



ISLAMIC COLLEGE  
OF BRISBANE



**YEAR 7**  
**SUBJECT**  
**OVERVIEWS TERM 2,**  
**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	

<b>Year Level</b>	YEAR 7 TERM 2, 2025	<b>Subject</b>	Islamic Studies
<b>Unit Topics</b>	The Life of Prophet Muhammad (SAW) In Makkah Recite Surah Al-Mulk (verses 1 - 20) Memorise Surah Al-Mulk (verses 1-7) Basic Tajweed rules		
<b>Assessment Tasks and Dates</b>	Written assessment in Week-5 OR Week-6		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Overview of the term - Quran to study and topics to cover. The importance of Islamic education.
<b>2</b>	Life in Makkah Before Prophethood. Jahiliyyah, tribal life, birth, childhood, Halimah, honesty (Al-Ameen)
<b>3</b>	Marriage to Khadijah (RA).
<b>4</b>	The First Revelation and Mount Hira. The role of Khadijah (RA)
<b>5</b>	Early Muslims and Secret Da'wah. Identify early followers and understand the early Islamic call. Abu Bakr, Ali, Zayd, House of Al-Arqam
<b>6</b>	Written assessment and Quran Test
<b>7</b>	Public Call and Quraysh's Insults, mocking the Prophet, patience in hardship The Visit to Ta'if. Ta'if, stones and angel's offer
<b>8</b>	Islam of Hamzah and Umar (RA). how Hamzah and Umar accepted Islam and their effect on Muslims
<b>9</b>	The Year of Sorrow. Reflect on difficult times and the Prophet's emotional strength Al-Isra' wal-Mi'raj, the Night Journey and its spiritual message





<b>Year Level</b>	7	<b>Subject</b>	English
<b>Unit Topics</b>	Unit 2 - Fairytales Topic One: Modernising Language in Fairytales Topic Two: Visual Communication (Picture Book Study)		
<b>Assessment Tasks and Dates</b>	Unit 2.1 - Written - Modernised Fairytale - Due Week 5, Monday Unit 2.2 - Multimodal - Picture Book Cover and Explanantion - Due Week 9, Thursday		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Introduction to Unit - Fairytales. What are fairytales/folktales? Understanding the impact of folktales and why they exist. Uderstanding and Identifying the elements of folktales by exploring and deconstructing popular fairytales.
<b>2</b>	How technology has influenced what and how we communicate (post-internet) Informative article on internet and communication Assessment handed out at the end of the week- Modernised Folktale, displaying changes in language and ideas over time
<b>3</b>	The language of social media Poster of acronyms; emojis and gifs that dominate social media communication How ideas change over time - social context Working on assessment in chunks throughout the week.
<b>4</b>	How to proofread and edit work Peer reviews Unit 2 Assessment Due - Week 5
<b>5</b>	Assessment Due - Monday Intro to Unit 3 - Visual Communication Visual texts - what are they and where are they used? Picture books - define and break down into parts
<b>6</b>	Parts of picture books - cover and author, audience and purpose Parts of picture books - written text
<b>7</b>	Picture books - audience and purpose Parts of picture books - images Assessment handed out - create a book cover (with all expected aspects) for modern fairy tale story (Unit 2 Assessment).



8	Picture books – theme / message Create; proof-read and edit book cover
9	Scaffold and planning book cover explanation Create; proof-read and edit book cover explanation Unit 2.2 Assessment due Thursday of Week 9
10	Set learning goals for next term. Introduction to Poetry (Unit 3).



<b>Year Level</b>	7	<b>Subject</b>	Science
<b>Unit Topics</b>	Chapter 5 - Separating Mixtures - Methods and uses of separation techniques Chapter 6 - The Earth in space – Explaining phenomena relating to the Earth, Sun and moon Chapter 4 - Ecosystems – How organisms interact in ecosystems, and how humans affect them. Overview of topics to be covered.		
<b>Assessment Tasks and Dates</b>	Separating Mixtures- Test Wk 4 The Earth in space - 50 minute written test  Ecosystems – 2 weeks (continued in term 3)		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Separating mixtures: Introduction; What's in a fizzy drink?; Kept in Suspension What are mixtures?; Solutions and concentrations; Suspensions and how to separate them.
<b>2</b>	Separating blood; Separating solutions Methods of separation (Separation techniques) including blood. The different parts of blood and why they are useful.
<b>3</b>	Separating solutions; Systems: down the S-bend; Fit to drink, Practical Assessment Different methods of separation; How sewage is separated and treated; Purifying water , Assessment: Test
<b>4</b>	Introduction to Earth in Space
<b>5</b>	Sunrise, sunset; The moon; How the Earth's movement leads to day and night, year and seasons;. The story of lunar exploration



6	Phases of the moon. A lunar attraction; What causes the phases of the moon; How the moon and Sun produce tides;
7	Eclipses; Explaining the night sky; Test How the position of the Sun and moon cause eclipses; How cultures have explained the night sky; revision,
8	Ecosystems Producers, Consumers and Decomposers
9	Ecosystems and relationships; Producers, Consumers and Decomposers; Photosynthesis and Cellular respiration.
10	Food chains and food webs Food chains, Energy flows, Order in Chains, Foodwebs, Visiting a rock pool





<b>Year Level</b>	Year 7	<b>Subject</b>	Humanities Term 2
<b>Unit Topics</b>	Civics and Citizenship/ History (Week6)		
<b>Assessment Tasks and Dates</b>	Exam week 5		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Identify the three levels of government in Australia. Describe the responsibilities of each level of government. Explain how the three levels of government work together
<b>2</b>	Define the separation of powers and explain why it is important. Identify the three branches of government and their respective roles. Explain how the separation of powers ensures that no one branch of government has too much power.
<b>3</b>	Identify the structure and name the components of the Commonwealth Parliament Explain the role of the two houses and the Crown in law making
<b>4</b>	Explain the process for changing the Constitution Explain the double majority provision. Identify the levels of courts in Australia Describe the process of a court case
<b>5</b>	Identify and describe the essential elements of a fair trial in Australia. Explain the importance of these elements in upholding the principles of justice and the rule of law. Define secular Describe Australia's changing religious and cultural identity Define values Identify Australian values and explain their significance Exam revision
<b>6</b>	History/ Ancient Egypt Identify reasons that history is important Create a timeline



	<p>Identify examples of primary and secondary sources</p> <p>Explain the difference between primary and secondary sources</p>
7	<p>Identify archaeological sources</p> <p>Identify written sources</p> <p>Explain different approaches to historical investigation</p> <p>Identify primary sources for ancient Australian history</p> <p>Explain the importance of Indigenous history</p>
8	<p>Identify features of ancient Egypt</p> <p>Explain the significance of the Nile River</p> <p>Define hierarchy</p> <p>Identify the social hierarchy in Egypt</p> <p>Explain the role of these groups in society</p>
9	<p>Define pharaoh</p> <p>Explain the role of the pharaoh</p>
10	<p>Revise the role of the Pharaoh</p> <p>Describe Tutankhamun</p> <p>Identify reasons why Tutankhamun was significant</p>



<b>Year Level</b>	7 T2	<b>Subject</b>	Digital Technologies
<b>Unit Topics</b>	Explore computer hardware and history. Investigate data transmission and computer networks. Explore spreadsheet data modelling, creation and retrieval of data.		
<b>Assessment Tasks and Dates</b>	Python exam and practical coding - Week 6		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Algorithms, Flowcharts, Symbols Installing Python, IDE, Print statements, Comments
<b>2</b>	Python errors and debugging
<b>3</b>	Python datatypes, Type casting and string concatenation , Python inputs, Python variables, Rules for variable naming
<b>4</b>	Python operators (arithmetic, assignment, comparison)
<b>5</b>	Implement and modify programs with user inputs and prompts involving branching, iteration and functions using the Python programming language
<b>6</b>	Python revision and exam
<b>7</b>	Analyse and visualise data using spreadsheets to create information, and use structured data to model objects or events – terminology, formulas and formatting.
<b>8</b>	Analyse and visualise data using spreadsheets to create information, and use structured data to model objects or events – terminology, formulas and formatting
<b>9</b>	Data transmission and computer networks, wired versus wireless networks, secure networks, cryptography, encryption and decryption algorithms, network protocols.



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Investigate computer systems, input, output, process, history of computers, future technologies including AI.



<b>Year Level</b>	2025 Term 2 Year 7	<b>Subject</b>	Visual Art
<b>Unit Topics</b>	Explore Still life - Cezanne - Fruit Bowl		
<b>Assessment Tasks and Dates</b>	Week 1-7 Colour pencil tonal shading - Bowl of Fruit.		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Overview of still life as a genre, its history, and significance. Exploration of famous still life artworks (e.g., works by Paul Cézanne, Giorgio Morandi, Caravaggio, and contemporary artists).
<b>2</b>	Understanding composition techniques (rule of thirds, focal points, balance).
<b>3</b>	Developing contour and gesture drawings from direct observation. Experimenting with thumbnail sketches to explore different compositions.
<b>4</b>	Introduction to value scales and shading techniques (hatching, cross-hatching, blending, stippling).
<b>5</b>	Creating color studies of individual fruits using different techniques. Layering and blending colors to create depth and realism.
<b>6</b>	Enhancing details such as reflections, highlights, and texture.
<b>7</b>	Writing an artist statement discussing process, techniques, and inspiration. Preparing work for display
<b>8</b>	Writing Artist Statements
<b>9</b>	Showcase and Reflect Exhibition: Display shields with artist statements in a class or school.
<b>10</b>	Reflect on Assessment - techniques for future improvement.



<b>Year Level</b>	Year 7 - Term 2	<b>Subject</b>	Arabic
<b>Unit Topics</b>	Zoo Animals and Birds		
<b>Assessment Tasks and Dates</b>	Writing task. Students will be required to write a short text about their interesting visit to the zoo and all the animals they could see in there. Students will demonstrate their understanding about zoo animals by using adjectives such as long, tall, big and small.		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	<ul style="list-style-type: none"> <li>-Introducing the New Topic of "Zoo Animals and Birds":</li> <li>- Sharing experiences and prior knowledge about the zoo animals and pets.</li> <li>- Naming several common pets.</li> <li>- Talking about the pets students have.</li> <li>- Creating simple sentence for example: أنا لذي قط كلب, قط, سمك, عصفور, فراشة, بيت, عندي, ذهبت, خرجت (ي) باء الملكيه, كم (أرقام من واحد الى عشرة), حيوانات أليفة, حيوانات مفترسة.</li> <li>- Spelling, vocabulary and sentence practice with 5 new words.</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>- Identifying and pronouncing new Arabic animal names related to zoo animals and birds.</li> <li>- Naming some animals common in the Arab world.</li> <li>- Naming some animals around the world and in Australia.</li> <li>جمل, حصان, ماعز, خروف, دجاج, بقرة, الدب الاسترالي, كنغر, نعامة.</li> <li>-Practicing writing skills and using sentence structure including: عنده, عندها, يسكن في, تسكن في.</li> <li>-Spelling, vocabulary, and sentences practice with 5 new words.</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>- Recalling some places where animal live.</li> <li>- Identifying which animals live in which places.</li> <li>- Using new words and phrases in short sentences, such as: يعيش في, البحر, الجبل, حديقة, الماء, أسطبل, الصحراء.</li> <li>- Spelling, vocabulary and sentences practice with 5 new words.</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>- Discussing where animals live.</li> <li>- Inquiring where particular animals lives.</li> <li>- Identifying colors and describing animals.</li> <li>- Using structures such as "يعيش في" (lives in) and "أين يعيش؟" (where does it live?),</li> <li>- New vocabulary: رمادي, أسود, بني, أبيض, ألوان, عين, قدم, شعر, أعضاء الجسم, ريش, جناح, ذيل.</li> <li>- Spelling, vocabulary and sentences practice with 5 new words.</li> </ul>



5	<ul style="list-style-type: none"> <li>- Preparing draft for writing assessment.</li> <li>- Discussing all aspects of an animal including habitat, description and abilities.</li> <li>- Reviewing and using all unit vocabulary.</li> <li>-Spelling, vocabulary and sentence practice with 5 new words</li> </ul>
6	<ul style="list-style-type: none"> <li>- Presenting the writing assessment.</li> <li>- Understanding, listeing and comprehending others conversation</li> </ul>
7	<ul style="list-style-type: none"> <li>- Discussing what animals they like and dislike and why.</li> <li>- Understanding when others talk about animals they like and dislike.</li> <li>-Introducing new words including: أنا أحب, أنا لا أحب, أنت, أنت.</li> <li>- Spelling, vocabulary and sentence practice with 5 new words.</li> </ul>
8	<ul style="list-style-type: none"> <li>- Naming body parts of animals.</li> <li>- Identifying similarities and differences in animals.</li> <li>- New vocabulary: أعضاء الجسم, شعر, قدم, عين, أنف, أذن, فم, ريش, جناح, ذيل, مخالب, جلد, لسان, جسم, صدر.</li> <li>- Spelling, vocabulary and sentence practice with 5 new words.</li> </ul>
9	<ul style="list-style-type: none"> <li>- Describing the physical appearanace and habitat of an animal ( Toss a ball).</li> <li>- Guessing the identity of animal when given clues such as physical description and habitat. ( Who am I?).</li> <li>-Spelling, vocabulary and sentence practice with 5 new words.</li> </ul>
10	<ul style="list-style-type: none"> <li>- Talking about what animals can do.</li> <li>-Comparing the abilities of animals by using verbs such as: يسبح, يطير, يجري, يمشي, يقفز.</li> <li>- Listening, understanding and comprehending others' conversations.</li> <li>- Reviewing and using all unit vocabulary.</li> <li>-Using third person singular verb form such as "عنده"</li> <li>-Spelling, vocabulary and sentence practice with 5 new words.</li> </ul>



<b>Year Level</b>	7	<b>Subject</b>	Mathematics
<b>Unit Topics</b>	Unit 2: Representing numbers (fractions, percentages, ratios, rates and decimals) - continued Unit 3: Algebra and linear equations		
<b>Assessment Tasks and Dates</b>	Week 5: Tuesday - unit assessment due; Week 10: Tuesday - unit 3 test		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	Ratios - what are ratios?, simplifying ratios, practical problems using ratios Rates - what are rates?, writing rates, simplifying rates, practical problems involving rates
<b>2</b>	Unitary method and best buy - unit pricing, unitary method in percentages. Decimals and place value; Converting decimals to fractions and vice versa (distribution of the assignment on Monday; one in-class session during the week)
<b>3</b>	Rounding decimals to the required number of decimal places; Terminating and recurring decimals; Adding and subtracting decimals (in-class session for the assignment)
<b>4</b>	Multiplying decimals; Dividing decimals; Decimals and percentages (assignment due on Tuesday)
<b>5</b>	Unit 3 - Introduction to algebra: pronumerals, like terms, expressions, equations; Substitution and evaluation
<b>6</b>	Simplifying expressions - adding or subtracting like terms; Multiplying and dividing terms
<b>7</b>	Number laws: the commutative law, the associative law; Expanding - the distributive law
<b>8</b>	Solving equations: solving basic equations by inspection, using substitution to check the solution; Solving using flowcharts and backtracking
<b>9</b>	Solving equations using inverse operations







<b>Year Level</b>	7	<b>Subject</b>	Health and Physical Education
<b>Unit Topics</b>	<p>Over this 10-week unit, students will develop important <b>social-emotional skills</b> and learn how to work well with others. The focus is on building <b>self-awareness, emotional regulation,</b> and <b>teamwork skills</b> through both classroom and practical activities.</p> <p>Here's what students will explore:</p> <ul style="list-style-type: none"> <li>• Understanding what influences how we respond to different situations</li> <li>• Learning to <b>recognize and manage emotions</b> in healthy ways</li> <li>• Discussing topics like <b>mental health, resilience,</b> and <b>empathy</b></li> <li>• Participating in <b>teamwork activities,</b> focusing on roles, tactics, and strategies in sport</li> <li>• Building <b>communication and cooperation skills</b></li> <li>• Taking part in <b>class discussions, debates, and hands-on tasks</b></li> </ul> <p>By the end of the unit, students will have gained valuable tools to help them in both their <b>personal lives</b> and <b>school experiences</b></p> <ul style="list-style-type: none"> <li>• From <b>Weeks 7 to 9,</b> they'll also be assessed on their <b>physical performance</b> in volleyball, futsal, or bounce, focusing on skills and teamwork.</li> </ul>		
	<p><b>Week 8 (Term 2: 9th–13th June):</b> Students will complete a <b>written exam</b> with <b>multiple-choice questions.</b></p> <ul style="list-style-type: none"> <li>• The exam will assess understanding of <b>key concepts and theories</b> from the unit.</li> <li>• Students can use <b>paper, pens, pencils, erasers, and calculators</b> during the exam.</li> </ul> <p><b>Weeks 7–10:</b> Students will complete <b>individual physical performance assessments</b> in one of a number of different sports focusing on skills and teamwork.</p> <ul style="list-style-type: none"> <li>• Assessments will be based on <b>predefined criteria or rubrics.</b></li> <li>• Students will be graded on a scale from <b>A to E.</b></li> </ul> <p>Focus areas include:</p> <ul style="list-style-type: none"> <li>○ <b>Movement skills</b></li> <li>○ <b>Physical abilities</b></li> <li>○ <b>Tactical knowledge in sports settings</b></li> </ul>		

<b>Week</b>	<b>Learning Intention</b>
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1	<p>Week 1: Understanding Factors Influencing Responses In the first week, students will explore how various factors influence their responses to different situations, including personal, social, and cultural factors. They will discuss the importance of self-awareness in understanding their own responses and reactions, laying the foundation for exploring social-emotional aspects to learning.</p>
2	<p>Week 2: Exploring Social-Emotional Skills During the second week, students will delve into social-emotional skills, assessing a range of positive and negative emotions. Through group activities and discussions, they will learn how to recognize and manage their emotions effectively, fostering self-regulation and emotional intelligence.</p>
3	<p>Week 3: Mental Health and Road Safety In week three, students will engage in discussions and debates about mental health and road safety. They will explore the importance of mental well-being and safe behaviors, identifying strategies for promoting mental health and practicing road safety measures</p>
4	<p>Week 4: Emotional Responses to Stressful Situations During this week, students will assess how to emotionally respond to stressful situations. They will learn coping mechanisms and stress management techniques to help them navigate challenging circumstances with resilience and composure.</p>
5	<p>Week 5: Chapter Review and Question Completion In week five, students will review a designated chapter and complete review questions, focusing on sections A, B, and C. They will consolidate their understanding of the material and demonstrate their comprehension by uploading their answers to a designated platform.</p>
6	<p>Week 6: Exploring Team Cohesion and Teamwork Students will comprehend and explore the concepts of team cohesion and teamwork. They will learn about the importance of communication, collaboration, and trust in fostering effective teamwork, engaging in group activities to strengthen these skills.</p> <p>Exploring the Impact of Emotions in Sport In this week, students will explore and explain how emotions in sport affect outcomes, interactions, and performance. They will analyze the role of</p>



	emotions in sports settings, identifying strategies for managing emotions to optimize performance and foster positive interactions.
7	<p>Week 7: Understanding Tactics and Strategies During this week, students will understand and apply tactics and strategies in various contexts. They will define tactics and strategies, recording their definitions and exploring how they are used in sports and other activities to achieve specific goals</p> <p>Exploring Roles in Sport Students will explore different roles in sport, summarizing the importance of specific roles in a report. They will discuss the differences in demand and responsibility for certain roles, gaining insight into the dynamics of teamwork and leadership in sports settings..</p>
8	<p>Week 8: Assessment The final week will involve assessment, with students taking an exam consisting of multiple-choice questions related to the topics covered in the program. Additionally, students will engage in physical performance assessments, demonstrating their movement and physical activity skills in volleyball, futsal, or bounce. Assessment criteria or rubrics will be used to evaluate individual performance, providing feedback and measuring progress on a scale from A to E.</p>
9	<p>Week 9: Students will engage in physical performance assessments, demonstrating their movement and physical activity skills in volleyball, futsal, or bounce. Assessment criteria or rubrics will be used to evaluate individual performance, providing feedback and measuring progress on a scale from A to E.</p>
10	<p>Week 10: Students will engage in physical performance assessments, demonstrating their movement and physical activity skills in volleyball, futsal, or bounce. Assessment criteria or rubrics will be used to evaluate individual performance, providing feedback and measuring progress on a scale from A to E.</p>



<b>Year Level</b>	7	<b>Subject</b>	Design
<b>Unit Topics</b>	Practical – process and production (workshop)		
<b>Assessment Tasks and Dates</b>	Week: 9		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	understanding of the assessment- task sheet, rubric. Investigate task requirements-
<b>2</b>	Safety in the workshop – safety induction quiz
<b>3</b>	Introduction to the workshop – safety teacher/ student demonstration, expectations in the workshop, warm up exercise- machinery/ hand tools/ technique and proper use
<b>4</b>	Commencement of practical assessment Learn how to read plans, instructions, procedures.
<b>5</b>	Workshop activity, in class feedback
<b>6</b>	Workshop activity, in class feedback
<b>7</b>	Workshop activity, in class feedback
<b>8</b>	Workshop activity, in class feedback



9	Final submission: week 9 Practical assessment due
10	Overview of term 2 research assignment



<b>Year Level</b>	7	<b>Subject</b>	Design
<b>Unit Topics</b>	Design folio- bag tag		
<b>Assessment Tasks and Dates</b>	Folio: Week 2, week 4, week 7, week 8 final Research: week 9		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	understanding of the assessment- task sheet, rubric. Investigate and research design brief –  -establish end user’s needs, wants, requirements.
<b>2</b>	Investigate and research draft due
<b>3</b>	Design sketched ideas – orthographic projection, isometric
<b>4</b>	Design sketched ideas draft due
<b>5</b>	Application of design ideas to inventor
<b>6</b>	Inventor design – isometric/ orthographic 3d projection
<b>7</b>	Inventor design due
<b>8</b>	Evaluation/ and draft due
<b>9</b>	Research assignment – evolution of 3d printers ( understanding of assessment – task sheet and rubric







<b>Year Level</b>	7	<b>Subject</b>	Media Arts
<b>Unit Topics</b>	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.		
<b>Assessment Tasks and Dates</b>	Assessment Project - Individual Photoshop Movie Poster for a genre film with annotations explaining design choices.  Assessment Task distributed - Week 2 Assessment Due - Week 6		

<b>Week</b>	<b>Learning Intention</b>
<b>1</b>	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.
<b>2</b>	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.
<b>3</b>	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
<b>4</b>	Students will be able to edit images using photoshop.
<b>5</b>	Students will be able to annotate a movie poster to explain their design choices.
<b>6</b>	Assessment Due  Students will be able to export their images as a high quality JPG and their photoshop file ready for submission
<b>7</b>	Students will learn how to safely operate a DSLR camera, including zooming, manual and auto-focus, for photography purposes.



<b>8</b>	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.
<b>9</b>	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.
<b>10</b>	Students will compile their images from the last 3 weeks into a digital portfolio.

