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# MIDDLE SCHOOL CURRICULUM HANDBOOK



**AUSTRALIAN  
ISLAMIC COLLEGE**

22A Cedar Ave  
West Croydon SA 5008

# WHO WE ARE

## Our Vision

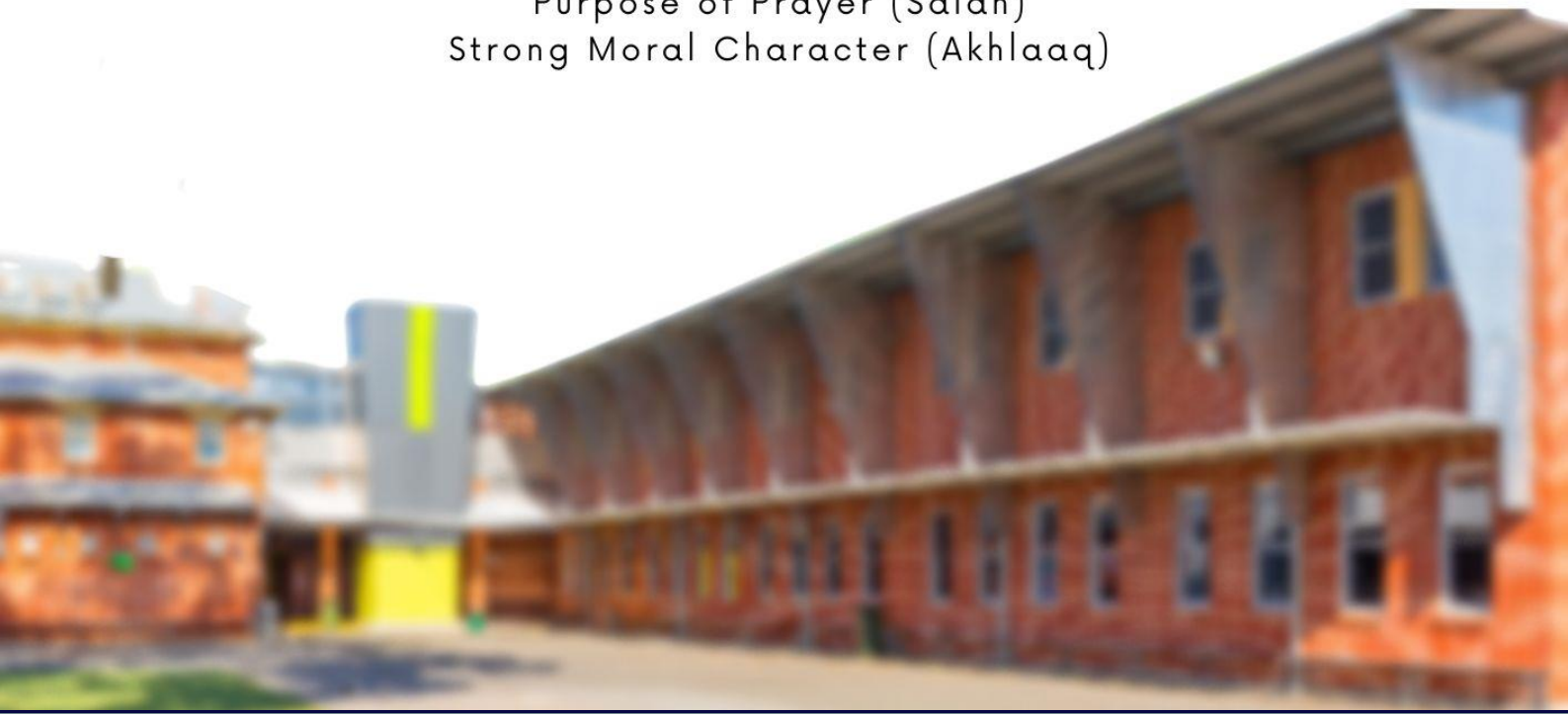
Islamic Values and Academic Excellence for  
Success in this Life and the Hereafter

## Mission Statement

Our goal is for our Muslim youth to aspire towards excellence in both character and education. We want our students to encounter new educational experiences that will serve their future aspirations whilst maintaining a balance between academic pursuits and Islamic values.

## Objectives

Committed, balanced individuals.  
Contributing citizens and community builders  
Importance of Islamic Faith (Imaan)  
Purpose of Prayer (Salah)  
Strong Moral Character (Akhlaaq)



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# MIDDLE SCHOOL AT AIC

The years 7 to 9 are categorised as the Middle School and include students between the ages of 11 to 15. At this age students are faced with demanding responsibilities and challenges. They undergo a profound awakening, and the demands of adolescence bring them to perceive the world in new ways, which is why the years spent in middle years are extremely important for the students' academic and personal development.

A Middle School helps students make the transition from Primary to Senior School smoothly. Our teachers and students, who are part of the interdisciplinary teams, work together to create a smaller and more personalised learning environment than the traditional secondary school. This team becomes the students' home base, providing opportunities to grow, explore and create.

The learning at this level is fun and enjoyable, but at the same time students are prepared with knowledge, skills and good work ethics that will be important as they make the transition into Senior School. Students are stretched to seek new challenges and are guided and supported by dedicated, highly qualified teachers, so that students don't feel inadequate as they enter the demanding world of Senior School.

Transition is a key feature of middle years, and this is illustrated in the gradual nature of the move from the realms of middle to senior schooling. We aim to provide an education that is valuable for everyone and helps them achieve their personal best. This is an essential feature of our middle school and is the cornerstone of our interactions with parents as well as the students.

# OUR PHILOSOPHY

The Middle School program is designed to nurture the intellectual, ethical, social/emotional, and physical development of students, during the transition from primary school to middle school. Students experience a rapid shift in growth and thinking as they are placed in an environment that is distinctly different from primary or senior school models.

At this stage there is a shift in students' intellectual abilities, as they move from the concrete mode of thought to a more abstract level of metacognition. To foster this growth the curriculum is designed so that students are guided in making connections and seeing the relationships among subject areas, and applying the knowledge beyond the classroom.

Independence and organisation are stressed throughout the program as students learn to research and use a wide variety of technologies to enhance the acquisition, analysis, communication and presentation of information. Teachers emphasise active learning, using a student-centred approach and a variety of assessment techniques. The goal is to provide a supportive and creative atmosphere to cultivate a lifelong love of learning.

The Middle School seeks to nurture close, trusting relationships with adults and peers to create a climate for personal growth, and to help students deal successfully with change and transition. Home group and subject teachers provide students with opportunities to share interests and concerns. Students receive additional support from religious education and health teachers.

# A DYNAMIC EDUCATIONAL EXPERIENCE

A quick glance inside classrooms reveals students participating in a truly dynamic educational experience. Students spend considerable time discussing questions in groups; collaborating with peers on projects; debating controversial issues; spearheading power-point presentations; using drama and technology to bring learning to life; and engaging in other applied learning experiences, much of which requires them to interact with the world around them.

This hands-on approach not only enriches the quality of learning but also makes learning fun, which in turn encourages students to continue their own education throughout their lives. Above all, we strive to instil a love of life-long learning in all of our young adults, thereby develop an increased sense of personal and academic responsibility.

The Australian Islamic College Adelaide Middle School provides an enriched, rigorous program combining academics, sports, the arts and social events. We provide a strong foundation in the core subjects, a firm background in study skills, and a wide range of experiences and opportunities for success. Because we are a small school, students have the opportunity to participate in all school activities, and many students discover new talents.

At the Australian Islamic College, we give focus to effective development and activities which promote positive self-awareness and acceptable behaviour. These needs are catered for through a broad, relevant and responsive range of learning activities that include quality classroom and specialist teacher learning programs, co-curricular and extra-curricular activities.

Our holistic approach to education also values the development of personal and social responsibility through action, challenge, diversity and international understanding. We also take responsibility to foster in each student the notion of caring for themselves, for others and for their local and global community.

# POLICY EXPECTATIONS

## Staff

- The staff endeavour to provide a safe; healthy and supportive environment for all students, recognising that each student is a unique individual.
- The staff use the recommended means of communication to maintain contact with parents.
- The staff maintain a positive presence with the students beyond classroom and teaching responsibilities.

## Parents

Parents work with students and staff to maintain effective communication in the approved manner. Parents support the College's overall endeavours by ensuring students are punctual to school, attend regularly as required and appreciate and support home study commitments.

## Behaviour Expectations – Students

- Should follow the appropriate rules set by each teacher for that class.
- Should act in such a way that they facilitate the learning of themselves and others.
- Should behave in a way that reflects the Islamic values of the school.
- Playground – students play in a sensible and safe way, respecting the rights of others.
- Respect and look after the school equipment.

## Safety

- Every student has the right to both physical and emotional safety in their school environment.
- Harassment will not be tolerated.
- Students are required to behave in a way which will ensure the safety of themselves and others.
- In the interest of personal health and safety, and the welfare of others, no dangerous substances and/or articles should be brought to school.



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# STUDENTS' DAILY ROUTINE

- Students are expected to be punctual to all classes.
- Students will wait at a room for a teacher to instruct them to enter.
- Students will bring with them everything that they need for that lesson.
- Students will not bring food and non-schoolbooks into the room.
- When students enter the room they will sit when and where told.
- If students speak in the room, or wish to ask or answer a question, they will raise their hand.
- Students will use equipment and facilities properly and safely. Tables and chairs will be left as they are found and not damaged.
- Students will be punctual for the start of all classes.
- At all times appropriate language is to be used.

## Outside

- Every student has the right to be able to move around the school without verbal or physical threat from any other student.
- At all times the College grounds shall be kept in a tidy condition.
- Rubbish will be placed in bins provided.
- The best behaviour is always expected on buses.

## Uniform

- The complete and correct school uniform is to be worn while traveling to and from school, while attending school and on school excursions.
- The full sport uniform is to be worn during Physical Education classes.
- All students are to adhere in full to the College Uniform Policy.



# WORK ATTITUDE

Success at Middle School level does not occur automatically. Students must be prepared to work conscientiously at all times. This means that attention to detail and instructions are vital.

A teacher would expect students to come prepared for all lessons bringing books, pens, etc. To encourage students to be organised, each student is allocated a locker and is required to be prepared for all lessons. Students are required to leave their bags in their lockers and not carry them to every lesson. This is not only good for the physical well-being of the students, but also makes the environment around the classrooms safer.

## **Follow up**

Teachers will endeavour to follow up on students' performance and attitude in their own classes. The home group teacher will review student attendance and behavior weekly and contact parents if required. In week 5 of each term, subject teachers will review student progress and make phone calls or send emails to parents to flag their concern and make suggestions for improvement. If the academic performance is still ascertained to be an issue, parents may be called in to attend a meeting with the subject teacher and Curriculum Coordinator in order to discuss strategies which may aid the student in achieving learning outcomes.

# ASSESSMENT & REPORTING

Assessment is an integral part of the education process. It is part of the learning progress and informs teachers, parents, and students as to the progress being made by the student against the objectives of the curriculum.

Assessment is ongoing and includes formative (during units of work to inform the next stage of the learning process) and summative (at the conclusion of a unit of work) assessment. Teachers use a range of assessment tools based on the needs of individual students.

## **Assessment Strategies**

**Observations** – All students are observed frequently, individually, in small groups and as a whole class.

**Rubrics** – The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems.

**Process-focused assessments** – Students' skills and developing understanding are regularly observed in context using checklists and notes.

**Selected responses** – Tests and quizzes are the most familiar examples of this form of assessment.

**Open-ended tasks** – Situations in which students are presented with a stimulus and asked to communicate an original response. The answer may be written, illustrated, or constructed.

**Exams** – Students are expected to sit for written exams in Islamic Studies, English, Mathematics, HASS and Science at the end of term 1 and 2. Marks of tests and exams in each subject accumulate to give the student a grade. Assignments, assessments, and research projects are also graded which sum up to make the final grade for the student.

## **Reporting Formats**

### ***Written Reports***

In the Middle School, the Australian Islamic College reports to parents four times a year in a formal way. Detailed reports are issued at the end of each semester being Terms 2 & 4. Progress reports are issued at the end of Terms 1 & 3.

Written reports are a summative record for students and their parents. In English, Mathematics, HASS, Science, Technologies, Arabic, Health and PE, the report is based on the assessment of the year level standard as outlined in the Australian Curriculum.

The report includes an achievement grade using A+ to E for each year level standard, accumulated marks, teacher comments and a general comment. The comments are a reflective review of student learning and development during the semester.

### ***Parent Teacher Interviews***

The parent-teacher interview is a discussion between the parent(s) and teacher intended to give the parent(s) information about student development and needs in relation to the school programme. It is also an opportunity for the parent(s) to share information relevant to the student in the school context. Parent-teacher interviews are held in the last week of each term.

# HOMework GUIDELINES

- Homework helps students by complementing and reinforcing classroom learning, fostering good lifelong learning and study habits, and providing an opportunity for them to be responsible for their own learning.
- Homework provides an opportunity for parents to participate in their child's education. Parents, in partnership with the school, should encourage their children to establish positive homework behaviours.
- Parents are advised of homework expectations and submission dates through Parent Lounge.
- Students benefit from completing homework regularly. Homework helps them develop organisational and time-management skills.
- Failure by students to complete homework on a regular basis will be followed up by teachers and coordinators.

## Successful Homework Practice

- Involves up to 60 minutes per day, five days a week for year 7 & 8 and up to 90 minutes per day, five days a week for year 9.
- Homework should include extension of class work, projects and assignments, essays and research.

Care should be taken to ensure that undue pressure is not placed on students at this level, and that a balance is maintained between the demands of study, recreational pastimes and family time. This can generally be achieved through good organisation and planning, and builds on the effective study habits developed earlier in students' school life.

If parents are concerned about the amount of time a student is spending on homework tasks, an interview should be arranged to discuss the concerns with teachers.

# STUDENT HOME SUPPORT

Support at Home for Students Parents and families can help their children

by:

- Encouraging them to take increasing responsibility for their learning and organisation.
- Observing and acknowledging their successes and asking how their home and class work is progressing.
- Encouraging them to set aside a regular daily session to read and complete homework. Setting an example by reading themselves.
- Contacting the relevant teacher to discuss any problems their children are having with homework.
- Helping them to complete homework by discussing key questions or directing them to resources. Usually it is better to encourage children to complete homework themselves.
- Ensure that children balance the amount of time they spend watching television, playing computer games, and engaging in leisure or recreational activities.
- Helping them to balance the amount of time spent completing homework, watching television, playing computer games and engaging in other leisure or recreational activities.
- Checking whether homework has been set and ensuring they keep a homework diary.
- Reading texts set by teachers. Discussing their child's response to the texts and asking to see work they complete in relation to these texts.

# CO-CURRICULAR ACTIVITIES

The Australian Islamic College Adelaide has created an extensive, balanced, and comprehensive co-curricular programme that builds on the community life of the school and enhances and extends our curriculum.

The co-curricular programme offers all students a range of sporting, cultural, team and individual physical and creative opportunities beyond the classroom. These programmes allow for the development of a broad range of skills, including teamwork, leadership, organisation, persistence, time management, social skills, self-esteem and a broadening of confidence.

All students are encouraged to participate in co-curricular activities, either individually or as part of a team.

## **Sports**

Our inter-school competitions involve sports such as soccer, cricket, swimming, netball, Footy, athletics and basketball.

Sporting involvement is a great way to be an active member of college life, whilst also developing teamwork, physical and leadership skills and perhaps most of all, having a good time with friends.

## **Public Speaking**

Opportunities for students to develop skills in public speaking and debating are developed through workshops in the middle school. Inter-class debating is encouraged in the Middle School.

## Excursions

Partial and full-day excursions are organised throughout the school year. These may be academic, or sports related. Regular school rules are to be followed during all trips and outings. Students also have had the opportunity to visit other schools through inter-faith exchanges.

## Competitions

Students are encouraged to participate in Australia-wide subject based competitions in areas such as English, Maths and Science. There is also an opportunity to become involved in school-based activities such as the Quranic competition.





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# MIDDLE SCHOOL CURRICULUM



# RELIGIOUS, QURANIC & ARABIC STUDIES

## **Religious Education – Islamic Studies – 2 lessons per week**

Central to the lives of all our families here at the Australian Islamic College is our faith in Allah (SWT) and the teaching of Islam.

The key to our understanding of self, our world and the interrelation between the two, along with our journey to find meaning in our lives, is religious education. This is particularly important in helping students face the many demands of life today. Religious education and personal development are part of the curriculum in every level of the school.



In the Middle School, the religious education course focuses on the Islamic faith of Muslims. Learning experiences and activities are structured to enable students to focus on themselves as individuals and in their relationship with others. They are encouraged to explore their personal call to growth in faith through deepening their understanding of their relationship with Allah (SWT) and the Muslim community to which they belong.

Areas of study include Islamic Fiqh, Aqidah, Akhlaaq, Adaab, Islamic History, teachings from the Quran and hadith.

## **Study of the Holy Quran– 2 lessons per week**

Continuing with their Islamic education, lessons focusing on Quranic recitation are held twice a week by highly knowledgeable Islamic scholars. From an early age, children are taught to recite surah by memorising from the Holy Quran. Their knowledge is extensive and can be witnessed in our annual Quranic competition showcasing the important work accomplished by all.

## **Arabic Studies – 2 lessons per week**

In recognition of the important role of the Arabic language, when it comes to our most highly valued learning area of Islam, Arabic is the language we have chosen to teach here at the Islamic College. Learning Arabic, the language of the Holy Quran, supports our desire to expand and consolidate the teachings of our religion. In the Middle Years we have specialist Arabic teachers who conduct two lessons per week in each year level. They scaffold student learning according to ability and aim to equip each child with some Arabic language skills which they can build on throughout their schooling. Our aim is not only to learn the language but to appreciate the heritage of our Prophet Muhammed (SAWS) .

# ENGLISH

LESSONS PER WEEK: 7

The study of English is central to the learning and development of all young Australians. It helps create confident communicators, imaginative thinkers, and informed citizens. It is through the study of English that individuals learn to analyse, understand, communicate and build relationships with others and with the world around them. The study of English plays a key role in the development of reading and literacy skills, which help young people, develop the knowledge and skills needed for education, training and the workplace. It helps them become ethical, thoughtful, informed and active members of society.

## **Content:**

The English course is concerned with the development of each student's ability to interpret and use language on a wide variety of fronts. Its key aim is to promote the student's ability to communicate, therefore it is not concerned simply with reading and writing – it involves speaking, listening, writing, reading, and viewing. To this end, in each year of the course, students encounter a wide variety of differing forms of English expression such as novels, plays, poetry, films, short stories, dramatic performances and news media.

A key element of the course is practice. Students are given repeated opportunities to express themselves in a variety of oral and written forms. The growth of confidence that this engenders is a vital part of gaining a command of language. Students are regularly engaged in activities such as speaking to the class formally, performing individually or in groups and preparing extended pieces of writing for a variety of purposes. Some concrete examples of these activities are short story writing, letter writing, preparing, and presenting extended pieces of writing for a variety of purposes.

# ENGLISH

LESSONS PER WEEK: 7

Our understanding of ourselves and our world depends on language. At the very fundamental level, thinking itself depends on language. Also, clarity and precision in language are key to thinking critically, solving problems and reasoning logically. At another level language is a means by which we can share the insight, feeling and experiences of others in the face of life. Thus, the exploration of human issues raised in literature, film and drama opens up to us the experience and insight of others.

## **Assessment:**

1. Students undertake standardized acer PAT tests in Reading, writing spelling and Grammar.
2. A variety of formative and summative tasks including, speaking to the class formally, performing individually and in groups, and preparing extended pieces of writing for a variety of purposes. Some concrete examples of these activities are short story writing, letter writing, preparing, and presenting verbal explanations and performances, essay writing, script writing and writing in the role of others.
3. Semester Exams - These exams are held at the end of terms 2 and 4.

**Further information regarding the Australian Curriculum Visual Arts can be obtained from the Australian Curriculum website: <https://www.australiancurriculum.edu.au/f-10-curriculum/>**

# MATHEMATICS

LESSONS PER WEEK: 7

Learning mathematics creates opportunities for and enriches the lives of all Australians. Mathematics provides students with essential mathematical skills and knowledge in number and algebra, measurement and geometry, and statistics and probability. It develops the numeracy capabilities that all students need in their personal, work, and civic life, and provides the fundamentals on which mathematical specialties and professional applications of mathematics are built.

## **Content:**

The proficiency strands understanding, fluency, problem-solving and reasoning are an integral part of mathematics content across the three content strands: number and algebra, measurement and geometry, and statistics and probability. The proficiencies reinforce the significance of working mathematically within the content and describe how the content is explored or developed. They provide the language to build in the developmental aspects of the learning of mathematics.

The students engage with all strands of the Mathematics curriculum over the year. They engage in a variety of investigations, problem solving tasks, practice activities and other assessments to build their skills and proficiency in this subject area. Teachers keep track of student data to identify areas of strength as well as weakness to support or extend students based on their progress.

Through their learning experiences in the Middle School Mathematics course at the Australian Islamic College, students are encouraged to develop the skills and attitudes needed for effective mathematical thinking. The mathematics program builds on the prior knowledge of the students and seeks to expand their skills working with number sense, numeration, numerical

# MATHEMATICS

LESSONS PER WEEK: 7

Operations, spatial sense, measurement and geometry patterns, relationships and functions, probability, statistics, and data. Students are challenged to apply their knowledge and experience in new and increasingly difficult situations.

**Assessment:**

1. Students undertake standardized ACER PAT tests for Maths
2. Maths Investigations
3. Problem Solving activities
4. Review and practice of skills taught
5. Semester Exams
6. A variety of formative and summative assessments
7. Education Perfect assessment tasks

**Further information regarding the Australian Curriculum Mathematics can be obtained from the Australian Curriculum website: <https://www.australiancurriculum.edu.au/f-10-curriculum/>**



# SCIENCE

LESSONS PER WEEK: 4

Our Science curriculum provides opportunities for students to develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, of science's contribution to our culture and society, and its applications in our lives. The curriculum supports students to develop the scientific knowledge, understandings and skills to make informed decisions about local, national and global issues and to participate, if they so wish, in science related career.

## **Content:**

The Science curriculum promotes six overarching ideas that highlight certain common approaches to a scientific view of the world, which can be applied to many of the areas of scientific understanding. These overarching ideas are patterns, order and organisation; form and function; stability and change; systems; scale and measurement; and matter and energy.

Science is a human endeavour that relies on reasoning, insight, skill and creativity. It builds on the concepts and skills learned since kindergarten. Middle School Science provides opportunities to channel the interests and concerns of students and their exposure to high interest topics.

The curriculum attempts to equip all students with an understanding of scientific knowledge relating to the world in which they live. As students take the initiative to learn science, they will learn about themselves, their community, and possible careers in the scientific field.

## **Assessment:**

1. Students undertake standardized acer PAT tests
2. A variety of formative and summative tasks including tests, practical design, posters and online quizzes using Education Perfect.
3. Semester Exams.

**Further information regarding the Australian Curriculum Visual Arts can be obtained from the Australian Curriculum website: <https://www.australiancurriculum.edu.au/f-10-curriculum/>**

# HUMANITIES AND SOCIAL SCIENCE

## LESSONS PER WEEK: 3

Humanities and Social Sciences is the study of human behaviour and interaction in social, cultural, environmental, economic, and political contexts. The Humanities and Social Sciences have a historical and contemporary focus, from personal to global contexts, and consider challenges for the future.

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.

Subjects studied include History, Civics and Citizenship, Geography, Business and Economics.

### **Content**

The primary purpose of our social studies program is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse and democratic society. Faced with the complexity of our modern world from the local to the global level, responsible participation in society is not easily achievable.

One of the key aims of this area of study is to enable students to understand the nature of relationships among people, societies and environments in various times and places. It requires the development of the skills of social investigation, social criticism and participation. Through the process of inquiry, of raising questions and gaining insights, students are encouraged to develop a more thoughtful and analytical approach to gaining information and using that information appropriately.

### **Assessment:**

- Source analysis
- A variety of summative and formative assessments including project work, essay type questions, presentations, and research tasks.
- EP Tasks

Further information regarding the Australian Curriculum Visual Arts can be obtained from the Australian Curriculum website: <https://www.australiancurriculum.edu.au/f-10-curriculum/>

# VISUAL ARTS

## LESSONS PER WEEK: 2

Visual Arts include the fields of art, craft, and design. Learning in and through these fields, students create visual representations that communicate, challenge, and express their own and others' ideas as artist and audience. They develop perceptual and conceptual understanding, critical reasoning and practical skills through exploring and expanding their understanding of their world and other worlds. They learn about the role of the artist, craftsperson and designer, their contribution to society, and the significance of the creative industries. Similarly, with the other art forms, the visual arts has the capacity to engage, inspire and enrich the lives of students, encouraging them to reach their creative and intellectual potential by igniting informed, imaginative and innovative thinking.

Visual Arts supports students to view the world through various lenses and contexts. Students recognise the significance of visual arts histories, theories and practices, exploring and responding to artists, craftspeople and designers and their artworks. They apply visual arts knowledge to make critical judgements about their own importance as artists and audiences. Learning in the Visual Arts helps students to develop understanding of world culture and their responsibilities as global citizens.

### **Content:**

Visual Arts involves students making and responding to artworks, drawing on the world as a source of ideas. Students engage with the knowledge of visual arts, develop skills, techniques, and processes, and use materials as they explore a range of forms, styles, and contexts.

Through Visual Arts, students learn to reflect critically on their own experiences and responses to the work of artists, craftspeople and designers and to develop their own arts knowledge and preferences. They learn with growing sophistication to express and communicate experiences through and about visual arts.

### **Assessment:**

1. Responding to artwork (Formative)
2. Making artwork (Summative)

**Further information regarding the Australian Curriculum Visual Arts can be obtained from the Australian Curriculum website: <https://www.australiancurriculum.edu.au/f-10-curriculum/>**



# HEALTH & PE

## LESSONS PER WEEK: 3

Health and Physical Education teaches students how to enhance their own and others' health, safety, wellbeing and physical activity participation in varied and changing contexts. The Health and Physical Education learning area has strong foundations in scientific fields such as physiology, nutrition, biomechanics and psychology which inform what we understand about healthy, safe and active choices. Content

In Health and Physical Education, students develop the knowledge, understanding and skills to strengthen their sense of self; and build and manage satisfying relationships. The curriculum helps them to be resilient, and to make decisions and take actions to promote their health, safety and physical activity participation. As students mature, they develop and use critical inquiry skills to research and analyse the knowledge of the field and to understand the influences on their own and others' health, safety and wellbeing.

Integral to Health and Physical Education is the acquisition of movement skills, concepts and strategies to enable students to confidently, competently and creatively participate in a range of physical activities. As a foundation for lifelong physical activity participation and enhanced performance, students develop proficiency in movement skills, physical activities and movement concepts and acquire an understanding of the science behind how the body moves.

Health and Physical Education teaches students how to enhance their health, safety and wellbeing and contribute to building healthy, safe and active communities.

### **Physical Education**

Students will strive to demonstrate the ability to set personal goals, develop an awareness of and respect for others through participation in physical activities. Students will engage in physical activities that provide for challenge, problem-solving and decision-making, appropriate choices, fair play, and sportsmanship.



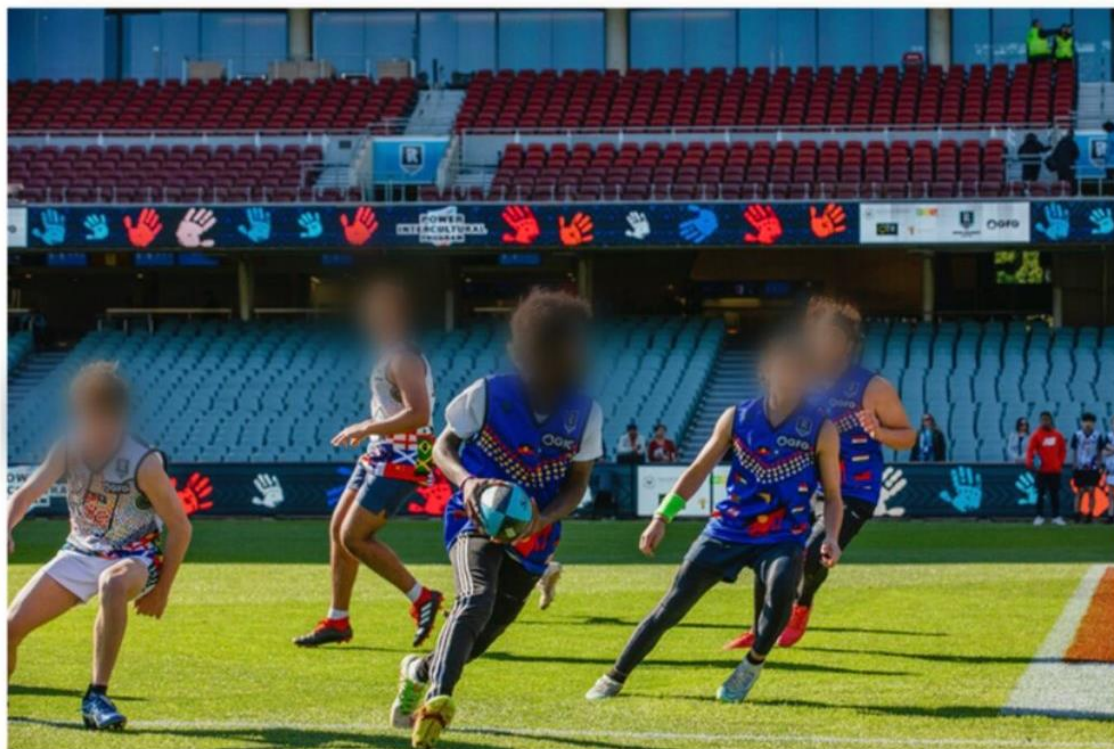
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# HEALTH & PE

LESSONS PER WEEK: 3

The Health Education program promotes behaviours that contribute to a healthy lifestyle and improved quality of life for all students. The Health Education curriculum supports and reinforces the following goals and objectives: Stress Management, Protecting Self and Others, Relationships, Nutrition and Weight Management, Drug and Alcohol Abuse, Personal Fitness, Healthful Lifestyles, Appreciation for Diversity, Social Wellbeing and Family Life.

Further information regarding the Australian Curriculum Health and PE can be obtained from the Australian Curriculum website: <https://www.australiancurriculum.edu.au/f-10curriculum/>



# TECHNOLOGIES

## LESSONS PER WEEK: 3

Technologies enrich and impact on the lives of people and societies globally. Australia needs enterprising individuals who can make discerning decisions about the development and use of technologies and who can independently and collaboratively develop solutions to complex challenges and contribute to sustainable patterns of living. Technologies can play an important role in transforming, restoring and sustaining societies and natural, managed and constructed environments.

The Technologies curriculum ensures that all students benefit from learning about and working with traditional, contemporary and emerging technologies that shape the world in which we live. By applying their knowledge and practical skills and processes when using technologies and other resources to create innovative solutions, independently and collaboratively, they develop knowledge, understanding and skills to respond creatively to current and future needs.

### **Content-Digital Technologies:**

Students analyse the properties of networked systems and their suitability and use for the transmission of data types. They acquire, analyse, validate and evaluate various types of data, and appreciate the complexities of storing and transmitting that data in digital systems. Students use structured data to model objects and events that shape the communities they actively engage with. They further develop their understanding of the vital role that data plays in their lives, and how the data and related systems define and are limited by technical, environmental, economic and social constraints.

They develop abstractions by identifying common elements while decomposing apparently different problems and systems to define requirements, and recognise that abstractions hide irrelevant details for particular purposes. When defining problems, students identify the key elements of the problems and the factors and constraints at play. They design increasingly complex algorithms that allow data to be manipulated automatically, and explore different ways of showing the relationship between data elements to help computation, such as using pivot tables, graphs and clearly defined mark-up or rules. They progress from designing the user interface to considering user experience factors such as user expertise, accessibility and usability requirements.



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# TECHNOLOGIES

## LESSONS PER WEEK: 3

Students investigate and select from a range of technologies – materials, systems, components, tools, and equipment. They consider the ways characteristics and properties of technologies can be combined to design and produce sustainable designed solutions to problems for individuals and the community, considering society and ethics, and economic, environmental and social sustainability factors. Students use creativity, innovation and enterprise skills with increasing independence and collaboration. Students respond to feedback from others and evaluate design processes used and designed solutions for preferred futures. They investigate design and technology professions and the contributions that each makes to society locally, regionally and globally through creativity, innovation and enterprise. Students evaluate the advantages and disadvantages of design ideas and technologies.

### **Assessment:**

1. Focus Area investigation
2. Focus Area depth project
3. Discovery Research Formative tasks
4. Short answer exercises
5. Think-pair-share checks of knowledge when introducing a new topic

**Further information regarding the Australian Curriculum Visual Arts can be obtained from the Australian Curriculum website: <https://www.australiancurriculum.edu.au/f-10-curriculum/>**

# ARABIC

## LESSONS PER WEEK: 2

Arabic is spoken by approximately 280 million people in 22 countries over two continents. It is the official language of the Arab world, which includes countries of the Middle East, North Africa, and the Gulf region, and is one of the official languages of the United Nations. The Arabic-speaking world has a long history, and the Arabic language has evolved and flourished over time, as evidenced by the richness of its literature.

A key dimension of the Australian Curriculum: Languages – Arabic involves understanding the interrelationship between language and culture. The curriculum is designed with an intercultural language learning orientation to enable students to participate meaningfully in language and cultural experiences, to develop new ways of seeing and being in the world from a bilingual perspective, and to understand more about themselves in the process.

### **Content:**

Learners use modelled and rehearsed language in familiar and unfamiliar contexts and increasingly generate original and personal language. They interact in class routines and activities, expressing their ideas and feelings exchanging opinions and managing shared tasks. They listen to, read, and view a range of texts and create spoken and written texts to present ideas and information to a variety of audiences in different contexts. Learners work both collaboratively and independently, exploring different modes and genres of communication with particular reference to their current social, cultural and communicative interests. They explore and discuss themes, characters and events in Arabic literature.

Learners have varying degrees of Arabic oracy and literacy competence and are supported through multilevel and differentiated tasks. Support includes scaffolding, modelling and monitoring, explicit instruction and feedback, structured activities for practising new language, and the use of gesture and movement. Students are supported to develop autonomy as language learners and users, and to self monitor and adjust their language use in response to their experience in diverse contexts. Opportunities to review and consolidate are an important component of learning at this level.

**Further information regarding the Australian Curriculum Visual Arts can be obtained from the Australian Curriculum website: <https://www.australiancurriculum.edu.au/f-10-curriculum/>**



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