



ISLAMIC COLLEGE
OF BRISBANE

Seek Knowledge



YEAR 9 SUBJECT OVERVIEWS TERM 1, 2024

Islamic College of Brisbane Ltd t/a Islamic College of Brisbane
CRICOS Provider No: 02435A

45 Acacia Road, Karawatha QLD 4117
PO Box 1769, Springwood QLD 4127

Tel: 07 3841 3645 | **Fax:** 07 3841 4320

Email: admin@icb.qld.edu.au | **Web:** www.icb.qld.edu.au

CRICOS Number: 02435A ABN 29 064 778 927 ACN 064 778 927

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 (Islamic jurisprudence), Hadith (Prophetic Traditions and sayings), Sirah /Tareekh (Islamic History)		
Assessment Tasks and Dates	N/A		

Week	Learning Intention
1	Induction Communicating expectations Outline for the year Unit A Chapter 1 Belief in the Unseen
2	Unit A Chapter 2 Learning about Allah
3	Unit A Chapter 3 – The universe speaks tawheed
4	Unit A Chapter 4 – The world of angels
5	Unit A Chapter 5 – Jibreel the holy spirit
6	Unit A Chapter 6 – The great hadith of Jibreel
7	Unit A Chapter 7 – Suratul Jinn the world of Jinn Lesson 1



8	Unit A Chapter 7 – Suratul Jinn the world of Jinn Lesson 2
9	Unit A Chapter 7 – Suratul Jinn the world of Jinn Lesson 3
10	Unit A Chapter 7 – Suratul Jinn the world of Jinn Lesson 4



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	Learning Intention
1	Introduction to new unit: Short story Overview
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: Persuasive writing
6	Identifying and understanding language features for persuasive text
7	Exercise in Persuasive writing – preparation for NAPLAN
8	NAPLAN Week
9	NAPLAN Week





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	Assessment Assigned - Introduce, analyse and evaluate the assessment. Prepare a timeline for completion and begin to record sports performances.
7	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).
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	History: Industrial Revolution		
Assessment Tasks and Dates	Assignment Due Week 7		

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



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) Python Turtle Drawing assignment (Term 2 Week 2)		

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
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 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	Screenplay for a 1 scene short film and storyboards – individual task Due Week 7		

Week	Learning Intention
1	Students will learn the elements of a story and be able to write a 1 scene short story
2	Students will understand professional script format and be able to transpose a scene they watch into professional script format.
3	Students will be able to use a screenwriting software to write in professional screenplay formatting. Students will learn how to write effective dialogue to create meaning.
4	Assessment task sheet distributed this week. Students will understand the task requirements. Students will be working on their assessment task.
5	Students will learn the codes and conventions of storyboarding. Students will be able to storyboard a scene from a provided shot list.
6	Draft Due End of Week Students will complete a draft of their assessment
7	Students will give each other peer feedback on their assessment and receive teacher feedback. Students will edit their work. Assessment due at end of week
8	Students will organise into production groups for next term. Students will install Adobe Creative Cloud and Premiere Pro on their devices.
9	Students will learn how to shot list a film in professional format



Students will complete Premiere Pro tutorials and be able to edit together an action sequence.



Year Level	9	Subject	Visual Art
Unit Topics	In this unit, students will investigate the concept of global and Asian art and the purpose of these artistic intentions. Students will ponder on their world through the concept of cultural reflecting on and applying different viewpoints.		
Assessment Tasks and Dates	Project (Week 10)		

Week	Learning Intention
1	Define cultural art, connect relate the definitions to students own perceptions of culture and art
2	Define cultural art, connect relate the definitions to students own perceptions of culture and art
3	reflect on the development of different traditional and contemporary styles and how buildings can be viewed through the different forms in visual arts
4	reflect on the development of different traditional and contemporary styles and how buildings can be viewed through the different forms in visual arts
5	use historical and conceptual explanations to critically reflect on the contribution of visual arts practitioners as they make and respond to visual artworks
6	adapt ideas, representations from local building and use them to inform their own personal aesthetic when producing a series of artworks that are conceptually linked, and present their series to an audience
7	extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies
8	work on refining and working on processes and ideas
9	Working on project, project feedback





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 (11/03/2024)		

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)
5	Research Assignment issued- Statement of Advice Report. Students to conduct an inquiry and propose a course of action for a client
6	Research Assignment- Develop questions to guide an inquiry and gather data and information about investment strategies
7	Research Assignment- Develop questions to guide an inquiry and gather data and information about investment strategies
8	Research Assignment Due- (Monday 11/03/24)
9	Competition in the marketplace: Investigate the nature of innovation and how and why businesses seek to create and maintain competitive advantage
10	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



