



**EAST PRESTON ISLAMIC COLLEGE**

**YEARS 7 – 9**

**CURRICULUM INFORMATION**

# EAST PRESTON ISLAMIC COLLEGE

## YEARS 7-9 CURRICULUM INFORMATION

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### Year 7 English

#### Curriculum Description:

In Year 7 English, students are encouraged to use language to cultivate insight into human experiences and express this in a compelling way. This is done through the various texts that are studied throughout the year. A range of activities are used to engage the students in discussing their thinking. Some include: five whys, fishbone diagram and affinity diagram. Some of the issues studied throughout Year 7 are child exploitation, globalization and war. Furthermore, current issues/affairs that arise will also be central and will be linked to the unit of work.

#### Assessment:

In Year 7 English, assessment tasks given to students are aligned with their learning experiences. The program includes a range of assessments that offer students opportunities to demonstrate their learning across the Australian Curriculum content description and Year 7 level achievement standards. Assessments include presenting imaginative, informative and persuasive text types in written and spoken form.

Standardized Progressive Achievement Test for Writing, Language Conventions and Reading & Comprehension is conducted at the beginning of the year. Major Assessment Tasks, referred as MATs will be used to assess students' abilities to create a variety of text heighten engagement and impact by describing, explaining, addressing significant issues, conveying an argument or persuading. Each task will be carried out and presented to the class upon completion. In creating the texts, students are encouraged to plan, draft and their work before submitting the final copy. Students are also encouraged to maintain a high standard workbook with classroom assigned exercise complete. Students are to consolidate a personal handwriting style that is legible, fluent and automatic.

#### Resources:

Holes - Louis Sachar

Cambridge Language Toolkit 1

Cambridge English for the Australian Curriculum Book 1

The Dons - Archimedes Fusillo

WALL-E (Film)

Howl's Moving Castle (Film)

Language Toolkit book 1

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### Year 7 Maths

#### Curriculum Description:

By the end of the year, students will be able to describe patterns in uses of indices with whole numbers, recognise equivalences between fractions, decimals, percentages and ratios, plotting points on the cartesian plane, identifying angles formed by a transversal crossing a pair of lines, and connecting the laws and properties of numbers to algebraic terms and expressions.

Students will also be confident in calculating accurately with integers, representing fractions and decimals in various ways, investigating best buys, finding measures of central tendency and calculating areas of shapes and volumes of prisms. They will also be able to formulate and solve authentic problems using numbers and measurements, work with transformations and identify symmetry, calculate angles and interpret sets of data collected through chance experiments

#### Assessments:

Ongoing Formative Assessments

Progressive Achievement Test (PAT)

Maths Mate

End of Chapter Tests

Semester Exams

Projects and Major Assessment Tasks

Presentations

#### Resources:

Maths Quest 7

Assesson

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### Year 7 Science

#### Curriculum Description:

Throughout the year, students will focus on Science areas including Chemical Sciences, Physical Sciences, Earth and Space Sciences and Biological Sciences. In Chemical Sciences, students will be engaged in learning about different mixtures including solutions that contain a combination of pure substances. Students will focus on various separating techniques. In Physical Sciences, students will focus on several types of forces that affect the behavior of objects. In Earth and Space Science, students will discover that Earth is part of the Solar System, the position of the sun. They understand that Earth and moon predict seasons and eclipses. They will discover Earth's renewable and non-renewable resources and the importance of water as a resource to the environment. In Biology, students will learn about classification of different organisms. They will also learn about the interaction between organisms.

#### Assessments:

Ongoing Formative Assessments

Homework Tasks

Practical Reports

Research Projects for Class Presentation

Topic Test

End of Semester Examination

#### Resources:

Science Quest 7 Jacaranda

Science Quest Student Workbook

Assesson

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### Year 7 Humanities and Social Sciences

#### Curriculum Description:

In the Australian Curriculum, the Humanities and Social Sciences learning area includes a study of History, Geography, Civics and Citizenship and Economics and Business.

Through studying Humanities and Social Sciences, students will develop the ability to question, think critically, solve problems, communicate effectively, make decisions and adapt to change. Thinking about and responding to issues requires an understanding of the key historical, geographical, political, economic and societal factors involved, and how these different factors interrelate.

The Year 7 curriculum provides a study of history from the time of the earliest human communities to the end of the ancient period, approximately 60 000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies in places including Australia, Egypt, Greece, Rome, India and China.

‘Water in the world’ focuses on water as an example of a renewable environmental resource. This unit examines the many uses of water, the ways it is perceived and valued, its different forms as a resource, the ways it connects places as it moves through the environment, its varying availability in time and across space, and its scarcity. ‘Place and liveability’ focuses on the concept of place through an investigation of liveability. This unit examines factors that influence liveability and how it is perceived, the idea that places provide us with the services and facilities needed to support and enhance our lives, and that spaces are planned and managed by people. It develops students’ ability to evaluate the liveability of their own place and to investigate whether it can be improved through planning. The liveability of places is investigated using studies drawn from Australia and Europe.

The Year 7 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring what it means to be a consumer, a worker and a producer in the market, and the relationships between these groups. Students explore the characteristics of successful businesses and consider how entrepreneurial behaviour contributes to business success. Setting goals and planning to achieve these goals are vital for individual and business success, and students consider approaches to planning in different contexts, while also considering different ways to derive an income. The emphasis in Year 7 is on personal, community, national or regional issues or events, with opportunities for concepts to also be considered in the global context where appropriate.

The Year 7 curriculum provides a study of the key features of Australia’s system of government and explores how this system aims to protect all Australians. Students examine the Australian Constitution and how its features, principles and values shape Australia’s democracy. They look at how the rights of individuals are protected through the justice system. Students also explore how Australia’s secular system of government supports a diverse society with shared values.

#### Assessment:

A range of hands-on assessment tasks will be set for students throughout each unit/term. Students are encouraged and are assessed on creating posters, models, articles, letters, open ended research tasks.

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Their workbook is an integral part of assessing their understanding of each unit as weekly assignments will be set for students to complete in their books. An end of term/unit exam will also be set.

### **Major Assessment Tasks (MAT):**

Research, Source Analysis, Personal Reflection, Data Collection

Projects & Presentations

### **Resources:**

Oxford Bog Ideas 7

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### **Year 7 LOTE (Language Other Than English) - Arabic**

#### **Curriculum Information:**

Arabic is a compulsory subject in Year 7. Most of the students know Arabic as they have been learning it from Foundation/ Prep. Students are encouraged to make best use of the opportunities provided to know the language, understand the connection between Arabic and English and gain intercultural understanding. The course is designed to enable students to:

- experience Arabic in a range of contexts through the integration of listening, reading, speaking and writing skills
- experience, enjoy and respond to features of the culture of Arabic-speaking communities
- gain knowledge of, and develop skills in the application of grammatical structures

#### **Assessment:**

Ongoing Formative Assessments

Set Homework Tasks

End of unit tests

Major Assessment Task (Written and Oral)

Semester Exams

#### **Assigned books:**

Iqra' Arabic Reader 2 Textbook

Iqra' Arabic Reader 2 Workbook

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### **Year 7 Religious Education**

#### **Curriculum Description**

The Islamic Studies curriculum provides opportunities for students to explore their faith and discover both the practical and profound application of Islam in their young lives. Islamic Studies also include the character education program, which weaves universal moral values of compassion, honesty, truthfulness, courage, tolerance and forgiveness into daily activities. Throughout the year, there is focus on the understanding and establishment of prayer/salat, the world of the unseen, al-Quran the last holy book, along with learning significant lessons from the story of Prophet Musa. Students will also be introduced to and analyse Surah Al-jinn and Aurah Al-muzzammil.

#### **Assessment**

Ongoing Formative Assessments

Set Homework Tasks

Projects& Presentations (Major Assessment Tasks)

End of Term Tests

Exams

#### **Resources**

Textbook: Learning Islam Level 1

Worksheet Book: Learning Islam Level 1

Weekend Learning Level 7

DVD's and You Tube Clips on Related Topics

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### **Quran Subject Description**

At EPIC, during Quran teaching, the focus is given to Tajweed. Tajweed is a set of rules for proper pronunciation and recital of the Quran. It is meant to replicate the way the prophet Mohammad (saws) recited the Quran. Learning Tajweed means learning how to pronounce the letters in the words correctly. Our aim is to help all students work towards achieving excellent Quran reading skills and independently read any Ayah or Surah in the Quran. Once the student is able to read the Quran independently, he or she will then be required to start memorising designated Surahs.

Grade 6 Juz Amma

Yr 7 Juz Tabarak

Yr 8 Qad Sami'ah

Yr 9 Az Zaariyaat

Yr 10 Al Ahqaf

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### Year 7 Health

#### Curriculum Description:

The Year 7 Health course consists of theoretical sessions. The topics include:

- You, me, I and us!
- Food, glorious food

This course enables students to:

- Identify people who are important to them
- Strategies for relating to and interacting with others
- Assertive behaviour and standing up for themselves
- Establishing and managing changing relationships (offline & online)
- Changing identities and the factors that influence them
- Celebrating and respecting difference and diversity in individuals and communities
- Mental health and wellbeing, and mental health promotion
- The impact of physical, social, spiritual and emotional health on wellbeing
- Body image and self-worth and their impact on mental health and wellbeing
- Resilience, and skills that support resilient behaviour
- Coping skills, help-seeking strategies and community support resources
- Networks of support for promoting mental health and wellbeing.

#### Assessment:

Assessment is based on class participation, effort, attitude, workbook completion, assignments, tests and exams.

#### Resources:

Cambridge Jump Start 7 & 8 Health and Physical Education Workbook

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### **Year 7 Physical Education**

#### **Curriculum Description:**

Health and Physical Education is an essential component of education at EPIC. The major focus is to create an environment that favours the development of a life-long physically active life style. The students experience various types of games and sports throughout the year including basketball, soccer, volleyball, athletics and cricket. Interschool competitions are also an integral part of the physical education program. An intensive week long swimming program is offered to students.

The physical education program:

- provides students with the opportunity to continue developing their motor skills through a range of enjoyable movement experiences
- helps develop a knowledge and understanding of a variety of sports skills and rules
- establishes a desire to pursue physical activities both now and in the future
- encourages team work, develops social skills and positive attitudes through participation in physical activity
- Develops an understanding of team strategies and set plays

#### **Assessment:**

Assessment is based on skill competence, attitude and effort.

#### **Resources:**

Sports equipment as required for games and skill development will be used.

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### **Year 7 Arts - Visual Arts**

#### **Curriculum Description:**

In Year 7 students identify and analyse how other artists use visual conventions and viewpoints to communicate ideas and apply this knowledge in their art making.

They evaluate how they and others are influenced by artworks from different cultures, times and places.

The topics covered are:

- Conventions of art
  - Aboriginal, Egyptian and Greek art.
- From Caves to Street Art. Why do we make art?
- Visual literacy and comic book art

Students will:

- develop good Art Room practices and gain awareness of health and safety issues relevant to their environment, equipment and material
- develop an awareness of art conventions, such as composition, colour, space, line, tone and texture
- learn how to use various tools and materials correctly.
- develop an aesthetic judgement.
- investigate how Islam transformed geometry into a major art form using the circle as a basis for a generation of patterns
- apply the principles of repetition, symmetry and change of scale to create a bewildering variety of effects
- learn that representation of human or animal forms is prohibited in Islam and geometric forms are an acceptable substitute for art forms

#### **Assessment:**

Students are assessed on the successful completion of set tasks.

Their ability to follow practical instructions, work independently within the classroom and complete given tasks.

- display and discuss their folios of work

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### **Resources:**

- Art resources as required for the activity
- visual Diary
- Sample Artwork
- Israel Glenis ARTWISE VISUAL ARTS 7-10, For the Australian Curriculum.

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### Year 7-8 Drama

#### Curriculum Description:

Students in the Arts are working towards two standards in Year 7 and 8, Creating and Making and Exploring and Responding. In Creating and Making students will, independently and collaboratively; plan, design, improvise, interpret, evaluate, refine, make and present art works that represent and communicate ideas and purpose. They experiment with, select and use appropriate skills, techniques, processes, media, materials, equipment and technologies across a range of arts forms and styles. While Exploring and Responding, students research, observe and reflect on their explorations to develop, discuss, express and support opinions about their own and others' use of arts elements, principles and/or conventions, skills, techniques, processes, media, materials, equipment and technologies.

In Drama, students work as an ensemble to explore cultural diversity by sharing experiences and observations through improvisation, scripts and role-play as well as maintaining a diary of personal reflections throughout their performance making.

#### Assessments:

Performance using Mime and Masks

Exploring genres of Comedy

World War 1 Tableau

Creation of Stop Motion/IMovie film in conjunction with the Art Department

Drama Journals

#### Resources:

Class iPads

IT Laboratory

Costumes/Props (various masks)

Scripts

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### Year 8 English

#### Curriculum Description:

In Year 8 English, students are encouraged to use language to cultivate insight into human experiences and express this in a compelling way. This is done through the various texts that are studied throughout the year. Students understand text structure and organization, effective language devices used by the author, including analyzing film techniques. They learn to interpret, analyse and evaluate texts by understanding the evolving themes and issues. Alongside, they are encouraged to examine literature and respond to them by creating different genre of literature. Students learn to proofread and edit their work, improve their spelling and vocabulary and punctuate correctly following the Standard Australian English.

#### Assessment:

In Year 8 English, assessment tasks given to students are aligned with their learning experiences. The program includes a range of assessments that offer students opportunities to demonstrate their learning across the Australian Curriculum Content Descriptions and the Year 8 level achievement standards. Assessments include presenting creative, persuasive and Text Response to evaluate students 'reading and responding' texts in both written, spoken and multimodal form as MATs.

Standardized Progressive Achievement Test for Writing, Language Conventions and Reading & Comprehension is conducted at the beginning of the year.

Students are also encouraged to maintain a high standard workbook with classroom assigned exercises and homework tasks complete. Students are to consolidate a personal handwriting style that is legible, fluent and automatic.

#### Resources:

Chinese Cinderella by Adeline Yen Mah

Don't Call Me Ishmael by Michael Gerard Bauer

Coraline/ Graphic Novel Coraline – Film/multimodal text

Round the Twist – Film and Novel Study

Language Toolkit 2

English for the Australian Curriculum 1

Media Journals and News Articles through Mass Media Devices

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### Year 8 Maths Description

#### Curriculum Description:

In Year 8, students learn to describe patterns involving indices and recurring decimals, identify commonalities between operations with algebra and arithmetic, connect rules for linear relations their graphs, explain the purpose of statistical measures, and explain measurements of perimeter and area. Students are encouraged to be fluent in calculating accurately with simple decimals, indices and integers, recognising equivalence of common decimals and fractions including recurring decimals, factorising and simplifying basic algebraic expressions, and evaluating perimeters, areas of common shapes and their volumes and three dimensional objects. They will also learn to formulate, and model practical situations involving ratios, profit and loss, areas and perimeters of common shapes, and use two-way tables and Venn diagrams to calculate probabilities.

#### Assessments:

Ongoing Formative Assessments

Progressive Achievement Test (PAT)

Maths Mate

End of Chapter Tests

Exams

Projects and Major and Assessment Tasks

Presentations

#### Resources:

Maths Quest 8

Assesson

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### **Year 8 Science**

#### **Curriculum Description:**

Throughout the year, students will focus on Science including Chemical Sciences, Physical Sciences, Earth and Space Sciences and Biological Sciences. In Chemical Sciences, students will be engaged in learning about states of matter and their properties. They will be introduced to the differences between elements, compounds and mixtures. Student will discover chemical reaction to form new substances. In Physical Sciences, students will discover the different forms of energy. In Earth and Space Sciences, students will focus on cells and multi cellular organisms.

#### **Assessments:**

Ongoing Formative Assessments

Practical Report

Research Projects for Class Presentation

Topic Test

End of Semester Examination

#### **Resources:**

Sciences Quest 8 Jacaranda

Assesson

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### Year 8 Humanities and Social Sciences

#### Curriculum Description:

The Year 8 curriculum provides a study of history from the end of the ancient period to the beginning of the modern period, c.650– 1750 AD (CE). This was when major civilisations around the world came into contact with each other. Social, economic, religious and political beliefs were often challenged and significantly changed. It was the period when the modern world began to take shape.

There are two units of study in the Year 8 curriculum for Geography: 'Landforms and landscapes' and 'Changing nations'.

'Landforms and landscapes' focuses on investigating geomorphology through a study of landscapes and their landforms. This unit examines the processes that shape individual landforms, the values and meanings placed on landforms and landscapes by diverse cultures, hazards associated with landscapes, and management of landscapes. 'Landforms and landscapes' develops students' understanding of the concept of environment and enables them to explore the significance of landscapes to people, including Aboriginal and Torres Strait Islander Peoples. These distinctive aspects of landforms and landscapes are investigated using studies drawn from Australia and throughout the world.

'Changing nations' investigates the changing human geography of countries, as revealed by shifts in population distribution. The spatial distribution of population is a sensitive indicator of economic and social change, and has significant environmental, economic and social effects, both negative and positive. The unit explores the process of urbanisation and draws on a study of a country of the Asia region to show how urbanisation changes the economies and societies of low- and middle-income countries. It investigates the reasons for the high level of urban concentration in Australia, one of the distinctive features of Australia's human geography, and compares Australia with the United States of America. The redistribution of population resulting from internal migration is examined through case studies of Australia and China, and is contrasted with the way international migration reinforces urban concentration in Australia. The unit then examines issues related to the management and future of Australia's urban areas.

The Year 8 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the ways markets – including traditional Aboriginal and Torres Strait Islander markets – work within Australia, the participants in the market system and the ways they may influence the market's operation. The rights, responsibilities and opportunities that arise for businesses, consumers and governments are considered along with the influences on the ways individuals work now and into the future. The emphasis in Year 8 is on national and regional issues, with opportunities for the concepts to also be considered in relation to local community or global issues where appropriate.

The Year 8 curriculum provides a study of the responsibilities and freedoms of citizens and how Australians can actively participate in their democracy. Students consider how laws are made and the types of laws used in Australia. Students also examine what it means to be Australian by identifying the reasons for and influences that shape national identity.

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### **Assessment:**

Work Book Tasks

Essay

Oral Presentation

Written tests

Projects

Major Assessment Tasks would be referred to as MATs. They do not replace class work or book work, rather complement the work. Class work and book work remains on the reports as a method to determine grades and ability.

### **Resources:**

Oxford Bog Ideas 8

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### **Year 8 LOTE (Language Other Than English): Arabic**

#### **Curriculum Description:**

Arabic is a compulsory subject in Year 8. Students continue to develop skills in reading, writing, listening and speaking in Arabic. Students are encouraged to make the most out of their opportunities to know both the language and understand the connection between Arabic and English, and intercultural understanding and relationships.

The course is designed to enable students to:

- experience Arabic in a range of contexts through the integration of listening, reading, speaking and writing skills
- experience, enjoy and respond to features of the culture of Arabic-speaking communities
- gain knowledge of, and develop skills in the application of grammatical structures

#### **Assessment:**

Ongoing Formative Assessments

Set Homework Tasks

End of unit tests

Major Assessment Task (Written and Oral)

Semester Exams

#### **Assigned books:**

Iqra' Arabic Reader 3 Textbook (1<sup>st</sup> part)

Iqra' Arabic Reader 3 Workbook (1<sup>st</sup> part)

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### **Year 8 Religious Education**

#### **Curriculum Description:**

Throughout the year the religious domain will focus on the understanding and establishment of the journey to the hereafter, a Muslim's lifestyle, the seerah of the Prophet Muhammed along with learning about other prophets and messengers sent by Allah to mankind. Students will also be introduced to the ruling of Tajweed, along with analyzing Surah al-Maarij and Al-Haqqah.

#### **Assessments:**

Ongoing Formative Assessments

Homework

Projects & Presentations

End of Term Test

End of Semester Exams

#### **Resources:**

Textbook: Learning Islam Level2

Worksheet Book: Learning Islam Level 2

Weekend Learning Level 8

DVD's & You Tube Clips on Related Topics

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## YEARS 7-9 CURRICULUM INFORMATION

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### Year 8 Health

#### Curriculum Description:

The Year 8 Health course consists of theoretical sessions. The topics include:

- Getting to know you
- Take care out there

This course enables students to:

- Identify people who are important to them
- Strategies for relating to and interacting with others
- Assertive behaviour and standing up for themselves
- Establishing and managing changing relationships (offline & online)
- Puberty and how the body changes over time
- Managing the physical, social and mental changes that occur during puberty
- Practices that support reproductive and sexual health
- Changing identities and the factors that influence them
- Safe and unsafe situations at home, school, parties and in the community
- Strategies for dealing with unsafe or uncomfortable situations
- Managing personal safety
- First aid emergency care

#### Assessment:

Assessment is based on class participation, effort, attitude, workbook completion, assignments, tests and exams.

#### Resources:

Cambridge Jump Start 7 & 8 Health and Physical Education Workbook

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### **Year 8 Physical Education**

#### **Curriculum Description:**

Health and Physical Education is an essential component of education at EPIC. The major focus is to create an environment that favours the development of life-long physically active life style. The students focus on games like basketball, soccer, hockey, athletics and cricket. Competitions are also an integral part of the physical education program. Students also participate in the swimming program. The swimming classes are held separately for girls and boys.

The Physical Education program:

- provides students with the opportunity to continue developing their motor skills through a range of enjoyable movement experiences
- helps develop a knowledge and understanding of a variety of sports skills and rules
- establishes a desire to pursue physical activities both now and in the future
- encourages team work, and develops social skills and positive attitudes through participation in physical activity
- develops an understanding of team strategies and set plays

#### **Assessment:**

Assessment is based on skill competence, attitude and effort

#### **Resources:**

Sports equipment as required for games and skill development will be used.

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### Year 8 Arts

#### Visual Arts

##### Curriculum Description:

Students learn how to explain how artwork is displayed to enhance its meaning.

Students plan their art making in response to exploration of techniques and processes used in their own and others' artworks.

They demonstrate the use of visual conventions, techniques and processes to communicate meaning in their artworks.

- Islamic Art
- Asian Art
- Visual literacy through Comic book art.
- visual conventions

Students will:

- develop good art room practices and gain awareness of health and safety issues relevant to their environment, equipment and material
- Use visual conventions, such as composition, colour, space, line, tone and texture
- learn that representation of human or animal forms is prohibited in religious Islamic art and geometric forms are a beautiful for art form alone.
- learn that in Islamic Art infinitely repeating patterns represent the unchanging laws of God
- learn how to use a variety of different tool and materials correctly.
- develop the ability to discuss art creatively and critically using visual conventions.

##### Assessment

Students are assessed on their ability to:

- follow practical instructions, work independently within the classroom and complete given tasks
- Display and discuss their folios of work
- Visual diary
- Art history essays

##### Resources

- Art Resources as Required for the Activities
- Sample Art Work
- Visual Diary
- Israel Glenis ARTWISE VISUAL ARTS 7-10, For the Australian Curriculum.

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### Year 9 English

#### Curriculum Description:

Students will focus on the three main interrelated strands of Language, Literature and Literacy. Together the strands focus on developing knowledge, understanding and skill in listening, reading and viewing, speaking, writing and creating. Towards the end of Year 9, students analyse the ways that text structures can be manipulated for effect. They analyse and explain how images, vocabulary choices and language features distinguish the work on individual authors.

#### Assessments:

In Year 9 English, assessment tasks given to students are aligned with their learning experiences. The program includes a range of assessments that offer students opportunities to demonstrate their learning across the Australian Curriculum Content Descriptions and the Year 9 level achievement standards. Assessments include presenting creative, persuasive and Text Response to evaluate students 'reading and responding' texts in both written, spoken and multimodal form as MATs.

Standardized Progressive Achievement Test for Writing, Language Conventions and Reading & Comprehension is conducted at the beginning of the year.

Students are also encouraged to maintain a high standard workbook with classroom assigned exercises and homework tasks complete. Students are to consolidate a personal handwriting style that is legible, fluent and automatic.

#### Resources:

The Outsiders Novel study /Film study

Molly and Mobarak - Documentary

The Rug Maker of Mazar-e-Sheriff

Language Toolkit 3

English for Australian Curriculum 2

Media Journals and News Articles through Mass Media Devices

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### Year 9 Maths

#### Curriculum Description:

In Year 9, students will learn to describe the relationship between graphs and equations, simplify a range of algebraic expressions, explain the use of relative frequencies to estimate probabilities, and the use of the trigonometric ratios for right-angle triangles. Students will also be encouraged to be confident in applying the index laws to expressions with integer indices, expressing numbers in scientific notation, listing outcomes for experiments and developing familiarity with calculations involving the Cartesian plane and calculating areas of shapes and surface areas of prisms. They will also be able to formulate, and model practical situations involving surface areas and volumes of right prisms, apply ratio and scale factors to similar figures and solve problems involving right-angle trigonometry.

#### Assessments:

Progressive Achievement Test (PAT)

Ongoing Formative Assessments

Maths Mate

End of Chapter Tests

Semester Exams

Projects and Major Assessment Tasks

Presentations

#### Resources:

Maths Quest 9

Assesson

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### Year 9 Science

#### Curriculum Description:

Throughout the year, students will focus on Science areas including Chemical Sciences, Physical Sciences, Earth and Space Sciences and Biological Sciences. In Chemical Sciences, students will be engaged in learning about the structure of atoms. They will focus on radioactivity and how it is related to atoms. They will investigate a range of chemical reactions that involve forming new substances and the importance of chemical reaction in living and non-living systems. In Physical Sciences, students will cover areas of energy that can be transferred in many ways. In Earth Sciences, students will discover tectonics and global activity. In Biological Sciences, students will cover multi-cellular organisms and ecosystems that consist of communities.

#### Assessments:

Ongoing Formative Assessments

Homework tasks

Practical Reports

Research Projects for Class Presentation

Topic Test

End of Semester Examination

#### Resources

Sciences Quest 9 Jacaranda

Science Quest Student Workbook

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### Year 9 Humanities and Social Sciences

#### Curriculum Description:

The Year 9 curriculum provides a study of the history of the making of the modern world from 1750 to 1918. It was a period of industrialisation and rapid change in the ways people lived, worked and thought. It was an era of nationalism and imperialism, and the colonisation of Australia was part of the expansion of European power. The period culminated in World War I, 1914–1918, the ‘war to end all wars’.

‘Geographies of interconnections’ focuses on investigating how people, through their choices and actions, are connected to places throughout the world in a wide variety of ways, and how these connections help to make and change places and their environments. This unit examines the interconnections between people and places through the products people buy and the effects of their production on the places that make them. Students examine the ways that transport and information and communication technologies have made it possible for an increasing range of services to be provided internationally, and for people in isolated rural areas to connect to information, services and people in other places. These distinctive aspects of interconnection are investigated using studies drawn from Australia and across the world.

The Year 9 curriculum gives students the opportunity to further develop their understanding of economics and business concepts by exploring the interactions within the global economy. Students are introduced to the concept of an ‘economy’ and explore what it means for Australia to be part of the Asia region and the global economy. They consider the interdependence of participants in the global economy, including the implications of decisions made by individuals, businesses and governments. The responsibilities of participants operating in a global workplace are also considered.

The Year 9 curriculum builds students’ understanding of Australia’s political system and how it enables change. Students examine the ways political parties, interest groups, media and individuals influence government and decision making processes. They investigate the features and principles of Australia’s court system, including its role in applying and interpreting Australian law. Students also examine global connectedness and how this is shaping contemporary Australian society.

#### Resources:

Oxford Bog Ideas 9

#### Assessment:

Ongoing Formative Assessments

Work Book Tasks

Written Work (Essays)

Oral Presentation

# EAST PRESTON ISLAMIC COLLEGE

## YEARS 7-9 CURRICULUM INFORMATION

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### Semester Exams

Major Assessment Tasks referred to as MATs will be given to students. They do not replace class work or book work, rather complement the work. Class work and book work remain on the reports as a method to determine grades and ability. Students who do not do well on a MAT would refer to their bookwork to determine where their gaps are. MATs can be taken home. Work for MATs would be completed in the MAT workbook and retained by the teacher.

**EAST PRESTON ISLAMIC COLLEGE**  
**YEARS 7-9 CURRICULUM INFORMATION**

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## **Year 9 LOTE (Language Other Than English): Arabic**

### **Curriculum Description:**

Arabic is a compulsory subject in Year 9. Students continue to develop skills in reading, writing, listening and speaking in Arabic. Students are encouraged to make the most of their opportunities to know both the languages and understand the connection between Arabic and English, and intercultural understanding and relationships.

The course is designed to enable students to:

- experience Arabic in a range of contexts through the integration of listening, reading, speaking and writing skills
- experience, enjoy and respond to features of the culture of Arabic-speaking communities
- gain knowledge of, and develop skills in the application of grammatical structures

### **Assessment:**

Ongoing Formative Assessments

Set Homework Tasks

End of unit tests

Major Assessment Task (Written and Oral)

Semester Exams

### **Assigned books:**

Iqra' Arabic Reader 3 Textbook (2<sup>nd</sup> part)

Iqra' Arabic Reader 3 Workbook (2<sup>nd</sup> part)

# EAST PRESTON ISLAMIC COLLEGE

## YEARS 7-9 CURRICULUM INFORMATION

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### Year 9 Religious Education

#### Curriculum Description:

Throughout the year the religious domain will focus on the understanding and establishment of the rules of fasting/siyam, how to lead a pure lifestyle, Allah-the controller of the world, along with exploring the rituals of haji and sunah of the Prophet Muhammed. Students will also be introduced to the rulings of tajweed along with exploring the analysis of surah al-Qiyammah.

#### Assessments:

Ongoing Formative Assessments

Set Homework Tasks

Projects& Presentations (Major Assessment Tasks)

End of Term Tests

Exams

#### Resources:

Textbook: Learning Islam Level 3

Worksheet Book: Learning Islam Level 3

Weekend Learning Level 9

DVD's & YouTube Clips on Related Topics

# EAST PRESTON ISLAMIC COLLEGE

## YEARS 7-9 CURRICULUM INFORMATION

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### Year 9 Health

#### Curriculum Description:

The Year 9 Health course consists of theoretical sessions. The topics include:

- Be yourself
- Connecting with others
- Party safe
- Food for thought

This course enables students to understand:

- Food groups and recommendations for healthy eating
- Nutritional requirements and dietary needs
- Food labelling and packaging
- Food advertising
- Personal, social, economic and cultural influence on food choices and eating habits
- Strategies for planning and maintaining a healthy, balanced diet
- Healthy options for snacks, meals and drinks
- Sustainable food choices.

#### Assessment:

Assessment is based on class participation, effort, attitude, workbook completion, assignments, tests and exams.

#### Resources:

Cambridge Jump Start 9 & 10 Health and Physical Education Workbook

# EAST PRESTON ISLAMIC COLLEGE

## YEARS 7-9 CURRICULUM INFORMATION

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### Year 9 Physical Education

#### Curriculum Description:

Health and Physical Education is an essential component of education at EPIC. The major focus is to create an environment that favours the development of life-long physically active life style. The students focus on games like basketball, soccer, hockey, athletics and cricket. Competitions are also an integral part of physical education program. Students also participate in the swimming program. The swimming classes are held separately for girls and boys.

The Physical Education program:

- provides students with the opportunity to continue developing their motor skills through a range of enjoyable movement experiences
- helps develop knowledge and understanding of a variety of sports skills and rules
- establishes a desire to pursue physical activities both now and in the future
- encourages team work, and develops social skills and positive attitudes through participation in physical activity
- develops an understanding of team strategies and set plays

#### Resources:

Sports equipment as required for games and skill development will be used.

#### Assessment:

Assessment is based on skill competence, attitude and effort.

# EAST PRESTON ISLAMIC COLLEGE

## YEARS 7-9 CURRICULUM INFORMATION

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### Year 9 Arts - Visual Arts

#### Curriculum Description:

In year 9 students plan and design artworks that represent their artistic intention while building on their skills and improving their Visual literacy and drawing skills. They continue to develop their understanding of the use of visual conventions and describe art works both verbally and in writing.

#### In Year 9 students:

- review visual conventions through discussion and designing artwork using their prior knowledge of the visual conventions.
- design and create art works inspired by the works of others.
- Students develop an understanding of how to construct perspective within the composition of an artwork
- develop good art room practices and gain awareness of health and safety issues relevant to their environment, equipment and material
- refine their use of tools and materials.
- develop a critical and creative aesthetic judgement
- evaluate, reflect on and justify their work content
- students discuss the way their own work may or may not reflect the art of other artists.

#### Assessment

Students are assessed on their ability to:

- follow practical instructions, work independently within the classroom and complete given tasks
- display and discuss their folios of work

Their visual diary

Written essays

#### Resources

- Art resources as required for the activity
- Sample Artwork
- VISUAL DIARY
- Israel Glenis ARTWISE VISUAL ARTS 7-10.

# EAST PRESTON ISLAMIC COLLEGE

## YEARS 7-9 CURRICULUM INFORMATION

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### Year 9 Drama

#### Curriculum Description:

Students in the Arts are working towards two standards in Year 9 and 10: Creating & Making and Exploring & Responding. Therefore they will design, make and present art works. In doing so, they develop skills in making decisions about creative ways of generating and implementing ideas. They reflect on their experiences and observations, consider what they have learned about styles and forms and explore issues and concrete and abstract concepts to generate ideas. In Drama, students devise, rehearse, and design an ensemble performance. They construct sets, costumes and props suitable for a selected performance space, and present the performances. They maintain a record of their exploration, development and refining of ideas, use of elements and principles and/or conventions and application of techniques and processes when making and presenting their arts works.

Students in 2016 will be given the opportunity to collaborate towards two public performance. In term 2 students will collaborate in workshops at Monash University with Drama Victoria as well as other local schools, building a self- devised performance. As an extension to this experience 5 x students in term 3 will self-devise a script with a professional artist, they will consider casting and drama element decisions. Students will build towards a set of performances for an Inter-faith Festival in conjunction with Darebin Council.

#### Assessments:

Performance of Students' Own Puppets

Performance of Students' Own Monologue

Greek Chorus

Drama Journal

#### Resources:

Craft materials as required

Scripts for 'The Suitcase Series'

Costumes/Props

Scripts