



ISLAMIC COLLEGE
OF BRISBANE



YEAR 9

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.

Contents

Islamic	Arabic
English	Maths
Science	Health and Physical Education
Humanities	Design Technology
Digital Technology	Media Arts
Visual Arts	Economics and Business
STEM	Civics and Citizenship
History	

Year Level	Year 9	Subject	Islamic Studies
Unit Topics	Miracles in Islam, Zakah and other forms of charity. Recitation from Surah Al-Kahf: Chapter 18. Memorisation Surah Al-Waqiah Chapter 56.		
Assessment Tasks and Dates	Investigative assessment, Oral assessment		

Week	Learning Intention
1	Induction, term overview and class expectations. Recitation : Surah al-Kahf 7 lines from pg. 293 Memorisation: Surah Al-Waqiah pg.534
2	Miracles in Islam(different types) Recitation : Surah al-Kahf 7 lines from pg. 293 Memorisation: Surah Al-Waqiah pg.534
3	Miracles in Islam: Miracles of Prophets in Islam Recitation : Surah al-Kahf 7 lines from pg. 293 Memorisation: Surah Al-Waqiah pg.534
4	Different forms and of benefits Sadaqah. Recitation : Surah al-Kahf 7 lines from pg. 293 Memorisation: Surah Al-Waqiah pg.534
5	Virtues of giving Zakah and warnings to those who do not discharge Zakah. Recitation : Surah al-Kahf 7 lines from pg. 294 Memorisation: Surah Al-Waqiah pg.534
6	Zakatable wealth and non zakatable wealth Recitation : Surah al-Kahf 7 lines from pg. 294 Memorisation: Surah Al-Waqiah pg.534
7	Recipients of Zakah Recitation : Surah al-Kahf pg. 295 Memorisation: Surah Al-Waqiah pg.53
8	How to calculate zakah Recitation : Surah al-Kahf pg. 295 Memorisation: Surah Al-Waqiah pg.534
9	Examples of zakat scenarios Recitation : Surah al-Kahf 7 lines from pg. 294 Memorisation: Surah Al-Waqiah pg.534



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Assesment for zakah

Recitation : Surah al-Kahf 7 lines from pg. 294

Memorisation: Surah Al-Waqiah pg.534



Year Level	Year 9	Subject	Arabic
Unit Topics	Fashion and Shopping for Clothes		
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 shopping items, adjectives and phrases. - Spelling, vocabulary and composition - 5 words.
3	<ul style="list-style-type: none"> - Introducing shopping expressions and questions. - Speaking practice: asking how much an item costs and requesting the bill. - Spelling, vocabulary and composition - 5 words.
4	<ul style="list-style-type: none"> - Recalling shopping words, phrases and questions. - Talking about different traditional clothes. - Discussing differences in shops and shopping habits between Australia and Arabic countries. - Spelling, vocabulary and composition - 5 words.
5	<ul style="list-style-type: none"> - Listening comprehension: describing clothes. - Spelling, vocabulary and composition - 5 words.
6	<ul style="list-style-type: none"> - Listening comprehension: shopping for clothes; asking for an item, its color, its size and price. - Spelling, vocabulary and composition - 5 words.



7	<ul style="list-style-type: none"> - Listening comprehension: describing clothes shops. - Spelling, vocabulary and composition - 5 words
8	<ul style="list-style-type: none"> - Reading comprehension: describing clothes. - Spelling, vocabulary and composition - 5 words.
9	<ul style="list-style-type: none"> - Reading comprehension: shopping for clothes; asking for an item, its color, its size and price. - Spelling, vocabulary and composition - 5 words.
10	<ul style="list-style-type: none"> - EP communication exam (vocabulary, reading comprehension, listening comprehension and writing). - Spelling, vocabulary and composition - 5 words



Year Level	9	Subject	English
Unit Topics	Unit: Close reading - Australian short fiction - In this unit, students focus on developing close reading and analytical skills while exploring Australian short stories, including works by First Nations authors. Students will display their knowledge in a short answer test.		
Assessment Tasks and Dates	Final Assessment: Short Answer Close Reading Test - Week 5		

Week	Learning Intention
1	Introduction to new unit: What is a short story? What elements make up a short story? Overview & Expectations
2	Identifying and understanding Australian context in short stories Language features in short stories
3	Identifying and analysing Characters and Characterisation Critical analysis of central ideas/themes to develop a short story
4	Exercise in identifying, explaining and analysing short stories
5	Assessment: Short answer, close reading test (60 min) Preparation for NAPLAN: Imaginative writing
6	Identifying and understanding language features for persuasive text
7	Exercise in Persuasive writing – preparation for NAPLAN Naplan Window Opens - 12 March
8	NAPLAN Window Introduction to new unit: Novel Study - Catching Teller Crow
9	NAPLAN Window Closes - 24 March



	Understanding and identifying the social, cultural and historical context behind the novel. Creating links from the novel to real world examples.
10	Close reading of Catching Teller Crow as a class.



Year Level	9	Subject	Mathematics
Unit Topics	Unit 1: Number Skills (chapters 1 & 2) Unit 2: Linear and Non-Linear relationships (chapters 3 & 6)		
Assessment Tasks and Dates	Assessment 1 : Test for Unit 1 in week 7 (refer to the calendar for the dates)		

Week	Learning Intention
1	Unit 1: Number skills Real Numbers; Rounding numbers and significant figures
2	Review of Index laws; Raising powers
3	Negative indices; Scientific Notations; Square roots and cube roots
4	Simplifying surds; Using pronumerals; Algebra in worded problems
5	Simplification of algebraic expressions; Expanding brackets; Difference of two squares and perfect squares
6	Further Expansions; The highest common factor; The highest common binomial factor; Solving worded problems
7	Unit 2: Linear and non-linear relationships Solving linear equations; Solving linear equations with brackets
8	Solving linear equations with pronumerals on both sides; Solving problems with linear equations; Rearranging formulas
9	Plotting linear graphs; Features of linear graphs; The equation of a straight line
10	Sketching linear graphs; Technology and linear graphs



Year Level	Year 9	Subject	Science
Unit Topics	Unit 1 Science is: planning, investigating, and using results. Unit 2 Control and Coordination. Unit 3: Systems Working Together		
Assessment Tasks and Dates	Week 4 - An experiment report on a self-selected topic of investigation Week 8 - Written test of control and coordination		

Week	Learning Intention
1	Chapter 1 Science is: Accidents and Observations; Ethics; How science has changed; How observations lead to discoveries; What scientists should and should not do; Choose experiment topic.
2	Case Study; Investigating Evaluating an experiment and interpreting data; Looking at what is required in an investigation; Planning an investigation.
3	Investigating; Data Interpretation Performing an investigation; Writing an experimental report; Further understanding of data from different sources
4	Introduction (C+C); Control and Coordination; Nervous system How the two systems work together; Homeostasis and feedback models; Structure and types of neurons
5	Getting the message; The brain The senses; Structure of the brain (with dissection)
6	Endocrine system; Plant hormones How the endocrine system produces and uses hormones in animals and plants
7	Emotions; Total recall; Sleep; The teen brain Factors affecting emotions; Ways the brain processes and stores information; Why we need sleep; How the brain changes as we age
8	Control; Opening up the brain; looking back How the body becomes paralysed; Scanning brain function; Revision
9	Respiratory and Circulatory systems; Essential intake Why we need oxygen; How substances get into; Around and out of the body; Nutrients





Year Level	Year 9	Subject	Health and Physical Education
Unit Topics	Cross Sports Tactics and Performance - In this unit, students will explore movement and fitness by trying out different strategies and working together to solve challenges. They'll set criteria to judge how well they're doing and evaluate what works best. Students will also tackle movement challenges on their own and apply what they've learned to new situations. They'll look for common skills in different sports and use creative ideas from other sports to improve their performance. Throughout, the focus is on staying motivated, persistent, confident, and committed when facing tough or unfamiliar tasks.		
Assessment Tasks and Dates	Sports Performance and written analysis. Multimodel Video of Performance with data analysis in form of GPAI and short response reflections. - Assigned in Week Six, Draft due in Week 8, Final due in Week 10		

Week	Learning Intention
1	Unit Introduction – Success through Movement - Define and understand movement concepts in sport performance - Body Awareness, Space, Relationships and Effort
2	Implementing movement concepts & strategies - Define and understand the relationship between movement concepts and strategies - Review and identify sports for the four different categories of the Principles of Play for Target games, Striking/fielding games, Net and wall games and Invasion games
3	The Game Performance Assessment Instrument - Discuss what a Games Performance Assessment Instrument (GPAI) is and its importance in sport analysis and evaluation - Analyse player performance in a chosen sport using a GPAI
4	Learning through previous performance - Analyse player performance in a chosen sport using the Four R Model of Tactical Awareness: Read Respond React Recover
5	The importance of Tactical Skill - Analyse tactical problems in modified game situation - identify tactical problems in game situations and the tactical skills (principles of play) to enhance play and solve tactical problems



6	<p>Assessment Assigned - Introduce, analyse and evaluate the assessment. Prepare a timeline for completion and begin to record sports performances.</p>
7	<p>Transferring Skills - Understand how tactical and physical skills, movements, movement sequences can transfer across sports. Participate in a modified game of 'Fut/Hand/Basket Ball' (a modified game that combines the skills, tactics and rules of 3 sports – futsal, handball and basketball).</p>
8	<p>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.</p> <p>Ramadan - They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. (Optional)</p>
9	<p>Redrafting and Editing of Assessment based on the Feedback given from the Teacher.</p> <p>Ramadan - They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. (Optional)</p>
10	<p>Final Assessment Copy to be submitted to Class Teacher via TEAMS or Student Café.</p> <p>Ramadan - They apply and transfer movement concepts and strategies to new and challenging movement situations. They apply criteria to make judgements about and refine their own and others' specialised movement skills and movement performances. They work collaboratively to design and apply solutions to movement challenges. (Optional)</p>



Year Level	9	Subject	Humanities
Unit Topics	Geography: Biomes and Food Production. Geography: Geographies of Interconnections		
Assessment Tasks and Dates	Week 8: Geography Task 1 Due		

Week	Learning Intention
1	Understand the environmental, economic, and technological factors that affect crop yields in Australia and globally.
2	Identify and analyse challenges to food production, such as land and water degradation, freshwater shortages, competing land uses, and climate change, in Australia and worldwide.
3	Assess the capacity of the world's environments to sustainably feed the projected future global population.
4	Understand the factors that influence food security, including economic access, food availability, and the nutritional quality of food.
5	Understand various strategies to enhance food security, including technological innovations, policy change, and sustainable practices.
6	Hand out Geography assessment task. Working on assessment.
7	Working on assessment.
8	Assessment Due Monday. Begin Geographies of Interconnections unit. Understand how people's perceptions of place influence their emotional and physical connections to different locations
9	Explore how transportation and communication technologies connect people to services, information, and others across various locations.
10	Examine how trade in goods and services interconnects places and people at local, regional, and global scales.



Year Level	9	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
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>



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>



Year Level	9	Subject	Digital Technologies
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. [Note: the second unit begins in Week 7, with assessment due Term 2 Week 2]		
Assessment Tasks and Dates	Database Assignment (Week 7 15/03/2025) Python Turtle Drawing assignment (Term 2 Week 2 03/05/2025)		

Week	Learning Intention
1	Lesson introduction, database, metalanguage of databases, modern uses
2	Introduction to Microsoft Access databases, forms, data types
3	Relational vs non-relational database, Assignment stage 1 – business logo and plan
4	Assignment stage 2 – survey and survey responses
5	Assignment stage 3 – putting all the information into a database
6	Assignment stage 4 – queries and database linking
7	Assignment submission week (15/03/2025)
8	Introduction to Python Turtle - basic movement, shapes
9	Python Turtle - loops and functions
10	Python Turtle - work on drawing



Year Level	9	Subject	Media Arts
Unit Topics	In Term 1 Year 9 Media Arts, students use media arts concepts to construct representations and communicate ideas, perspectives and/or meaning. They use responsible media practice and production processes to create media arts works in a range of genres/styles and/or forms, for specific audiences. They present their work to an audience. They plan where and how they could distribute their work and the relationships they could develop with their audiences, 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 5: Students complete recording of their assessments and download footage. Week 6: Students Download Footage and Begin Editing Week 7: Formative Assessment Checkpoint - Rough Edit Beginning of Week 8: Draft Due - Fine Edit Due End of Week 8: Final Due		

Week	Learning Intention
1	Students Will be able to use Professional Video Editing Software to edit a short scene together
2	Students will be able to correctly identify the shot size and camera angle of a given screenshot from a popular film 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.
3	Students will be able to record a short scene using given storyboards and DSLR cameras by recreating the shot sizes and camera angles Students will Understand the Assessment task and will organize into assessment groups Task sheet and storyboards distributed
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
7	Students will edit their assessment scenes individually using Adobe Premiere Pro Formative Assessment Checkpoint: Rough Cut due – teacher feedback given in class
8	Students will edit their assessment scenes individually using Adobe Premiere Pro Beginning of Week 8 Draft Due - Fine Cut Edit Students will make changes to their edits based on teachers feedback End of Week 8 Final Assessment Due
9	Begin Next Unit - Filmmaking Techniques Revise cinematography and camera techniques including lighting techniques. Students will be able to identify and explain common camera movements, shot types, and lighting techniques. 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.
10	Students will understand how sound design and music is used to create meaning in film. Students will understand the structure of a film review and be able to write an essay following the review structure for a film of their choosing.



Year Level	2025 Term 1 Year 9	Subject	Visual Art
Unit Topics	"Exploring Global Cultural Patterns, Themes, and Design"		
Assessment Tasks and Dates	Week 2 to 8 "Exploring Global Cultural Patterns, Themes, and Design" - create a mini folio		

Week	Learning Intention
1	Introduction to Global Cultural Patterns - Understand how patterns and designs reflect cultural identity and values.
2	Researching and Analysing Cultural Design - Analyse the use of visual elements in global patterns (e.g., line, shape, color).
3	Experimenting with Techniques and Media - Develop technical skills in reproducing cultural patterns.
4	Combining Cultural Patterns and Themes - Synthesize patterns and themes from multiple cultures.
5	Developing a Personal Design Concept - Create a unique artwork that incorporates global cultural influences.
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.



Year Level	9	Subject	Business
Unit Topics	Economics and Business: Managing Financial Risks and Reward for Individuals		
Assessment Tasks and Dates	Assignment Due: Week 8 (19/03/2025)		

Week	Learning Intention
1	Managing financial risks and reward for individuals- Discuss the roles of financial institutions in Australia
2	Identify strategies for managing risks- indebtedness, scam avoidance, insurance and other consumer protections and diversification.
3	Investigate strategies for minimising financial risk -using bank account wisely, knowing your consumer rights
4	ESSI Money game- to build on their financial literacy (Part of the assessment) Assignment released: Wednesday 19/02/24
5	Research Assignment issued- Statement of Advice Report. Students to conduct an inquiry and propose a course of action for a client -Common risks and rewards associated with each financial decisions
6	Research Assignment- Develop questions to guide an inquiry and gather data and information about investment strategies (Prevention of Risk)
7	Research Assignment- Develop questions to guide an inquiry and gather data and information about investment strategies
8	Research Assignment Due- (Wednesday 19/03/25) Boss Program - What are enterprise skills?
9	Competition in the marketplace: Investigate the nature of innovation and how and why businesses seek to create and maintain competitive advantage Boss Program- How might you use specific enterprise skills?



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Describe strategies used by businesses to make profit and expand their market share.



Year Level	9	Subject	STEM
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. Students submit the final products of the two major PBL projects including all documentations for assessment.		
Assessment Tasks and Dates	Project Presentation (Week 8)		

Week	Learning Intention
1	Introduction of STEM, introduction of common tools used in STEM lessons, housekeeping, safety code. · Mini project – The tallest paper tower challenge (one A4 paper only & up to ten A4 papers)
2	Mini Project – Paper bridge challenge (use A4 paper only to build a small paper bridge)
3	Major Project 1 – Design and build a bridge – Planning and Grouping up / Draw a design sketch of a bridge model
4	Major Project 1 – Design and build a bridge – Build up the bridge model
5	Major Project 1 – Design and build a bridge – Build up the bridge model / Complete a draft bridge model
6	Major Project 1 – Design and build a bridge – Evaluate and further improve the model
7	Major Project 1 – Design and build a bridge – Finalise the bridge model / Prepare for a group presentation of the project
8	Major Project 1 – Design and build a bridge – Finalise the bridge model / Group presentation of the project
9	Major Project 2 – Sustainable Building Design – Grouping up / Online research / Sketch of building





Year Level	Year 9	Subject	Humanities
Unit Topics	Civics and Citizenship		
Assessment Tasks and Dates	Exam week 10		

Week	Learning Intention
1	Understand Constitutional change and the legislative process 2.1 Overview 2.2 How can the Constitution be changed? 2.3 What is the federal government responsible for? 19 2.4 How are conflicts between federal and state government responsibilities resolved? 2.5 INQUIRY: COVID-19 policy – state or federal responsibility? 2.6 Review
2	Understand Civics and Citizenship - Concepts and Skills 1 Overview 1.2 Concepts in Civics and Citizenship 1.3 Skills in Civics and Citizen
3	Analyse Concepts and Skills 1.4 SkillBuilder: Using Cornell Notetaking 1.5 SkillBuilder: Using and referencing quotes 1.6 SkillBuilder: Analysing bias 1.7 SkillBuilder: Creating political advertisements
4	1.8 SkillBuilder: Structuring an essay 1.9 SkillBuilder: Conducting and analysing a survey 1.10 SkillBuilder: Creating and analysing a table 1.11
5	Revision – Short answer questions



6	<p>Understand the key features of government under the Australian Constitution</p> <p>Investigate the separation of powers, the roles of the Executive, the Houses of Parliament, and the division of powers</p>
7	<p>Understand how Australia's legal system aims to provide justice (3.1-3.5)</p> <p>Describe the rule of law, presumption of innocence, burden of proof, right to a fair trial and right to legal representation</p>
8	<p>ACTIVITY 1.7</p> <p>Practise your skill of constructing an advertisement by producing a print or online advertisement for a new political party.</p> <p>To do this, complete a step-by-step Worksheet from your Resources panel.</p>
9	<p>In class revision</p>
10	<p>In class exam- 55 minutes</p>



Year Level	9	Subject	History
Unit Topics	History: Industrial Revolution		
Assessment Tasks and Dates	Assignment Due Week 9		

Week	Learning Intention
1	Overview of Industrial Revolution
2	Explore technological innovations driving the Industrial Revolution.
3	Analyse how the revolution impacted the lives of people
4	Understand the significance of trade unions in the Industrial Revolution
5	Understand the long-term impacts of the Industrial Revolution
6	Hand out assessment Working on assessment task
7	Working on assessment task
8	Working on assessment task
9	Submit assessment Monday
10	Develop an overview of World War I through an understanding of the historical and cultural context

