



ISLAMIC COLLEGE
OF BRISBANE



YEAR 8

SUBJECT OVERVIEWS

TERM 1, 2025

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.

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| Visual Arts | |

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|-----------------------------------|--|----------------|-----------------|
| Year Level | Year 8 Term One 2025 | Subject | Islamic Studies |
| Unit Topics | Signs of Judgement Day. Battle of Khandaq, Treaty of Hudaibiya, Battle of Khabar, Battle of Muta, Conquest of Makkah / History of the conquest of Makkah. Recite and memorise Surah Yasin (verses 1 - 30) Tajweed rules | | |
| Assessment Tasks and Dates | Oral assessment in Week-7 OR Week-8 | | |

| Week | Learning Intention |
|-------------|---|
| 1 | Introduction, class rules and expectation. The importance of Islamic education. Main sources of Islam Islam is a complete way of life. |
| 2 | The importance of the Day of Judgement. Hadith & Qur'anic verses about Judgement Day. |
| 3 | Minor signs of Judgement Day. Hadith about minor signs of Judgement Day. |
| 4 | Major signs of Judgement Day. The differences between major and minor signs of Judgement Day. Imam Mahdi, Ad-Dajjal and the arrival of Prophet Isa. |
| 5 | Historical battles of Islam Battles in which the Prophet (saw) took part Battle of Badr |
| 6 | Battle of Uhud |
| 7 | Battle of Trench (Ahzaab) |
| 8 | Oral assessment |



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| 9 | The treaty of Hudaibiyah |
| 10 | Revise all Masnoon Duas. Revise & memorise Surah Yasin |



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| Year Level | 8 | Subject | Arabic |
| Unit Topics | Talking about meals/Describing people. | | |
| Assessment Tasks and Dates | EP communication exam (vocabulary, reading comprehension, listening comprehension and writing) Week 10 | | |

| Week | Learning Intention |
|-------------|---|
| 1 | <ul style="list-style-type: none"> - Greeting and Introduction. - EP accounts set up. - Spelling, vocabulary and composition - 5 words. |
| 2 | <ul style="list-style-type: none"> - Introducing food items, adjectives and phrases. - Spelling, vocabulary and composition - 5 words. |
| 3 | <ul style="list-style-type: none"> - Asking about food preference. - Speaking practice: mentioning the food you like and the food that you dislike. - Spelling, vocabulary and composition - 5 words. |
| 4 | <ul style="list-style-type: none"> - Recalling food words, phrases and questions. - Talking about different traditional food. - Discussing differences in food habits between different Arabic countries. - Spelling, vocabulary and composition - 5 words. |
| 5 | <ul style="list-style-type: none"> - Listening comprehension: recognising adjectives and phrases used to describe people. - Spelling, vocabulary and composition - 5 words. |
| 6 | <ul style="list-style-type: none"> - Listening comprehension: describing family members and asking others how their family members look like. |



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| | - Spelling, vocabulary and composition - 5 words. |
| 7 | - Listening comprehension: describing your peers in class. - Spelling, vocabulary and composition - 5 words. |
| 8 | - Reading comprehension: describing friends. - Spelling, vocabulary and composition - 5 words. |
| 9 | - Reading comprehension: describing and asking how your parents and siblings look like. - Spelling, vocabulary and composition - 5 words. |
| 10 | EP communication exam (vocabulary, reading comprehension, listening comprehension and writing). - Spelling, vocabulary and composition - 5 words |



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| Year Level | 8 | Subject | English |
| Unit Topics | Unit 1: Understanding Texts - Informative and Unit 2: Understanding Texts - Mainstream Media | | |
| Assessment Tasks and Dates | 1. Online Research Short Test (Week 5) 2. Audio Visual Comprehension Test (Week 10) | | |

| Week | Learning Intention |
|-------------|---|
| 1 | Define informative texts (reference texts), both online and offline Identify a range of informative texts and where to find them, online and offline |
| 2 | Explore how language, structure and content show the purpose and intended audience of informative texts |
| 3 | Use reference material to find and check information Engage effective research strategies to find information Apply existing knowledge and source analysis to determine relevance and reliability of information found online and offline |
| 4 | Identify the multi-purpose (hybrid) nature of online reference material to achieve multiple outcomes (e.g. google maps). |
| 5 | Assessment – online research short test Be tested on informative text knowledge and research skills against the relevant achievement standards |
| 6 | Overview of key terminology and concepts. Apply research skills to locate factual information. |
| 7 | Examine features of media texts including structure, context and persuasive language devices. Explore TV and news coverage of current social issues. |
| 8 | Understand how language can be used to persuade and position audiences Deconstructing extracts, short texts, and excerpts from news reports to identify and analyse, context, bias, purpose, and effect. |
| 9 | Comparison of portrayals of one issue across two news sites Explore features that appeal, persuade and position audiences in audio-visual texts |





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| Year Level | 8 | Subject | Mathematics |
| Unit Topics | Unit 1: Working With Numbers Integers (ch1); Index Laws (ch 2); Real Numbers (ch 3); Applications of Percentages (ch 4) | | |
| Assessment Tasks and Dates | Test in week 8 (refer to the calendar for the dates) | | |

| Week | Learning Intention |
|-------------|---|
| 1 | Integers Review: comparing integers; Adding and subtracting integers; Multiplying integers |
| 2 | Dividing integers; Order of operations Review |
| 3 | Index laws Review of index form; Multiplying powers; Dividing powers |
| 4 | The zero index; Raising powers Review |
| 5 | Real numbers The real number system; Adding and subtracting fractions |
| 6 | Multiplying and dividing fractions; Terminating and recurring decimals |
| 7 | Adding and subtracting decimals; Multiplying and dividing decimals |
| 8 | Estimation; Review Application of Percentages Percentages; Finding percentages of an amount |
| 9 | Discounts; Profit and loss |
| 10 | Goods and services tax (GST) and income tax; Review |



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| Year Level | Year 8 | Subject | Science |
| Unit Topics | Unit 1 - Investigating Science Unit 2 - Cells Unit 3 - Body Systems | | |
| Assessment Tasks and Dates | Week 5 Week 10 | | |

| Week | Learning Intention |
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| 1 | Chapter 1 Investigating Science: Overview; Investigating skills; planning your own investigation |
| 2 | Introduction to cells, living & non-living, building blocks of life, one cell or many. levels of organisation |
| 3 | Interactions of body systems and homeostasis. Sizes of cells, cell theory, microscopes, parts of a cell |
| 4 | Plant and Animal cell, observing cells under a microscope, specialised cells, Cell Division, Revision. |
| 5 | Assessment Introduction to Body Systems |
| 6 | Introduction to Digestive System |
| 7 | Respiratory System, Lung Capacity, |
| 8 | Circulatory System, Effect of exercise on Heart Rate |
| 9 | Circulatory System (Continued..), Systems in other Species, Excretory System, |
| 10 | Excretory System (Continued...), Thermoregulation Revision Assessment. |



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| Year Level | Year 8 | Subject | Health and Physical Education |
| Unit Topics | <p>What are Healthy and Safe Choices - In this unit, students will learn how various factors affect our decisions. They'll look at real-life situations to see how emotions and choices impact outcomes. Working together, they'll come up with strategies for handling emergencies and discuss ways to convince others to seek help. The unit also covers scenarios where young people might need support and how to handle them. Students will talk about emotions in relationships and suggest ways to seek help. They'll also explore risky behaviors, like drug use, to understand decision-making among young people.</p> | | |
| Assessment Tasks and Dates | <p>600 Word Written analysis of selected Case Studies using the ABCDE Decision making model to promote strategies that advocate health, safety and wellbeing when making decisions - Assigned in Week Six, Draft due in Week 8, Final due in Week 10</p> | | |

| Week | Learning Intention |
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| 1 | <p>Unit Introduction – Healthy & Safe Choices - Define and understand the concept of healthy and safe choices for young people</p> <p>Fitness Testing - investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes</p> |
| 2 | <p>Classification of Drugs & Skills to make you safe - Define and understand illicit and licit drugs, explore practical strategies to avoid and say No to Drugs, Clearly define the Islamic perspective on Drugs</p> <p>Fitness Testing - investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes</p> |
| 3 | <p>Making positive food choices - Know and understand the importance of healthy nutritional food choices. Examine religious and cultural influences on Food Choices. Investigate food as a fuel for sport and your bodies daily activities.</p> <p>Futsal/ Mini Games/ Volleyball - investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes</p> |
| 4 | <p>Impact of behaviour on outcomes - Know and understand the factors impacting decisions made by young people. Introduce different Communication techniques and analyse scenarios requiring decisions with use of the ABCDE decision making model</p> |



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| | Futsal/ Mini Games/ Volleyball - investigate and apply movement concepts and select strategies to achieve movement and fitness outcomes |
| | Communication techniques - Investigate and engage in practical communication techniques for a variety of situations that may arise where you are required to make clear your feelings, moral position or beliefs to someone who has a differing opinion to yourself. Focus on Respectful communication. |
| 5 | Futsal/ Mini Games/ Volleyball - demonstrate control and accuracy when performing specialised movement sequences and skills |
| | Assessment Assigned - Introduce, analyse and evaluate the assessment. Prepare a timeline for completion and introduce the Case Study choices for assessment. |
| 6 | Futsal/ Mini Games/ Volleyball - demonstrate control and accuracy when performing specialised movement sequences and skills |
| | Case Study Review and Analysis - the application of the ABCDE Decision making model to assessment Case Studies, review and moderation with other students. |
| 7 | Futsal/ Mini Games/ Volleyball - demonstrate control and accuracy when performing specialised movement sequences and skills |
| | Draft submission of Assessment - Completion of the first draft of the assessment which should include an attempt to complete all sections of the assessment on some level. Any area left blank by students can not obtain feedback. |
| 8 | Ramadan - apply the elements of movement to compose and perform movement sequences (optional) |
| | Redrafting and Editing of Assessment based on the Feedback given from the Teacher. |
| 9 | Ramadan - apply the elements of movement to compose and perform movement sequences (optional) |
| | Final Assessment Copy to be submitted to Class Teacher via TEAMS or Student Café. |
| 10 | Ramadan - apply the elements of movement to compose and perform movement sequences (optional) |



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| Year Level | 8 | Subject | Humanities |
| Unit Topics | History: Shogunate Japan and Medieval Europe | | |
| Assessment Tasks and Dates | Assignment Due Week 7 | | |

| Week | Learning Intention |
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| 1 | Revise historical skills including seven historical concepts |
| 2 | Overview of shogunate Japan |
| 3 | Understand the social hierarchy of shogunate Japan |
| 4 | Understand religious factors which led to the rise of the Shoguns |
| 5 | Understand how the shogunate affected Japanese foreign policy Hand out assessment task |
| 6 | Working on assessment task |
| 7 | Submit assessment task |
| 8 | Overview of Medieval Europe unit (4.1-4.2) |
| 9 | Understand the society of medieval Europe (4.6-4.7) |
| 10 | Understand types of medieval warfare (4.9-4.11) |



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| Year Level | 8 | Subject | Design Technologies |
| Unit Topics | Research assignment / workshop component (hand tools, safety in workshop) | | |
| Assessment Tasks and Dates | Workshop Practical (Week 7) | | |

| Week | Learning Intention |
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| 1 | <p>understanding of the assessment- task sheet, rubric. Class activities (Practical) Introduction to workshop safety understanding of the assessment- task sheet, rubric. Class activities (Theory) Work through research questions Structure outline</p> |
| 2 | <p>Workshop safety, online safety quiz (Practical) Research design ideas (Theory) Explore design ideas and communicate through annotations, sketches, mood board</p> |
| 3 | <p>Workshop demonstration (I do) / Safety observation – (you do) demonstration (Practical)</p> <p>Develop design ideas into Positive, Minus, Interesting comparison (Theory)</p> <p>Plan for design solutions- referring to criteria for success and end user requests</p> |
| 4 | <p>Workshop activity- wood working warm up activity- achieving common wood working joints/ procedures. (Practical)</p> <p>Produce design solution – hand sketches, inventor (Theory)</p> |
| 5 | <p>Workshop activity - practical - work on assessment [Final submission Week 7]</p> <p>Evaluate design solution – annotations, peer reflection, group discussion (theory) Refine design solution – polish design folio ready for marketing / submission</p> |



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| 6 | <p>Workshop activity - practical - work on assessment [Final submission Week 7]</p> <p>Evaluate design solution – annotations, peer reflection, group discussion (theory)</p> <p>Refine design solution – polish design folio ready for marketing / submission</p> |
| 7 | <p>Workshop activity - practical - work on assessment [Final submission Week 7]</p> <p>Evaluate design solution – annotations, peer reflection, group discussion (theory)</p> <p>Refine design solution – polish design folio ready for marketing / submission</p> |
| 8 | <p>Workshop – short activities</p> <p>Research task (theory)</p> |
| 9 | <p>Workshop – short activities</p> <p>Research task (theory)</p> |
| 10 | <p>Workshop housekeeping duties/ workshop activities /revision</p> <p>Research task (theory)</p> |



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| Year Level | 8 T1 | Subject | Digital Technologies |
| Unit Topics | Social and ethical issues: cyber-safety, cyber-security; Web design and creation of HTML/CSS pages; Data representation: binary system; Algorithm development & python programming II; Privacy & security | | |
| Assessment Tasks and Dates | Web design project and creation (week 9) 28 Mar 2025 | | |

| Week | Learning Intention |
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| 1 | Cyber-safety, being responsible, safe and a good digital citizen Cyber-security poster |
| 2 | Introduction to the language of HTML |
| 3 | HTML classes, fonts |
| 4 | HTML text tools, headers |
| 5 | Notepad to HTML |
| 6 | Introduction to CSS, images and hyperlinks. |
| 7 | Work on project-based web pages |
| 8 | Work on project-based web pages |
| 9 | Project submission |
| 10 | Algorithms, Control Structures, Flowchart, Flowchart symbols |



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| Year Level | 8 | Subject | Media Arts |
| Unit Topics | In this term Media Arts students will build on their understanding of structure, intent, character, settings, points of view and genre conventions and explore media conventions in their media artwork. Students will build on their understanding and use of time, space, sound, movement, and technologies. | | |
| Assessment Tasks and Dates | Audio Production – 1-2 mins Draft Due Week 5 Final Due Week 9 | | |

| Week | Learning Intention |
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| 1 | Intro to media arts and class expectations Install Required software on student computers Understand what an Audiobook format is and what elements are present: Listen to some examples Break down the elements |
| 2 | Understand how to write an audiobook: Look at example scripts Break down the elements of an audiobook script and the formatting style Compare the script to the example finished dramas. |
| 3 | Understand the methods for writing an a drama: Examine story structures, plot, theme, characters |
| 4 | Assessment Task Distributed this Week Understand the requirements of the task and begin writing audio drama |
| 5 | Audio Drama Script Due this week Understand how to record an audio drama: How to use a microphone for recording. Suitable recording space Recording dialogue, room tone, and foley |
| 6 | Students will complete recording of audio drama |



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| 7 | Learn how to use editing software for editing an audio drama: Premiere Pro Tutorials How to download sound fx and royalty free music |
| 8 | Time to edit audio drama |
| 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 | Begin the next term – Understand how the technical and symbolic elements of media arts, including composition, space and time work together to create meaning in different contexts and forms for different purposes. Identify different shot types used in films and explain their significance in visual storytelling Analyse how shot types are utilized in films to convey specific messages and evoke certain emotions |



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| Year Level | 2025 Term 1 Year 8 | Subject | Visual Art |
| Unit Topics | Introduction to Art with Messages | | |
| Assessment Tasks and Dates | Week 2 to 8 Poster : "What makes art meaningful?" | | |

| Week | Learning Intention |
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| 1 | Understand the purpose of art as a tool for communication. "What makes art meaningful?" |
| 2 | Techniques in Visual Messaging - Examine the use of color, composition, symbolism, and typography in message-driven art. |
| 3 | Concept Development - Develop a concept for a meaningful artwork based on an issue of personal interest. |
| 4 | Experimentation with Materials and Techniques - Explore media and techniques suitable for impactful art (e.g., stenciling, digital design, mixed media). |
| 5 | Creating the Artwork - Incorporate symbolism and clear visual messaging. |
| 6 | Creating the Artwork - Refine details in the artwork, ensuring clarity and impact of the message. |
| 7 | Artist Statement and Reflection - Reflect on artistic choices and communicate the artwork's intent. |
| 8 | Exhibition Preparation - Curate and present artwork for display. |
| 9 | Exhibition and Reflection - Share and discuss completed artworks with peers and a wider audience. |
| 10 | Reflect on Assessment - techniques for future improvement. |

