camera techniques including lighting techniques.
	Students will be able to identify and explain common camera movements, shot types, and lighting techniques.
3	Students will understand how mise-en-scene including production design, costume design and props create meaning in film.
	Students will understand how editing techniques including transitions, pace, and other techniques are used to create meaning in film.
4	Students will understand how sound design and music is used to create meaning in film.
	Assessment Task Distributed- Students will understand the requirements of the assessment
5	Watch and Evaluate Film
6	Students will complete draft of essay.
	Drafts Due on Monday



7	<p>Students will understand how to edit their work based on teacher and peer feedback.</p> <p>Final Assessment Due end of week</p>
8	<p>Begin Short Photography Unit -</p> <p>Students will learn how to safely operate DSLR cameras and lenses for photography using auto exposure modes, and auto/manual focus.</p>
9	<p>Students will learn how to use manual exposure modes on DSLR cameras.</p>
10	<p>Students will practice their photography skills with an outdoor photography lesson and compile their photos into a digital portfolio.</p>



Year Level	9	Subject	Visual Arts
Unit Topics	In this Term, students will explore the elements of visual arts by gaining perspectives from different cultural movements and techniques. Students will learn and create Islamic tessellations, Mandala, mehdi, zentangles and Sakura flowers/koi bamboo, use different techniques to create art that represents their love of nature.		
Assessment Tasks and Dates	Click or tap here to enter text.		

Week	Learning Intention
1	Introduction to Islamic Art & Geometric Patterns
2	Explore and understand artwork inspired by aboriginal artists – pointillism and tessellations
3	Experiment and design your own mehndi pattern inspired by Indian culture or Chinese style art.
4	Explore colour and Asian inspired patterns and design.
5	Introduction to Koi and Sakura proportion and technique
6	Complete portfolio of 3-4 art pieces – complete evaluation of art movements – Complete assessment
7	Special interest – Project Art
8	Experiment and design your own graffiti pattern inspired by Banksy. Start with a simple silhouette and add another element
9	Experiment and design your own graffiti pattern inspired by Banksy. Start with a simple silhouette and add another element





Year Level	9	Subject	Business
Unit Topics	Unit 2: Competition in the marketplace Unit 3: Australia Government, court and justice system and Identity in the media (Civics and Citizenship)		
Assessment Tasks and Dates	IKEA -Inquiry Report – Wednesday (01/11/24) Short Response Exam- Wednesday (19/11/24)		

Week	Learning Intention
1	<p>Unit 2: Competition in the marketplace</p> <ul style="list-style-type: none"> Examines IKEA’s Global Expansion- Case Study Discuss IKEA’s history and origin- Leading to Assessment Identify the reasons for expansion into Continental Europe and the rest of the world. <p>Assignment released - Inquiry Report - IKEA</p>
2	<ul style="list-style-type: none"> Describe the legal structure of IKEA and the qualities of an Entrepreneurial Leader Explain a range of strategies businesses including IKEA (use to gain a competitive advantage) <p>IKEA Excursion : 09/10/24- Tuesday</p>
3	<ul style="list-style-type: none"> Examine SWOT Analysis of ICB in a table format Analyse the importance of ethical decision-making and corporate social responsibility when making consumer and financial decisions. <p>Working on Assignment - Inquiry Report - IKEA</p>
4	<ul style="list-style-type: none"> Describe the processes that businesses use (including IKEA) to innovate and differentiate products and services from competitors. <p>Working on Assignment - Inquiry Report - IKEA</p>
5	<p>Working on Assignment - Inquiry Report - IKEA</p> <ul style="list-style-type: none"> Analyse IKEA Situation Evaluate IKEA’s marketing strategy using criteria of effectiveness and competitiveness <p>Assignment Due – 01/11/24 (Term 4: week 5: Friday)</p>
6	<p>Civics and Citizenship</p> <p>Focus: The role of political parties and independent representatives in Australia's system of government, including the formation of governments</p> <p>Jacaranda - s1.2 -1.4 and complete exercises</p> <ul style="list-style-type: none"> What influences shape the operation of Australia's political system?
7	<p>Focus: The key features of Australia's court system and how courts apply and interpret the law, resolve disputes and make law through judgements</p> <ul style="list-style-type: none"> The Court Hierarchy -2.2 -2.5 Jacaranda How does Australia's court system work in support of a democratic and just society

8	Focus: How citizens' political choices are shaped, including the influence of the media <ul style="list-style-type: none">• Is everyone equal before the law? 3.2 – 3.5 Jacaranda
9	How do citizens participate in an interconnected world? Board Games week

Year Level	9	Subject	STEM Term 4
Unit Topics	Students aim to complete 1 major and 2-3 mini project based learning (PBL) projects per term with planning and building components. Each PBL project includes stages of planning, design, hands-on model building/code developing, evaluating, further improvement and reflection. Per semester, students submit the final products of the two major PBL projects including all documentations for assessment.		
Assessment Tasks and Dates	Scale Diagram (Week 3), Model/Report (Week 7)		

Week	Learning Intention
1	Major Project 2 - keep working on Sustainable Building Design, start drawing scale diagram.
2	Major Project 2 - drawing the scale diagram.
3	Major Project 2 - scale diagram due.
4	Major Project 2 - Start working on report/model of building.
5	Major Project 2 - Working on report/model of building.
6	Major Project 2 - Working on report/model of building.
7	Major Project 2 - Model/Report due
8	STEM Short activity - AI in Technology
9	STEM Short activity - egg drop parachute



