



ISLAMIC COLLEGE  
OF MELBOURNE

*If you are not willing to learn, no one can help you.*

*If you are determined to learn, no one can stop you.*

Surah Taha

Islam and life-long learning:

"My Lord, increase me in  
my knowledge." (20 : 114)



# Year 9

## SAP

### 2026, Semester 1

## Student Weekly Outlines





Faculty: Arabic Language & Quranic studies

Year: 2026

Semester: 1

Subject: Quran

Year Level: Year 9

## Subject Description

The **Year 9 Quran Course** is designed to develop students' proficiency in **recitation, memorisation, tajweed**, and **understanding of Quranic verses**. The course emphasizes several key areas:

- **Quranic Etiquette:** Teaching students the proper respect and manners for reciting the Quran.
- **Articulation Points (Makharij):** Guiding students in the correct pronunciation of Arabic letters.
- **Essential Tajweed Rules:** Covering foundational rules, including those for **Noon Sakinah, Tanween**, and **Meem Sakinah**.

Additionally, students explore the **general meanings of verses** and the **reasons behind the revelation of specific surahs (Asbab An-Nuzool)**, which helps them understand the context and messages within the Quran.

The course is tailored to accommodate varying skill levels, enabling students to progress at their own pace. **Beginners** focus on mastering foundational tajweed rules, while **advanced students** work on enhancing their fluency and mastering more complex tajweed principles. This personalized approach supports all students in:

- Strengthening their **memorisation** skills,
- Achieving **accurate recitation**,
- Gaining a deeper understanding of **tajweed rules** and **the general meanings of the surahs**.

## Semester Learning Objectives

### Recitation:

Recite Juz' 28 of the Quran with correct pronunciation, fluently, and with proper application of tajweed rules.

### Memorisation: (individual)

Memorise surah Attahrim, At-Talaq, or the surahs from the last two juz according to each student level ensuring retention and accuracy.

Students to regularly revise the portions of the Quran they have previously memorized to maintain accuracy and fluency.

### Manners of Reading the Quran:

Students to learn and understand and practice the Adab - etiquette and manners of reading the Quran.

Including the rules of basmalah and Isti'athah

### Tajweed Rules:

Learn and master the proper pronunciation of the letters including the articulation points of Arabic letters and their characteristics.

Learn the main tajweed rules focusing on rules of noon sakinah and tanweens as: Idhar Clear pronunciation of the Noun Sakinah and Tanween. Ikhfaa: Concealing the Noun Sakinah or Tanween sound

Idgham: Merging of the Noun Sakinah and Tanween with the following letter.

Iqlab: Changing the Noun Sakinah or Tanween into a Meem sound.

Learn the rules of meem sakinah such as: ithhar shafawee, ikhfa shafawee and idgham mithlayn.

### Assessment Schedule (for internal school use only)

Term	School-based Assessments (SBAs; 100%)
1	<ul style="list-style-type: none"> <li>Weekly Recitation Assessment</li> </ul>
	<ul style="list-style-type: none"> <li>( tajweed &amp; meaning Assessment)</li> </ul>
	<ul style="list-style-type: none"> <li>Memorisation – weekly memorisation task</li> </ul>
2	<ul style="list-style-type: none"> <li>Weekly Reading Tasks</li> </ul>
	<ul style="list-style-type: none"> <li>( tajweed &amp; meaning Assessment)</li> </ul>
	<ul style="list-style-type: none"> <li>Quran Memorisation and Revision</li> </ul>

### Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students learn to recite the Quran accurately, fluently, and with proper application of tajweed rules)	Assessment
1 27 January	<b>Topic:</b> Recitation and General meaning of surah “al Tahreem” verses 1-3 <b>Memorisation:</b> (surah al Tahreem) or the assigned surhas according to the student’s level <b>Etiquettes of reading the Quran:</b> external manners and manners of the hearts	Each student to memorise a surah or part of it according to their level on weekly basis.
2 2 February	<b>Topic:</b> Recitation and general meaning of surah “al Tahreem” 1-5 <b>Memorisation:</b> (surah Al Tahreem) assigned surhas according to the student’s level <b>Tajweed:</b> Al- Istia’athah	Memorisation HW check
3 9 February	<b>Topic:</b> Recitation and general meaning of surah “al Tahreem” verses 1-7 <b>Memorisation:</b> (surah Al Tahreem) or assigned surhas according to the student’s level <b>Tajweed:</b> rules of Al-Basmalah	Memorisation HW check
4 16 February	<b>Topic:</b> Recitation and general meaning of Surah “Al Tahreem” verses 1- 8 <b>Memorisation:</b> (surah al Tahreem) or assigned surhas according to the student’s level <b>Tajweed:</b> obvious and clear mistake during recitation – اللحن الجلي واللعن الخفي	Memorisation HW check
5 23 February	<b>Topic:</b> recitation assessment (Quiz on learned tajweed rules) <b>Memorisation:</b> memorisation test (surah At Tahreem) <b>Tajweed:</b> Quiz on learned tajweed rules	Memorisation HW check
6 2 March	<b>Topic:</b> recitation and reason of revelation of suhrah Al Tahreem – verses 1- 10 <b>Memorisation:</b> (surah Al Tahreem) assigned surhas according to the student’s level <b>Tajweed:</b> introduction on the articulation points of the letters. (5 major areas of articulation points)	Memorisation HW check
7 9 March	<b>Topic:</b> recitation and general meaning of surah Al Hashr, verses 1- 11 <b>Memorisation:</b> (surah Al Tahreem) assigned surhas according to the student’s level <b>Tajweed:</b> the letters on the jawf and throat – حروف الجوف والحلق	Memorisation HW check
8 16 March	<b>Topic:</b> recitation and general meaning of surah Al hashr verses 1 -12 <b>Memorisation:</b> Assessment on memorisation based on each student level <b>Tajweed:</b> the letters of the tongue - حروف اللسان	Memorisation Assessment Based on each student's level,

<b>9</b> 23 March	<b>Topic:</b> recitation and general meaning of surah Al hashr verses 1 -12 <b>Memorisation:</b> Assessment on memorisation based on each student level <b>Tajweed:</b> the letters of the tongue	
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Term 2		
Weeks	Key Knowledge (Students <i>learn proper recitation with tajweed rules focusing on surah Al Talaq</i> )	Assessment
<b>1</b> 14 April	<b>Topic:</b> introduction to surah <b>Al Talaq</b> – reason of revelation <b>Memorisation:</b> (surah Al Al Talaq) or assigned surhas according to the student’s level <b>Tajweed:</b> the letters of the lips and nasal letters– حروف اللسان والخيشوم	
<b>2</b> 20 April	<b>Topic:</b> recitation and general meaning of the surah <b>Al Talaq 1-3</b> <b>Memorisation:</b> (surah Al Talaq) or assigned surhas according to the student’s level <b>Tajweed-</b> revision on the articulation points of letters	Memorisation HW check
<b>3</b> 27 April	<b>Topic:</b> recitation and general meaning of Surah <b>Al Talaq 1-7</b> <b>Memorisation:</b> (Surah Al Talaq) assigned surhas according to the students level <b>Tajweed:</b> Rules of Noun Sakinah and Tanween “Idhaar”	Memorisation HW check
<b>4</b> 4 May	<b>Topic:</b> recitation and general meaning of Surah <b>Al Talaq 8-12</b> <b>Memorisation:</b> (Surah Al Talaq) assigned surhas according to the students level <b>Tajweed:</b> Rules of Noun Sakinah and Tanween “Al-Idgham”	Memorisation HW check
<b>5</b> 11 May	<b>Topic:</b> recitation and general meaning of Surah <b>Al Talaq 9-11</b> <b>Memorisation assessment on surah Al Talaq or the</b> surhas according to the student’s level <b>Tajweed rules:</b> Rules of Noun Sakinah and Tanween “Al-Ikhfa’a” and Al-Iqlab”	Memorisation Assessment Based on each student's level
<b>6</b> 18 May	<b>Topic:</b> Recitation assessment <b>Memorisation:</b> (Surah Al Talaq) or assigned surhas according to the students level <b>Tajweed:</b> quiz on articulation points and rules of noon sakina & tanweens	Memorisation HW check
<b>7</b> 25 May	<b>Topic:</b> recitation and general meaning of Surah <b>Al Talaq 1-12</b> <b>Memorisation:</b> (Surah Al Talaq) assigned surhas according to the student’s level <b>Tajweed rules:</b> Rules of Meem Sakinah “Al- Idhaar Ash-Shafawi, Idgham Al-Mutamathilain”	Memorisation HW check
<b>8</b> 1 June	<b>Topic:</b> recitation and general meaning of Surah <b>Al Talaq 1-12</b> <b>Memorisation:</b> (Surah Al Talaq) assigned surhas according to the student’s level <b>Tajweed rules:</b> Rules of Meem Sakinah “Ikhfa’a Shafawi”	Memorisation HW check
<b>9</b> 8 June	<b>Topic:</b> recitation and general meaning of Surah <b>Al Talaq 1-12</b> <b>Memorisation:</b> (Surah Al Talaq) assigned surhas according to the students level <b>Tajweed:</b> Recap on Tajweed Rules	
<b>10</b> 15 June	End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)	



# ISLAMIC COLLEGE OF MELBOURNE

**Faculty:** Islamic Studies Department

**Year:** 2026

**Semester:** 1

**Subject:** Islamic Studies

**Year Level:** Year 9 Mainstream

## Subject Description

In this Semester students analyse and explore the views and understandings behind the concept of Marriage, the status of Women in Islam and guarding ourselves from unlawful temptations. Students then explore the preservation of the Qur'an and how it compares to the Bible. They also explore the concept of Halal food in general and what is permissible to eat from the People of the Scriptures. Students also discuss and explore the topics of racism and the dangers of peer pressure.

## Semester Learning Objectives

On completion of this unit, students will be able to explain what the benefits of Marriage are, the importance of Women from an Islamic perspective, and the importance of chastity and respect for the opposite gender. Students will also explain the steps for the preservation of the Qur'an and the key figures involved in recording it. Students will also be able to point out a number of differences between the Bible and the Qur'an. Students will be able to confidently describe how they can differentiate between Halal and doubtful foods in a hypothetical situation. Lastly, students will be able to recognise bad peer pressure in order to avoid it or help others avoid it.

On completion of this unit, the student should be able to:

- Understand the six pillars of Faith and apply them in their personal experiences.
- Explain the positive impact of the Prophet on the humanities.
- Organise presentation and run a discussion about important topics.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 100%)	
1	Weekly Tasks 10% Quiz 20% Project/Presentation 20%	
2	Weekly Tasks 10% Quiz 20% Presentation 20%	

## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 27 January	Topic: : The Women of the Quran. -Islamic Studies WL-I9 -Pg63 Key knowledge: • The three group of Women mention in the Quran.	Weekly Tasks via Teams
<b>2</b> 2 February	Topic: : The Status of Women in Islam & women in Islamic history. -Islamic Studies B10 Ch12 P76 Key knowledge: • The status of Women in Islamic Civilization • The rise of Feminism in the West.	Weekly Tasks via Teams

<b>3</b> 9 February	<b>Topic:</b> Dating in Islam, Islamic Studies B9 Ch9 <b>Key knowledge:</b> Why dating relationships are problematic	Weekly Tasks via Teams
<b>4</b> 16 February	<b>Topic: (Ramadan Reminders)-Marriage</b> Rules of Marriage: The right ways and the wrong ways of going about it. Lesson Title: A Muslim Family, Islamic Studies B10 Ch11 P70 <b>Key knowledge:</b> Family structure vs Individualism	Weekly Tasks via Teams Project/Poster
<b>5</b> 23 February	<b>Topic: Ramadan Reminders</b> (1) Marriage to non-Muslims - Islamic Studies 10 Ch13 P82 <b>Key Knowledge:</b> What are the conditions to Marry non-Muslims?	Weekly Tasks via Teams
<b>6</b> 2 March	<b>Topic:</b> 1. Sexuality & Homosexuality and the LGBTQ+ movement <b>Key Knowledge:</b> Islamic Studies B9 Ch24 P138 (Indecency), Treating people with respect, Muslims believe in family values, We should be respected to believe in what we want to.	<b>Quiz</b>
<b>7</b> 9 March	<b>Topic: 1- The Deluge of Temptations: Conclusion and discussion on recent topics</b> <b>Key Knowledge:</b> What are temptations? Can we fulfil them in a Halal way? Patience and sticking to our values and morals is key.	Weekly Tasks via Teams
<b>8</b> 16 March	<b>Topic: 1- Wisdom of Separation of Spouses.</b> <b>Key Knowledge:</b> When marital harmony cannot be obtained. What are rules to get to divorce in Islam.	Weekly Tasks via Teams
<b>9</b> 23 March	Topic: Catch-up and Ramadan Activities/Quiz Prepare for <i>Eid Al-Fitr</i> ?	

Term 2		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 14 April	<b>Topics: 1.</b> Miracle of the Qur'an Chapter 3. 2. Preservation & Compilation Of The Quran, Hadith of Huthayfa (Handout) <b>Key Knowledge:</b> Know how the Qur'an was Preserved	Weekly Tasks via Teams
<b>2</b> 20 April	Topic: Chapter 7, The Bible & The Qur'an, Islamic Studies, Level 10 <b>Key Knowledge:</b> Compare side by side the key differences between the Qur'an and the Bible.	Weekly Tasks via Teams
<b>3</b> 27 April	<b>Topics: 1-</b> Food of The People of The Book, 2- Halal Foods in general Answer Questions on Pages 76, 77 <b>Key Knowledge:</b> What meats we can eat. How to survive in a new town when hungry.	Weekly Tasks via Teams
<b>4</b> 4 May	<b>Topic:</b> Peer Pressure Weekend Learning Series, Level 9, Chapter 7, Pages: 45 – 48 <b>Key Knowledge:</b> Stand for what is right, not what people say. Self-respect.	Weekly Tasks via Teams
<b>5</b> 11 May	<b>Topic:</b> Racism. Weekend Learning Series, Level 10 Chapter 21 <b>Key Knowledge:</b> What breaks wudu? What water is Pure? Steps of Wudu/Ghusl.	
<b>6</b> 18 May	Revision/Test	Quiz
<b>7</b> 25 May	<b>Topic:</b> Summary and catch-up week. Key Knowledge: Complete outstanding tasks	Weekly Tasks via Teams
<b>8</b> 2 June	<b>Topic:</b> Hajj – The Journey, the Obligation.	
<b>9</b> 8 June 8 <sup>th</sup> King's Birth day	<b>End of Semester Examination Period – Revision Week (Tue. 9 June to Thurs. 11 June)</b> <b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	

<div>10</div> <div>15 June</div>	End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)
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Faculty: Year 9 Faculty

Year: 2026

Semester: 1

Subject: English SAP

Year Level: Year 9 SAP

## Subject Description

In Semester 1, Year 9 English SAP students at the Islamic College of Melbourne examine *Dystopian Visions: Power, Control, and Resistance in 1984* by George Orwell, exploring how writers use language and structure to critique authority and reveal the consequences of totalitarian control. In Term 1, students analyse Orwell's use of characterisation, symbolism, and propaganda to expose the psychological effects of power, culminating in a **Literary Analysis Essay** that assesses their ability to interpret themes, techniques, and context. They then reimagine Orwell's ideas through a **Creative Transformation**, adapting dystopian themes to contemporary settings through imaginative writing. In Term 2, students apply their critical and ethical understanding in a **Round Table Discussion and Oral Presentation**, connecting Orwell's warnings to modern issues such as surveillance, freedom, and misinformation. Across Reading and Viewing, Writing, and Speaking and Listening, students refine analytical precision, creative expression, and academic dialogue—developing critical literacy and communication skills essential for advanced English study.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment by strand (SBAs; 60%)		End of Semester Examination (EOS Exam; 40%)
1	Reading and Viewing Strand	<ul style="list-style-type: none"> <li>News Article Analysis (90%)</li> <li>Content Knowledge Topic Test (10%)</li> </ul>	<ul style="list-style-type: none"> <li>Section A: News Article analysis and Content Knowledge (R&amp;V)</li> <li>Section B: Creative Response 'Animal Farm' (W)</li> </ul>
	Speaking and Listening Strand	<ul style="list-style-type: none"> <li>Political Campaign Presentation (Speaking and Listening) 100%</li> </ul>	
2	Writing Strand	<ul style="list-style-type: none"> <li>Creative response to 'Animal Farm' (Writing) 90%</li> <li>English Conventions Topic Test (Writing) 10%</li> </ul>	

## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 27 January	<b>Unit 1: Text Analysis – Power, Control, and Resistance in 1984</b> <ul style="list-style-type: none"> <li>Introduction to the dystopian genre and its key features</li> <li>Overview of the historical and political context of 1984</li> <li>Exploration of how narrative form and language critique power and control</li> <li>Investigation of Orwell's background and influences, including totalitarian regimes</li> <li>Understanding themes of surveillance, propaganda, and social manipulation</li> </ul>	



	<ul style="list-style-type: none"> <li>• Building foundational knowledge through research, genre study, and inquiry discussions</li> </ul>	
<b>2</b> 2 February	<b>Unit 1: Text Analysis – Power, Control, and Resistance in 1984</b> <ul style="list-style-type: none"> <li>• Study of <i>1984</i> Part 1, Chapters 1–4</li> <li>• Analysis of how Orwell constructs Oceania through setting, atmosphere, and characterisation</li> <li>• Exploration of psychological effects of surveillance and control</li> <li>• Examination of contradiction, irony, and neologisms and their impact on tone and theme</li> <li>• Development of analytical reading strategies</li> <li>• Practice applying textual evidence to support interpretations</li> </ul>	
<b>3</b> 9 February	<b>Unit 1: Text Analysis – Power, Control, and Resistance in 1984</b> <ul style="list-style-type: none"> <li>• Study of <i>1984</i> Part 1, Ch. 5–8 and Part 2, Ch. 1–2</li> <li>• Exploration of propaganda, emotional manipulation, and enforced conformity</li> <li>• Analysis of Newspeak and the Party's distortion of truth as tools of control</li> <li>• Examination of Winston and Julia's relationship as the beginning of rebellion</li> <li>• Character study of Syme, Parsons, Julia, and O'Brien to compare compliance vs. resistance</li> <li>• Identification and interpretation of key symbols, especially the paperweight</li> </ul>	
<b>4</b> 16 February	<b>Unit 1: Text Analysis – Power, Control, and Resistance in 1984</b> <ul style="list-style-type: none"> <li>• Study of <i>1984</i> Part 2, Ch. 3–9</li> <li>• Examination of human connection, trust, and loyalty under a regime that suppresses individuality</li> <li>• Analysis of symbolism, dramatic irony, and foreshadowing revealing the illusion of freedom</li> <li>• Focus on Winston and Julia's growing alliance as an act of resistance</li> <li>• Exploration of the deceptive promise of the Brotherhood</li> <li>• Investigation of betrayal and the full extent of Party manipulation</li> </ul>	
<b>5</b> 23 February	<b>Unit 1: Text Analysis – Power, Control, and Resistance in 1984</b> <ul style="list-style-type: none"> <li>• Study of <i>1984</i> Part 3: The Ministry of Love and Winston's collapse</li> <li>• Analysis of psychological manipulation, erosion of truth, and loss of identity under absolute power</li> <li>• Examination of O'Brien as interrogator and moral antagonist</li> <li>• Exploration of the motif "2+2=5" as a symbol of total submission</li> <li>• Study of Room 101 and its role in breaking the human spirit</li> <li>• Discussion of the ambiguous ending and the Appendix—hope vs. complete despair</li> </ul>	
<b>6</b> 2 March	<b>Unit 1: Text Analysis – Power, Control, and Resistance in 1984</b> <ul style="list-style-type: none"> <li>• Synthesis of major themes, techniques, and Orwell's authorial purpose</li> <li>• Review of key ideas: surveillance, autonomy, manipulation, and conformity</li> <li>• Analysis of how Orwell's craft shapes meaning across the novel</li> <li>• Development of analytical writing skills: structure, coherence, and evidence integration</li> <li>• Preparation for Assessment 1: Literary Analysis Essay (Week 7)</li> </ul>	
<b>7</b> Labour Day 9 March	<b>Unit 1: Text Analysis – Power, Control, and Resistance in 1984</b> <ul style="list-style-type: none"> <li>• Completion of the <i>1984</i> unit through Assessment 1: Literary Analysis Essay</li> <li>• Students craft a formal essay analysing Orwell's purpose, techniques, and representations of power and control</li> <li>• Focus on planning, drafting, and editing for clarity and depth</li> <li>• Emphasis on cohesion, precision, and maintaining an academic tone</li> </ul>	
<b>8</b> 16 March Eid Holiday (TBC) 20 <sup>th</sup>	<b>Unit 2: Creative Transformation – Reimagining Power and Control</b> <ul style="list-style-type: none"> <li>• Transition from analytical writing to creative composition</li> <li>• Exploration of how <i>1984</i> themes can be reinterpreted in contemporary contexts</li> <li>• Connection between Orwell's warnings and modern examples of surveillance, propaganda, and control</li> <li>• Development of narrative techniques for adapting themes into new settings</li> <li>• Preparation for crafting creative responses inspired by the novel</li> </ul>	
<b>9</b> 23 March PTI 27 <sup>th</sup> March	<b>Unit 2: Creative Transformation – Reimagining Power and Control</b> <ul style="list-style-type: none"> <li>• Reinterpretation of key ideas from <i>1984</i> in a contemporary or futuristic setting</li> <li>• Demonstration of understanding of Orwell's themes and techniques through creative writing</li> <li>• Development of a Writer's Statement explaining authorial choices, purpose, and thematic adaptation</li> <li>• Lesson focus on refining narrative structure, integrating literary techniques, and articulating clear intent and reflection</li> </ul>	

Term 2		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 14 April	<b>Unit 2: Comparative Dystopias – Extending Orwell's Vision (Ethical and Faith-Based Perspectives)</b>	

	<ul style="list-style-type: none"> <li>• Reconnection with learning after the break and reflection on feedback from Assessments 1 and 2</li> <li>• Extension of dystopian concepts through ethical and faith-based perspectives</li> <li>• Exploration of themes such as justice, truth, morality, and societal balance</li> <li>• Analysis of texts addressing moral and social corruption</li> <li>• Consideration of how power, ethics, and faith shape societies and influence human behaviour</li> </ul>	
<b>2</b> 20 April	<b>Unit 2: Comparative Dystopias – Modern Authoritarianism and Surveillance</b> <ul style="list-style-type: none"> <li>• Exploration of modern authoritarianism, surveillance, and propaganda in real-world contexts</li> <li>• Connection between <i>1984</i> and contemporary uses of data, technology, and media for influence or control</li> <li>• Development of critical thinking and digital literacy skills</li> <li>• Ethical reflection through an Islamic lens, focusing on privacy, justice, accountability, and moral responsibility</li> <li>• Examination of how power operates today through governments, corporations, and digital systems</li> </ul>	
<b>3</b> 27 April	<b>Unit 2: Comparative Dystopias – Propaganda and Misinformation in the Digital Age</b> <ul style="list-style-type: none"> <li>• Critical examination of historical and modern forms of propaganda and misinformation</li> <li>• Connection between <i>1984</i> and contemporary issues such as “fake news,” media bias, and digital manipulation</li> <li>• Development of ethical media literacy skills, including evaluating credibility and detecting manipulation</li> <li>• Reflection on personal responsibility when consuming and sharing information</li> <li>• Emphasis on discerning truth and understanding how information shapes beliefs and society</li> </ul>	
<b>4</b> 4 May	<b>Narrative Writing Skills and Assessment Preparation</b> <ul style="list-style-type: none"> <li>• Application of allegory and symbolism in students’ own creative writing</li> <li>• Use of mentor texts and workshops to develop symbolism, perspective, and tone</li> <li>• Shift from analysis to composition through planning and drafting an allegorical or symbolic short story</li> <li>• Inspiration drawn from <i>Animal Farm</i> themes or relevant contemporary social issues</li> <li>• Emphasis on strong authorial voice, purposeful narrative structure, and clear thematic cohesion</li> <li>• Preparation for the upcoming creative Writing assessment</li> </ul>	
<b>5</b> 11 May	<b>ASSESSMENT WEEK - Narrative Writing</b> <ul style="list-style-type: none"> <li>• Completion of the summative narrative writing assessment</li> <li>• Demonstration of symbolic and allegorical storytelling skills</li> <li>• Creation of an original narrative inspired by <i>Animal Farm</i> and other allegorical texts</li> <li>• Communication of moral, social, or political themes relevant to contemporary or imagined contexts</li> <li>• Assessment of structure, language control, narrative voice, and audience engagement</li> <li>• Use of purposeful symbolism and cohesive expression throughout the narrative</li> </ul>	
<b>6</b> 18 May		
<b>7</b> 25 May Edid Holiday (TBC) 27 <sup>th</sup>		
<b>8</b> 1 June		
<b>9</b> 8 June 8 <sup>th</sup> King’s Bday	<b>End of Semester Examination Period – Revision Week (Tue. 9 June to Thurs. 11 June)</b> <b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	
<b>10</b> 15 June	<b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	



**Faculty:** Humanities **Year:** 2026

**Semester:** 1 (Term 1)

**Subject:** History

**Year Level:** Year 9 SAP

## Subject Description

This semester ICOM History students develop their ability to analyse the complex relationships between global events and Australia's national story. This unit, *Australians at War: Conflict, Change and Legacy*, deepens students' understanding of the causes, experiences, and consequences of both World War I and World War II. Students investigate the motivations behind Australian participation, the impacts of warfare on soldiers and civilians, and the evolving role of women and Aboriginal and Torres Strait Islander peoples.

Through the concepts of cause and effect, continuity and change, significance, and perspectives, students interpret primary and secondary sources, explore differing historical viewpoints, and critically examine how war has shaped Australian identity.

This SAP unit challenges students to think beyond narrative recall, asking them to consider moral and ethical questions of warfare, leadership, and remembrance. Inquiry learning is central to the program, culminating in a Project-Based Learning Exhibition where students synthesise research into an interpretive presentation under one of three themes: Conflict and Change, Voices and Values, or Global Conflict and Shared Humanity.

The unit concludes with a Source Interpretation Task assessing students' capacity to apply historical reasoning, communicate arguments supported by evidence, and evaluate the continuing legacy of both world wars on modern Australia and global society.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 60%)	End of Semester Examination (EOS Exam; 40%)
1	Historical Inquiry Project and Exhibition – 40%  Historical Source Analysis – 20%	Semester Exam- 40%

## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 27 January	<b><u>The World Goes to War: Setting the Stage</u></b> <ul style="list-style-type: none"> <li>Global causes of WWI – imperialism, nationalism, alliances, militarism.</li> <li>The assassination of Archduke Franz Ferdinand.</li> <li>Why Australia entered the war and its ties to Britain.</li> </ul>	Project Checkpoint 1: Theme Selection and Proposal  Written Reflection task
<b>2</b> 2 February	<b><u>Gallipoli and the Birth of National Identity</u></b> <ul style="list-style-type: none"> <li>The Gallipoli campaign: context, leadership, outcomes.</li> <li>The Anzac legend and nation-building.</li> <li>Perspectives: soldiers, nurses, Turkish troops.</li> </ul>	Project Checkpoint 2: Annotated Source Analysis  Comparative Analysis Task
<b>3</b> 9 February	<b><u>The Western Front and the Changing Nature of War</u></b> <ul style="list-style-type: none"> <li>Key battles on the Western Front (Somme, Fromelles, Passchendaele).</li> <li>Continuities and changes in warfare: trench systems, technology, strategy.</li> <li>Impact on soldiers' physical and psychological wellbeing.</li> </ul>	Project Checkpoint 3: Linking Events to PBL Theme
<b>4</b> 16 February	<b><u>The Interwar Period: From Hope to Tension</u></b> <ul style="list-style-type: none"> <li>Treaty of Versailles: aims, terms, and outcomes.</li> <li>Economic instability and the Great Depression.</li> <li>Rise of fascism in Europe and the failure of the League of Nations.</li> <li>Social and cultural change in interwar Australia.</li> </ul>	Project Checkpoint 4: Feedback and Goal Setting
<b>5</b> 23 February	<b><u>The Outbreak of World War II and Australia's Early Involvement</u></b> <ul style="list-style-type: none"> <li>Global causes of WWII: Treaty of Versailles, rise of totalitarianism, failure of appeasement.</li> <li>Australia's entry into the war and early alliances.</li> <li>Key campaigns: Fall of Singapore, Siege of Tobruk, Kokoda Track.</li> </ul>	Project Checkpoint 5: Progress Review  Group Inquiry Task
<b>6</b> 2 March	<b><u>The Australian Home Front and Exhibition Week</u></b> <ul style="list-style-type: none"> <li>The Australian home front: rationing, censorship, labour, and morale.</li> <li>Roles of women, Indigenous Australians, and migrant workers.</li> <li>The impact of propaganda, war industries, and government control.</li> <li>PBL Exhibition culmination and peer review.</li> </ul>	<b>Project Submission and Exhibition</b>
<b>7</b> Labour Day 9 March	<b><u>The Holocaust and Human Rights</u></b> <ul style="list-style-type: none"> <li>Causes and events of the Holocaust within WWII.</li> <li>Persecution of Jewish, Roma, and other targeted groups.</li> <li>Ethical implications and lessons for human rights and global justice.</li> <li>Australia's post-war response to refugees and displaced persons.</li> </ul>	Practice Analysis Task
<b>8</b> 16 March Eid Holiday (TBC) 20 <sup>th</sup>	<b><u>Assessment 2: Source Interpretation Task</u></b> <ul style="list-style-type: none"> <li>Historical analysis through multiple perspectives.</li> <li>Evaluating reliability, bias, and significance in sources.</li> <li>Synthesising evidence to communicate an argument.</li> </ul>	<b>Source Analysis Assessment</b>
<b>9</b> 23 March PTI 27 <sup>th</sup> March	<b><u>Legacy, Remembrance, and Reflection</u></b> <ul style="list-style-type: none"> <li>The evolution of the Anzac legend and modern commemoration.</li> <li>Inclusion and changing narratives in remembrance practices.</li> <li>The continuing legacy of both world wars in shaping Australian and global identity.</li> </ul>	Virtual Exhibition Task



**Faculty:** Year 9

**Year:** 2026

**Semester:** 1 (Term 2)

**Subject:** Politics (Civics and Citizenship)

**Year Level:** Year 9 SAP

## Subject Description

In Year 9 SAP Humanities Politics, students explore how power, legitimacy, and representation operate in Australia's democracy and global systems. They examine the Constitution, Parliament, and the role of political parties, policy, and media in shaping decision-making. Building on Global Politics concepts, students investigate civic participation and the influence of citizens and groups in creating change. Through a structured inquiry project, they evaluate how democratic actions promote responsible global citizenship. The unit concludes with Australia's regional and international roles in the Asia-Pacific, focusing on diplomacy, cooperation, and how nations balance sovereignty with global responsibility.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 60%)	End of Semester Examination (EOS Exam; 40%)
2	Global Citizenship Inquiry Project (60%)	Year 9 SAP Semester Exam (100%)
	Year 9 SAP Politics Topic Test (40%)	

## Semester Learning Journey (Scope and Sequence)

Term 2		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
1 27 January	<ul style="list-style-type: none"> <li>Reasons for Federation and how the Constitution established a federal democratic system.</li> <li>Division of powers between national and state governments.</li> <li>The role of referendums in constitutional change.</li> </ul>	
2 2 February	<ul style="list-style-type: none"> <li>Structure and roles of the House of Representatives, Senate, and Governor-General.</li> <li>How laws are proposed, debated, amended, and enacted.</li> <li>The importance of representation and legitimacy in parliamentary democracy.</li> </ul>	
3 9 February	<ul style="list-style-type: none"> <li>How political parties, interest groups, and media influence government decision-making.</li> <li>How ideology shapes policies and connects to global issues.</li> <li>Global influences on Australian policy-making and interdependence.</li> </ul>	Introduction to Global Citizenship Inquiry Project

<b>4</b> 16 February	<ul style="list-style-type: none"> <li>• Rights and responsibilities of Australian citizenship and forms of civic participation.</li> <li>• How individuals and groups use advocacy, activism, and volunteering to influence change.</li> <li>• How global citizenship connects local action to international responsibilities.</li> </ul>	<b>Development of Global Citizenship Inquiry Project</b>
<b>5</b> 23 February	<ul style="list-style-type: none"> <li>• How citizens and organisations influence decision-making locally and globally.</li> <li>• Evaluating civic participation and its impact on democratic legitimacy.</li> <li>• Communicating findings through evidence-based oral presentations.</li> </ul>	<b>Global Citizenship Inquiry Project (Group Presentations)</b>
<b>6</b> 2 March	<ul style="list-style-type: none"> <li>• How to structure an analytical report using evidence and IB concepts.</li> <li>• Evaluating effectiveness of civic participation using multiple perspectives.</li> <li>• Synthesising information and referencing accurately (APA 7).</li> </ul>	<b>Global Citizenship Inquiry Project (Report Submission)</b>
<b>7</b> Labour Day 9 March 28	<ul style="list-style-type: none"> <li>• Review of Australian government structure, policymaking, and civic participation.</li> <li>• Application of key terms and IB concepts to unseen sources and data.</li> <li>• Using analysis and evaluation skills in written responses.</li> </ul>	<b>Year 9 SAP Politics Topic Test</b>
<b>8</b> 16 March Eid Holiday (TBC) 20 <sup>th</sup>	<ul style="list-style-type: none"> <li>• Australia's roles in global organisations (UN, ASEAN, Pacific Islands Forum).</li> <li>• How treaties and international agreements shape domestic and regional policy.</li> <li>• How Australia balances sovereignty, power, and global cooperation.</li> </ul>	
<b>9</b> 23 March PTI 27 <sup>th</sup> March	<ul style="list-style-type: none"> <li>• Review and consolidate all unit content in preparation for end-of-semester assessments.</li> </ul>	

**Faculty:** Year 9**Year:** 2026**Semester:** 1**Subject:** Mathematics**Year Level:** 9SAP

## Subject Description

In Semester 1, students explore number theory, algebra, functions, and introductory quadratic reasoning as part of the accelerated Year 10 SAP and MYP 4–5 pathway. The semester begins with Polya’s four-step problem-solving framework, where students analyse problems, plan strategies, carry out solutions, and check for reasonableness. They investigate the real number system, identifying and categorising integers, rational and irrational numbers, and applying estimation and mental strategies in real-world contexts. Students apply the laws of exponents, convert between metric units, work with compound measures, and simplify surds, radicals, and expressions involving absolute value. They make generalisations by identifying numerical patterns and develop foundational algebraic reasoning. As learning progresses, students work with coordinate geometry by finding distance, midpoint, gradient, and forming equations of straight lines. They then extend these skills to solving linear equations and systems of linear equations both algebraically and graphically, modelling and interpreting real-life situations.

In Term 2, students consolidate and extend their algebraic fluency by simplifying, expanding, and factorising expressions. They explore relations and functions, create mapping diagrams, identify ordered pairs, and interpret domain, range, and function notation. Students factorise quadratic expressions with both monic and non-monic coefficients, represent quadratic functions in standard, factorised, and vertex form, and analyse features such as axis of symmetry and turning points. They solve quadratic equations algebraically and graphically and create quadratic models to interpret real-life contexts, including projectile motion. Students then investigate sequences by writing recursive and explicit formulas, recognising linear patterns, and modelling real-world situations. They manipulate formulas to change the subject, explore direct and inverse proportion, and construct proportional models using equations, graphs, and tables. By the end of the semester, students demonstrate strong algebraic fluency, functional reasoning, and problem-solving capability, preparing them for MYP 5 and the IB Analysis and Approaches pathway.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 60%)	End of Semester Examination (EOS Exam; 40%)
1	<b>Summative Assessment: Topic test</b> (25%) <b>Summative Assessment: Topic test</b> (25%)	Semester Exam (40%)
2	<b>Summative Assessment: Topic test</b> (30%) <b>Summative Assessment: Project</b> (20%)	

## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 27 January	<b>Chapter 1: Problem solving and number system</b> <ul style="list-style-type: none"> <li>Apply Polya's problem solving steps to solve any type of problem</li> <li>Recognise that the real number system includes the rational numbers and the irrational numbers, and solve problems involving real numbers with and without using digital tools</li> </ul>	
<b>2</b> 2 February	<b>Chapter 1: laws of exponents</b> <ul style="list-style-type: none"> <li>Establish and apply the exponent laws with positive and negative integer exponents and the zero exponent, using exponent notation with numbers</li> </ul>	
<b>3</b> 9 February	<b>Chapter 1: Units and measurements</b> <ul style="list-style-type: none"> <li>Converting between metric units including metric units of area and volume</li> <li>Using units correctly in problem solving</li> <li>Solving problems involving compound measures</li> </ul>	Naplan Practice
<b>4</b> 16 February	<b>Chapter 1: Surds, roots and Radical</b> <ul style="list-style-type: none"> <li>Simplifying irrational numerical expressions</li> <li>Applying rules of radicals to simplify the expression</li> <li>Performing operations on radicals to simplify expressions that contain radicals</li> </ul>	Naplan Practice
<b>5</b> 23 February	<b>Chapter 1: Absolute value</b> <ul style="list-style-type: none"> <li>Knowing different definitions for the absolute value of a number</li> <li>Understanding the properties of the absolute value of a number</li> </ul>	Summative Assessment: Topic test
<b>6</b> 2 March	<b>Chapter 2: Making generalisation</b> <ul style="list-style-type: none"> <li>Identifying patterns in number problems</li> <li>Solving complicated problems by looking at a more general case</li> <li>Make generalisation from a given pattern</li> </ul>	Naplan Practice
<b>7</b> Labour Day 9 March	<b>NAPLAN WEEK</b>	
<b>8</b> 16 March Eid Holiday (TBC) 20 <sup>th</sup>	<b>Chapter 2: coordinate Geometry</b> <ul style="list-style-type: none"> <li>Finding distance between two points</li> <li>Finding midpoint between two points</li> <li>Finding gradient and equation of straight line.</li> </ul>	Summative Assessment: Topic test
<b>9</b> 23 March PTI 27 <sup>th</sup> March	<b>Chapter 2: Linear equation and system of linear equation</b> <ul style="list-style-type: none"> <li>Solving linear equation algebraically and graphically</li> <li>Creating mathematical model to solve real-life problems</li> <li>Determining if a model solution is equivalent to the real-life solution</li> </ul>	

Term 2		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 14 April	<b>Chapter 3: Algebra Review</b> <ul style="list-style-type: none"> <li>Simplifying Algebraic expression</li> <li>Expanding Algebraic expression</li> <li>Factorising algebraic expression.</li> </ul> (Year 9 matheletic booklet)	
<b>2</b>	<b>Chapter 3: Relation and Functions</b>	



20 April	<ul style="list-style-type: none"> <li>To understand difference between relation and mapping</li> <li>To find ordered pair in relation and to manipulating functions using correct notation</li> </ul>	
<b>3</b> 27 April	<b>Chapter 3: Quadratic expression</b> <ul style="list-style-type: none"> <li>Factorising quadratic expression where coefficient of <math>x^2</math> is 1</li> <li>Factorising quadratic expression where coefficient of <math>x^2</math> is not 1</li> </ul>	
<b>4</b> 4 May	<b>Chapter 3: Representing Quadratic functions</b> <ul style="list-style-type: none"> <li>Finding axis of symmetry and vertex of a quadratic function</li> <li>Expressing quadratic function in three different forms: standard, factorised and vertex</li> </ul>	
<b>5</b> 11 May	<b>Chapter 3: Solving Quadratic equation</b> <ul style="list-style-type: none"> <li>Solving Quadratic equations algebraically and graphically</li> <li>Solving real-life problems by creating and using quadratic models.</li> </ul>	Summative assessment Topic test
<b>6</b> 18 May	<b>Chapter 8: Sequence</b> <ul style="list-style-type: none"> <li>Understanding and using recursive and explicit formulae for sequences</li> <li>Recognising linear sequence</li> <li>Recognising patterns in real life contexts</li> <li>Solving problems involving sequences in real life contexts.</li> </ul>	
<b>7</b> 25 May Edid Holiday (TBC) 27 <sup>th</sup>	<b>Chapter 8: Rearranging formula and proportion</b> <ul style="list-style-type: none"> <li>Changing the subject of a formula</li> <li>Finding a constant of proportionality</li> <li>Setting up direct and indirect proportion equations to model a situation</li> <li>Graphing direct and indirect relationships</li> </ul>	Summative assessment: Project
<b>8</b> 1 June	<ul style="list-style-type: none"> <li>Revision week</li> </ul>	
<b>9</b> 8 June 8 <sup>th</sup> King's Bday	<b>End of Semester Examination Period – Revision Week (Tue. 9 June to Thurs. 11 June)</b> <b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	
<b>10</b> 15 June	<b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	

**Faculty:** Year 9 Faculty**Year:** 2026**Semester:** 1**Subject:** Science**Year Level:** Year 9 SAP

## Subject Description

In this term, students develop their ability to analyse, model, and evaluate the interactions between matter, energy, and the environment through a study of atomic and chemical processes. They extend their understanding of atomic structure to explore isotopes, radioactivity, and nuclear decay, applying mathematical and graphical models to calculate half-life and interpret isotopic data. Students examine how atomic and nuclear principles underpin modern technologies such as radiometric dating and medical imaging, engaging critically with the ethical and societal implications of scientific advancement.

In the second half of the term, students apply quantitative reasoning to analyse chemical reactions. They explore conservation of mass, balanced equations, and stoichiometric relationships to predict reaction outcomes. Through inquiry-based learning, students investigate electrolysis and assess how chemical innovation can be applied to address sustainability challenges. The term culminates in a research and design project where students propose a sustainable chemical process or product, integrating creativity, problem-solving, and ethical reasoning to demonstrate advanced scientific understanding and application

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 60%)	End of Semester Examination (EOS Exam; 40%)
1	<ul style="list-style-type: none"><li>- Atomic Model Project</li><li>- Types of Chemical Reactions (Practical Report)</li></ul>	Semester Exam

## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 27 January	<b>Topic: Matter – The Structure of the Atom</b> <ul style="list-style-type: none"> <li>Analyse how atomic theory evolved based on emerging evidence.</li> <li>Explain how atomic structure determines the organisation of the periodic table.</li> </ul>	
<b>2</b> 2 February	<b>Topic: Isotopes and Radioactive Decay</b> <ul style="list-style-type: none"> <li>Analyse how isotopes of the same element differ in neutron number and stability.</li> <li>Explain how unstable nuclei lead to radioactive decay and emission of radiation.</li> </ul>	
<b>3</b> 9 February	<b>Topic: Half-Life and Uses of Radioisotopes</b> <ul style="list-style-type: none"> <li>Analyse how half-life relates to nuclear stability and dating techniques.</li> <li>Evaluate applications of radioisotopes in medicine and industry.</li> </ul>	
<b>4</b> 16 February	Assessment Week	<b>Assessment: Atomic Model Project</b>
<b>5</b> 23 February	<b>Topic: Introduction to Chemical Reactions</b> <ul style="list-style-type: none"> <li>To understand the mass of reactants and the mass of products in a chemical reaction are equal</li> </ul>	
<b>6</b> 2 March	<b>Topic: Types of Chemical Reactions</b> <ul style="list-style-type: none"> <li>To understand how to represent chemical reactions using balanced equations</li> </ul>	
<b>7</b> Labour Day 9 March	<b>Topic: Electrolysis &amp; Extraction of Metals</b> <ul style="list-style-type: none"> <li>To understand ways to isolate metals from an ore</li> </ul>	<b>Types of Chemical Reactions (Practical Report)</b>
<b>8</b> 16 March Eid Holiday (TBC) 20 <sup>th</sup>	<b>Topic: Green Chemistry &amp; Review</b> <ul style="list-style-type: none"> <li>To understand how common chemicals have varying effects on the environment</li> </ul>	
<b>9</b> 23 March PTI 27 <sup>th</sup> March	Revision/Catch-up	



**Faculty:** Year 9 Faculty

**Year:** 2026

**Semester:** 1

**Subject:** Science

**Year Level:** Year 9 SAP

## Subject Description

This term, ICOM Year 9 SAP students explore how biological systems maintain stability and respond to threats. In Unit 1: Control and Regulation, students investigate homeostasis through the endocrine system, analysing hormone pathways, glucose regulation, and temperature control. They examine feedback mechanisms using data interpretation and explore homeostatic failures like Type 1 diabetes and the ethical implications of performance-enhancing hormones like EPO. The unit culminates in a Homeostasis Project.

Unit 2: Infection and Disease focuses on disease biology and immune responses. Students classify pathogens, analyse disease transmission models, and examine the immune system's three lines of defence. Through the smallpox eradication case study and vaccination data analysis, students evaluate immunological memory and public health strategies. The unit addresses immune malfunctions including allergies, autoimmune diseases, and HIV/AIDS, integrating ethical reasoning and global health perspectives. Assessment includes the Homeostasis Project and a semester examination.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 60%)	End of Semester Examination (EOS Exam; 40%)
2	Homeostasis Project	Semester Exam

## Semester Learning Journey (Scope and Sequence)

Term 2		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 14 April	<b>Topic:</b> The endocrine system <ul style="list-style-type: none"> <li>To understand that the endocrine system causes long-lasting effects</li> <li>Explain the fight, flight or freeze response</li> <li>Describe the functionality and effects of hormones</li> </ul>	
<b>2</b> 20 April	<b>Topic:</b> <i>Homeostasis and Regulation</i> <ul style="list-style-type: none"> <li>To understand the advantage of homeostasis</li> <li>Explain how our bodies regulate temperature, hormones, blood glucose, water, oxygen and carbon dioxide.</li> <li>To explain how negative feedback loops use hormones to regulate blood glucose</li> </ul>	
<b>3</b> 27 April	<b>Topic:</b> Disruptions to Homeostasis and Artificial Hormone Use <ul style="list-style-type: none"> <li>To understand common malfunctions with homeostasis.</li> <li>To understand how athletes use hormones to artificially enhance their performance</li> </ul>	
<b>4</b> 4 May	<b>Homeostasis Project Week</b>	<b>Homeostasis Project Week</b>
<b>5</b> 11 May	<b>Topic:</b> Introduction to Infectious and Non-Infectious Diseases <ul style="list-style-type: none"> <li>To understand the possible causes of infectious and non-infectious diseases.</li> <li>define and provide examples of diseases in the body</li> <li>compare the causes and effects of infectious and non-infectious diseases</li> </ul>	
<b>6</b> 18 May	<b>Topic:</b> Germ Theory and Pathogens <ul style="list-style-type: none"> <li>To understand the germ theory and the most infectious diseases are caused by pathogens</li> <li>To understand the importance of identifying the pathogens present in our bodies</li> </ul>	
<b>7</b> 25 May Edid Holiday (TBC) 27 <sup>th</sup>	<b>Topic:</b> Disease Transmission and the Immune System <ul style="list-style-type: none"> <li>To understand how diseases spread and how they can be prevented</li> <li>To understand the role of the immune system</li> </ul>	
<b>8</b> 1 June	<b>Topic:</b> Vaccination and Immune System Malfunctions <ul style="list-style-type: none"> <li>To understand the effects of vaccination in disease prevention.</li> <li>To understand that there can be common malfunctions of the immune system</li> </ul>	
<b>9</b> 8 June 8 <sup>th</sup> King's Bday	<b>End of Semester Examination Period – Revision Week (Tue. 9 June to Thurs. 11 June)</b> <b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	
<b>10</b> 15 June	<b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	



**Faculty:** Year 9

**Year:** 2026

**Semester:** 1

**Subject:** Careers

**Year Level:** Year 9


## Subject Description


This subject equips students with essential study, organisational, and career development skills as they begin exploring their future pathways. Students learn how to manage their time, stay organised, set meaningful goals, and create effective notes to support learning. They examine the nature of work, the changing world of work, and how school subjects connect to different careers. Through structured activities - including Career Investigator, career research, and exploration of future industries - students build an understanding of the skills and habits that lead to success. In Term 2, students deepen their self-awareness through tools such as Multiple Intelligences, interests and skills audits, work values assessments, and a Career Personality Quiz, using these insights to reflect on suitable pathways. They are introduced to VCE, VET, and apprenticeship options and begin developing their personal e-Portfolio to track strengths, achievements, and initial career ideas. The program concludes with the Morrisby assessment, supporting students to refine their early career action planning. By the end of the semester, students will have a clearer understanding of themselves, the world of work, and the skills needed to make informed decisions about their learning and future opportunities.

## Semester Learning Objectives

By the end of this unit, students will be able to apply effective study and organisational strategies, set achievable learning goals, and understand how school subjects connect to future career options. They will demonstrate increasing self-awareness by identifying their strengths, interests, values, and career personality through structured tools and assessments, and use this knowledge to explore a range of occupations and the changing world of work. Students will investigate VCE, VET, and apprenticeship pathways, build foundational employability skills, and begin developing a personal e-Portfolio that records their achievements and emerging career aspirations. Drawing on insights from the Morrisby profile and other career exploration activities, students will make informed decisions about their future learning and take early steps in planning their individual career journey.

## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Career Tools Milestones
<b>1</b> 27 January	Getting organised	
<b>2</b> 2 February	Tackling homework and due dates	
<b>3</b> 9 February	Motivation & Goal setting	
<b>4</b> 16 February	Motivation & Goal setting	
<b>5</b> 23 February	Goal-led notes with Key Notes Summary	
<b>6</b> 2 March	World of Work What is Work	
<b>7</b> 9 March	Career Exploration School Subjects and Careers	Labour Day (09/03)
<b>8</b> 16 March	Intro to Pathways Career Investigator (Intro)	Eid (TBC)
<b>9</b> 23 March	Careers of the Future /Achieving Success 	PTI (27/03)

Term 2		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Career Tools Milestones
<b>1</b> 14 April	Introduction to Careers	13/4 curriculum day
<b>2</b> 20 April	My Life and Career Journey	
<b>3</b> 27 April	Multiple Intelligences Quiz	
<b>4</b> 4 May	My interests and Skills	
<b>5</b> 11 May	Work Values	
<b>6</b> 18 May	Career Personality Quiz	
<b>7</b> 25 May	My e-Portfolio (Intro) 	Eid Adha (TBC)
<b>8</b> 1 June	Educational pathways VCE, VET, and apprenticeships	
<b>9</b> 8 June	Morrisby	8/6 Kings B'day
<b>10</b> 15 June	Morrisby (exam week)	16/06 GAT 19/06 curriculum day e – Portfolio & Career action Plan

**Faculty:** Health & Physical Education**Year:** 2026**Semester:** 1**Subject:** Outdoor Education**Year Level:** Year 9 Elective

## Subject Description

This semester, ICOM Outdoor Education Elective students investigate and develop knowledge, understanding, and skills to strengthen their sense of self and connectedness to the environment. They explore the concept of healthy sustainable living, encompassing physical fitness, psychological well-being, cognitive abilities, cultural awareness, and environmental responsibility.

Throughout the semester, students embark on nature-filled walks, navigate orienteering challenges using compasses, hike across diverse terrains, pitch tents, cook on Trangia Stoves, engage in rock climbing, learn survival techniques, receive reptile and Indigenous education, practice self-defence, and enhance leadership skills for all-round adventure.

In a safe and inclusive environment, students are encouraged to push their boundaries and step out of their comfort zones. By doing so, they build confidence and develop decision-making abilities in various settings, fostering personal growth and resilience.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 60%)	End of Semester Examination (EOS Exam; 40%)
1	Outdoor Education Quiz: Term 2 topics <b>50%</b>	Term 1: Active Participation <b>50%</b>  Term 2: Active Participation <b>50%</b>
2	Indigenous Poster: <b>40%</b>  Self Defence <b>10%</b>	



## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 27 January	<b>Overview</b> Students will explore the importance of Outdoor Education through investigating natural environments, developing navigation skills, participating in outdoor activities, and learning essential safety and survival techniques.	
<b>2</b> 2 February	<b>Introduction to Outdoor Education</b> <ul style="list-style-type: none"> <li>Understanding <i>What is Outdoor Education?</i></li> <li>Investigating National Parks, Coastal Parks, and Rivers in Victoria</li> <li>Exploring the benefits of connecting with the outdoors</li> </ul>	
<b>3</b> 9 February	<b>Navigation Skills</b> <ul style="list-style-type: none"> <li>Reading and interpreting maps</li> <li>Using a compass and coordinates for direction and location finding</li> </ul>	
<b>4</b> 16 February	<b>Outdoor Activities</b> <ul style="list-style-type: none"> <li>Exploring and participating in outdoor activities such as: <ul style="list-style-type: none"> <li>Hiking</li> <li>Abseiling</li> <li>Rafting</li> <li>Kayaking and Canoeing</li> </ul> </li> <li>On-site practical: Rock climbing and harness safety</li> </ul>	
<b>5</b> 23 February	<b>Camping Essentials</b> <ul style="list-style-type: none"> <li>Setting up camp and pitching tents on school grounds</li> <li>Building or finding shelter</li> <li>Methods for starting and maintaining a safe fire</li> </ul>	
<b>6</b> 2 March	<b>Assessing Risks and Outdoor Safety</b> <ul style="list-style-type: none"> <li>Identifying risks and dangers in outdoor environments</li> <li>Understanding snake safety and general outdoor safety</li> <li>Selecting correct clothing and footwear</li> <li>Recognising and treating outdoor injuries</li> <li>Applying basic first aid (e.g. slings, snake bites, bandages)</li> </ul>	
<b>7</b> Labour Day 9 March	<b>Cooking in the Outdoors</b> <ul style="list-style-type: none"> <li>Food preservation and safe handling</li> <li>Exploring Bush Tucker</li> <li>Preparing damper and s'mores</li> <li>Cooking safely using a Trangia (on school premises)</li> </ul>	
<b>8</b> 16 March Eid Holiday (TBC) 20 <sup>th</sup>	<b>Hiking Preparation and Excursion</b> <ul style="list-style-type: none"> <li>Studying hiking in Victoria, Australia, and around the world</li> <li>Assessing terrain and environmental conditions</li> <li>Preparation for the Werribee Gorge Hike excursion</li> <li>Excursion: Students attend the Werribee Gorge Hike</li> </ul>	<b>Assessment 1:</b> Werribee Gorge Participation (Excursion)
<b>9</b> 23 March PTI 27 <sup>th</sup> March	<b>Reptile and Wildlife Education</b> <ul style="list-style-type: none"> <li>Incursion: Snake and Reptile Safety Presentation (on-site)</li> <li>Understanding the ecological role of reptiles in Australian environments</li> <li><i>Dates may vary depending on company availability</i></li> </ul>	

Term 2		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 14 April	<b>Indigenous Studies: History and Culture</b> <ul style="list-style-type: none"> <li>Exploring the history and traditions of local Indigenous communities</li> <li>Understanding connection to land, culture, and community</li> <li>Introduction to Bush Tucker and Indigenous medicine</li> </ul>	
<b>2</b> 20 April	<b>Indigenous Studies: Bush Tucker &amp; Indigenous Medicine</b> <ul style="list-style-type: none"> <li>Hands-on exploration of native foods and natural remedies</li> <li>Discussion of sustainability and Indigenous land management practices</li> <li><i>Incursion:</i> Indigenous Education session (subject to availability)</li> </ul>	<b>Assessment 2:</b> Indigenous Poster
<b>3</b> 27 April	<b>Rock Climbing (Onsite Preparation)</b> <ul style="list-style-type: none"> <li>Introduction to rock climbing equipment and safety procedures</li> <li>Learning harness fitting, knot tying, and belaying techniques</li> <li>Practising teamwork and trust during climbs on the school wall</li> </ul>	
<b>4</b> 4 May	<b>Rock Climbing Incursion (Onsite)</b> <ul style="list-style-type: none"> <li>Practical climbing activities using the school's rock climbing wall</li> <li>Applying safety checks and communication skills</li> <li>Developing physical strength and confidence through climbing</li> </ul>	<b>Assessment 3:</b> Self Defence Participation
<b>5</b> 11 May	<b>Self Defence: Awareness and Response</b> <ul style="list-style-type: none"> <li><i>Incursion:</i> Self Defence workshop with external instructors</li> <li><i>Identifying and responding to dangerous scenarios</i></li> <li><i>Understanding situational awareness and conflict avoidance strategies</i></li> <li><i>Introduction to basic defensive techniques</i></li> </ul>	<b>Assessment 3:</b> Self Defence Participation
<b>6</b> 18 May	<b>Self Defence Incursion</b> <ul style="list-style-type: none"> <li><i>Incursion:</i> Self Defence workshop with external instructors</li> <li>Applying practical defensive movements and safety strategies</li> <li>Building confidence and personal protection awareness</li> </ul>	
<b>7</b> 25 May Edid Holiday (TBC) 27 <sup>th</sup>	<b>Fishing and Water Safety</b> <ul style="list-style-type: none"> <li>Understanding fishing laws and license requirements in Victoria</li> <li>Learning about sustainable fishing practices and environmental care</li> <li>Introduction to water safety, tides, and weather awareness</li> </ul>	
<b>8</b> 1 June	<b>Survival Skills and Reflection</b> <ul style="list-style-type: none"> <li>Viewing and analysing a survival documentary</li> <li>Discussing survival strategies, problem-solving, and resilience</li> <li>Reflection on term learning and personal growth</li> </ul>	
<b>9</b> 8 June 8 <sup>th</sup> King's Bday	<b>End of Semester Examination Period – Revision Week (Tue. 9 June to Thurs. 11 June)</b> <b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	
<b>10</b> 15 June	<b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	



Faculty: STEM

Year: 2026

Semester: 1

Subject: Automotive Year 9

## Subject Description

This semester ICOM Automotive students will be identifying, and inspecting, mechanical and electrical components and systems of RC cars, modelling a real vehicle. This course also covers the skills and knowledge required to build a car engine and excel basic car related issues. Furthermore, the course will look at communication skills with customers along with what is required for setting up your own business in the automotive industry. Students will have opportunities to participate in road safety workshops and plan for their learner's license.

## Semester Learning Objectives

1. Be able to safely use the correct tools involved in the construction of RC cars and engine building.
2. Be able to identify the difference between an electric car and a combustion car.
3. Be able to see how aerodynamics works and why is important in cars and planes.
4. Be able to understand and comprehend road safety and rules.
5. Be able to do general maintenance work around a car including changing a wheel and washing a car.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 80%)	End of Semester Examination (EOS Exam; 20%)
1	Building a car within a given budget	Class participation
2	<b>Topic Test</b> Road Rules and Safety	

## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 27 January	<b>Occupational health and safety</b> <ul style="list-style-type: none"> <li>Safety around working in automotive industry.</li> <li>Types of tools used</li> <li>Understanding various car components and systems</li> </ul>	
<b>2</b> 2 February	<b>Engine building</b> <ul style="list-style-type: none"> <li>Assembly of bottom end- Block and Sump</li> <li>Circulation of oil through the engine</li> </ul>	
<b>3</b> 9 February	<b>Engine building</b> <ul style="list-style-type: none"> <li>Assembly of head cylinder</li> <li>Importance of water in a car</li> <li>How is water separated from oil</li> </ul>	
<b>4</b> 16 February	<b>Engine building</b> <ul style="list-style-type: none"> <li>Understanding various accessories that make an engine work</li> <li>Early 1900's engine vs a modern engine</li> </ul>	
<b>5</b> 23 February	<b>Excursion- Go karts</b> Safe driving- what to do and not to do Post excursion reflection	
<b>6</b> 2 March	<b>Panel beating</b> -Building a model car	
<b>7</b> Labour Day 9 March 32	<b>Assessment</b> <ul style="list-style-type: none"> <li>Building a car within a given budget- teacher to explain assessment and students to start researching.</li> </ul>	Building a car
<b>8</b> 16 March Eid Holiday (TBC) 20 <sup>th</sup>	<b>Panel beating</b> -Building a model car -detailing a car skills	Building a car-Due
<b>9</b> 23 March PTI 27 <sup>th</sup> March	<b>Suspension and Fuel system</b> <ul style="list-style-type: none"> <li>Understanding components of vehicle suspension/steering and fuel system.</li> </ul> Building a model car Petrol vs diesel vs LPG	

Term 2		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 14 April	<b>RC Car building-Introduction</b> <ul style="list-style-type: none"> <li>Safety</li> <li>Road crash analysis</li> </ul>	
<b>2</b> 20 April	<b>RC Car building</b> <ul style="list-style-type: none"> <li>Understanding how a 2 stroke motor works</li> <li>Identifying road signs</li> <li>Over and under confidence</li> </ul>	
<b>3</b> 27 April	<b>RC car running and maintenance.</b> Risk behaviors Crash survival evolution	
	<b>Petrol car vs Electric Car</b>	

<b>4</b> 4 May	<ul style="list-style-type: none"> <li>Comparing the difference and how power is generated.</li> <li>Effect of both on the environment</li> </ul>	Group research task
<b>5</b> 11 May	<b>Road Safety</b> <ul style="list-style-type: none"> <li><b>VicRoads road to safety program</b></li> <li><b>Research task on Australian road trauma</b></li> <li><b>Plans for safer vehicles</b></li> </ul>	
<b>6</b> 18 May	<b>Road Safety</b> <ul style="list-style-type: none"> <li>Road rules education program</li> <li>Research task on road trauma in a developed country vs developing country.</li> <li>Understanding intersections</li> </ul>	
<b>7</b> 25 May Edid Holiday (TBC) 27 <sup>th</sup>	<b>Road Safety</b> <ul style="list-style-type: none"> <li>Road rules education program</li> <li>Bike safety-helmets</li> </ul>	
<b>8</b> 1 June	<b>Assessment: Road safety test</b> Road safety risks for young people	Road safety test
<b>9</b> 8 June 8 <sup>th</sup> King's Bday	<b>End of Semester Examination Period – Revision Week (Tue. 9 June to Thurs. 11 June)</b> <b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	
<b>10</b> 15 June	<b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	

**Faculty: YEAR 9****Year: 2026****Semester: 1****Subject: Digital Technologies****Year 9: DEEP, SAP & Mainstream**

## Subject Description

This semester at ICOM, Year 9 Digital Technologies students develop creative and technical expertise through digital animation and video production. In the first term, students use Adobe Animate to design and produce a 30-second wellbeing e-Card, applying animation principles such as timing, spacing, layering, text animation, and sound integration to communicate positive messages about compassion, respect, safety, and inclusion. Students refine their animations through scene management, symbol creation, and synchronised audio.

In the second term, students apply film-making techniques using iPads to plan, capture, and edit a three-minute short film. They experiment with camera angles, lighting, audio recording, and editing to strengthen storytelling and audience engagement. Throughout the semester, students manage projects collaboratively, apply ethical and responsible digital practices, and reflect on how digital media can be used to influence behaviour, promote wellbeing, and communicate purposeful ideas.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 40%)	Summative Assessments (60%)
1	Animate Portfolio 50%	E-card Wellbeing Animation 40% Preproduction 10%
2	Topic Test 50%	Script 10% Video Production 40%

## Semester Learning Journey (Scope and Sequence)

Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 27 January	<b>Introduction to Animation and Digital Media</b> <ul style="list-style-type: none"> <li>Understanding animation as a form of digital communication.</li> <li>History of animation and how digital systems represent images and sound.</li> <li>Types of animation (2D, 3D, stop-motion, motion graphics, eCards, infographics).</li> <li>Where animation is used: films, games, ads, education, social media.</li> <li>Pre-production processes: brainstorming, draft ideas, script, scenes, storyboard, cuts.</li> <li>Understanding the purpose and structure of a storyboard.</li> <li>Introduction to <b>Adobe Animate</b> workspace and basic tools.</li> </ul>	
<b>2</b> 2 February	<b>Principles of Animation &amp; Movement Techniques</b> <ul style="list-style-type: none"> <li>Timing, spacing, squash and stretch, anticipation, easing.</li> <li>Frame-by-frame animation and onion skinning.</li> <li>Motion tween, classic tween, shape tween.</li> <li>Using zooms, pans and basic camera movement for focus and clarity.</li> <li>Applying animation principles to simple sequences.</li> </ul>	
<b>3</b> 9 February	<b>Designing and Creating Visual Assets</b> <ul style="list-style-type: none"> <li>Character design using vector tools.</li> <li>Background and object creation.</li> <li>Layers and organisation for clean workflow.</li> <li>Symbols and instances for reusable assets.</li> <li>Naming conventions and file management.</li> </ul>	
<b>4</b> 16 February	<b>Scenes, Transitions and Text Animation</b> <ul style="list-style-type: none"> <li>Creating and organising scenes to structure the animation.</li> <li>Scene transitions and narrative flow.</li> <li>Text animation techniques (fade-in, typewriter, slide, scale).</li> <li>Integrating message text for clarity and emphasis.</li> <li>Building a rough first draft of the animation using scenes + text.</li> </ul>	
<b>5</b> 23 February	<b>Sound Integration &amp; Exporting Techniques</b> <ul style="list-style-type: none"> <li>Importing and synchronising sound (music / SFX).</li> <li>Balancing audio, timing accents, and adjusting volume.</li> <li>Refinement techniques: easing curves, fixing arcs, improving pacing.</li> <li>Exporting formats: MP4, GIF, frame rate, resolution settings.</li> <li>Conducting test exports and troubleshooting playback issues.</li> </ul>	
<b>6</b> 2 March	<b>Summative Assessment Begins – Wellbeing e-Card</b> <ul style="list-style-type: none"> <li>Students begin constructing their 30-second wellbeing animation following their approved storyboard.</li> </ul>	<b>Preproduction</b> Storyboard and Script 10%
<b>7</b> <b>LABOUR DAY</b> 9 March	<b>Summative Assessment – Production Week</b> <ul style="list-style-type: none"> <li>Continued animation development: scenes, symbols, text, audio.</li> <li>Teacher progress checkpoints.</li> </ul>	
<b>8</b> <b>Eid Holiday</b> 16 March	<b>Summative Assessment – Refinement Week</b> <ul style="list-style-type: none"> <li>Final edits, timing adjustments, audio synchronisation, and transitions.</li> </ul>	
<b>9</b> <b>PTI 27<sup>th</sup></b> 23 March	<b>Summative Assessment – Final Export &amp; Submission</b> <ul style="list-style-type: none"> <li>Exporting final animation (MP4/GIF).</li> <li>Submitting storyboard, project file and final e-Card</li> </ul>	<b>Wellbeing eCard</b> <b>40%</b>

Term 2		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 14 April	<b>Camera Language &amp; Shot Composition</b> <ul style="list-style-type: none"> <li>Understanding shot types: wide shot, medium shot, close-up.</li> <li>How shot choices affect emotion, meaning, and audience engagement.</li> <li>Rule of thirds, stable framing, keeping camera level.</li> <li>Safe handling and use of iPads for filming.</li> </ul>	
<b>2</b> 21 April	<b>Audio Recording &amp; Lighting Techniques</b> <ul style="list-style-type: none"> <li>Capturing clear dialogue using built-in iPad microphones.</li> <li>Managing background noise and controlling recording distance.</li> <li>Using natural light: key, fill, back lighting.</li> <li>Avoiding shadows, glare, and blown-out highlights.</li> </ul>	
<b>3</b> 28 April	<b>Scriptwriting, Storyboarding &amp; Production Planning</b> <ul style="list-style-type: none"> <li>Writing an A/V script (VIDEO + AUDIO columns).</li> <li>Storyboarding shots for clarity and sequencing.</li> <li>Understanding message and purpose in short film.</li> <li>Planning: shot lists, roles, locations, ethics, continuity.</li> <li>Collaborative roles: director, camera, actor, editor, sound.</li> </ul>	
<b>4</b> 5 May	<b>Filming A-Roll and B-Roll Footage</b> <ul style="list-style-type: none"> <li><b>Filming A-Roll: main action, dialogue, and narrative content.</b></li> <li><b>Filming B-Roll: cutaways, reaction shots, object details, movement shots.</b></li> <li><b>Using multiple takes, clean angles, controlled camera movement.</b></li> <li><b>Building footage variety for storytelling clarity.</b></li> </ul>	
<b>5</b> 12 May	Editing, Sequencing & Sound Mixing <ul style="list-style-type: none"> <li>Importing footage into iMovie / Clipchamp / Rush.</li> <li>Assembling the sequence (beginning → middle → end).</li> <li>Cutting, trimming, selecting best takes.</li> <li>Adding titles, captions, transitions.</li> <li>Audio mixing, exposure/colour correction, final polish workflow.</li> </ul>	Script Due 10%
<b>6</b> 19 May	<b>Summative Assessment Begins – Video Production</b> <ul style="list-style-type: none"> <li>Groups form production teams and finalise roles.</li> <li>Reviewing approved storyboards, shot lists, and schedules.</li> <li>Filming A-Roll: main scenes, dialogue, key narrative moments</li> </ul>	Group Assessment begins
<b>7</b> 26 May	<b>Summative Assessment – Filming Week (B-Roll)</b> <ul style="list-style-type: none"> <li>Capturing supporting footage: establishing shots, reaction shots, detail shots, movement shots, environmental shots.</li> <li>Ensuring visual variety for pacing and clarity.</li> </ul>	
<b>8</b> 2 <sup>nd</sup> June	<b>Summative Assessment – Editing Week</b> <ul style="list-style-type: none"> <li>Importing full footage and assembling rough cut.</li> <li>Refining pacing, scene transitions, and story flow.</li> <li>Adjusting sound, adding music and effects.</li> <li>Ensuring narrative coherence.</li> <li>Final edits: colour correction, audio balancing, timing refinement.</li> </ul>	
<b>9</b> 9 June	<b>Summative Assessment – Final Production &amp; Reflection</b> <ul style="list-style-type: none"> <li>Exporting final 3-minute film (MP4 / H.264).</li> <li>Class screening (“Film Showcase”).</li> <li>Completing individual reflection on message, role, strengths, and improvements.</li> </ul>	Video productions Due 40%
<b>10</b> 16 June	<b>End of Semester Examination Period – Exam Week</b>	





Faculty: **Food Technology**

Year: **2026**

Semester: **1**

Subject: **Hospitality**

Year Level: **Year 9**

## Subject Description

This semester ICOM **Hospitality** students investigate the relationship between food, sustainability, and community wellbeing through hands-on learning in both kitchen and garden environments. Students develop foundational skills in **food safety, hygiene, and nutrition**, progressing toward planning and preparing balanced meals using sustainable and locally sourced produce. The course is structured around four Focus Areas: **(1) Food Safety & Hygiene, (2) Nutrition & Recipe Development, (3) Sustainability & Garden-to-Plate Practices**, and **(4) Community Hospitality Projects**. Students explore food systems from soil to service, engage in recipe writing, and apply budgeting and meal-planning principles. Through collaborative projects such as the **“Garden-to-Plate Café”** and **community food donation initiative**, learners apply teamwork, problem-solving, and creativity to real-world contexts. By semester’s end, students compile a reflective portfolio showcasing practical skills, innovation in menu design, and understanding of hospitality’s role in promoting sustainability and social responsibility.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 60%)	End of Semester Examination (EOS Exam; 40%)
1	<ul style="list-style-type: none"><li><b>Ongoing:</b> Recipe portfolio (written + photos).</li><li><b>Practical Tasks:</b> Cooking &amp; gardening participation.</li></ul>	No Exam
2	<ul style="list-style-type: none"><li><b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li><li><b>Project-Based:</b> Garden-to-Plate Café or Community Food Project.</li><li><b>Final Showcase:</b> Event catering + presentation.</li></ul>	

## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates

<b>1</b> 27 January	<b>Introduction &amp; Foundations</b> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Course overview, safety induction (house, kitchen, garden).</li> <li>• <b>Lesson 2:</b> Food hygiene practices (cleaning, cross-contamination, safe storage).</li> <li>• <b>Lesson 3:</b> Introduction to sustainability in food systems.</li> <li>• <b>Lesson 4:</b> First aid basics (burns, cuts, allergic reactions in kitchens).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>2</b> 2 February	<b>Nutrition &amp; Recipe Writing</b> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Food groups, nutrition basics, balanced meals.</li> <li>• <b>Lesson 2:</b> Recipe writing conventions (ingredients, method, portioning).</li> <li>• <b>Lesson 3:</b> Writing simple recipes (e.g., smoothies, wraps).</li> <li>• <b>Lesson 4:</b> Practical: Non-bake/cook recipes (salads, energy balls, sandwiches).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>3</b> 9 February	<b>Horticulture Foundations</b> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Soil health, composting, and sustainability.</li> <li>• <b>Lesson 2:</b> Selecting seeds to plant (seasonal &amp; local considerations).</li> <li>• <b>Lesson 3:</b> Setting up plant boxes and garden beds.</li> <li>• <b>Lesson 4:</b> Practical gardening: Preparing soil &amp; planting first crops.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>4</b> 16 February	<b>From Garden to Table</b> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Caring for plants (watering, weeding, fertilising).</li> <li>• <b>Lesson 2:</b> Using herbs and vegetables from the garden in cooking.</li> <li>• <b>Lesson 3:</b> Practical: Cooking simple meals with seasonal produce.</li> <li>• <b>Lesson 4:</b> Reflection activity – maintaining a recipe portfolio journal.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>5</b> 23 February	<b>Sustainability in Practice</b> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Setting up a sustainable backyard (permaculture principles).</li> <li>• <b>Lesson 2:</b> Recycling, composting, and waste reduction in the kitchen.</li> <li>• <b>Lesson 3:</b> Garden practical: Mulching, plant maintenance, harvesting early crops.</li> <li>• <b>Lesson 4:</b> Cooking with zero-waste principles (using leftovers creatively).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>6</b> 2 March	<b>Meal Creation &amp; Project Work</b> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Planning a “Garden to Plate” meal.</li> <li>• <b>Lesson 2:</b> Group work: Designing recipes using harvested produce.</li> <li>• <b>Lesson 3:</b> Practical: Cooking planned meals.</li> <li>• <b>Lesson 4:</b> Reflection &amp; adding recipes/photos to portfolios.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>7</b> Labour Day 9 March “	<b>Showcase &amp; Assessment</b> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Preparing final recipe portfolio (reflection + organisation).</li> <li>• <b>Lesson 2:</b> Practical: Students prepare 2-course meal using garden produce.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> Extended recipe portfolio (including, dietary</li> </ul>

	<ul style="list-style-type: none"> <li><b>Lesson 3:</b> Showcase – invite staff/peers to taste and give feedback.</li> </ul> <p><b>Lesson 4:</b> Wrap-up: Sustainability reflection, student self-assessment, future pathways in food tech.</p>	adaptations, preserved goods).
<b>8</b> 16 March Eid Holiday (TBC) 20 <sup>th</sup>	<b>Food Safety &amp; Advanced Nutrition</b> <ul style="list-style-type: none"> <li><b>Lesson 1:</b> Food storage (dry, cold, freezer, expiry dates).</li> <li><b>Lesson 2:</b> Food-borne illnesses and prevention.</li> <li><b>Lesson 3:</b> Advanced nutrition – dietary needs (allergies, vegetarian, halal).</li> <li><b>Lesson 4:</b> Practical: Cooking for special dietary needs.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>9</b> 23 March PTI 27 <sup>th</sup> March	<b>Cooking Skills: Baked &amp; Non Baked Goods</b> <ul style="list-style-type: none"> <li><b>Lesson 1:</b> Introduction to baking (bread, muffins, scones).</li> <li><b>Lesson 2:</b> Practical: Bread-making basics.</li> <li><b>Lesson 3:</b> Baking theory (yeast, raising agents, oven safety).</li> <li><b>Lesson 4:</b> Practical: Sweet &amp; savoury baked goods.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>

Term 2		
Weeks	Key Knowledge	Assessment Dates
<b>1</b> 14 April	<b>Review &amp; Skill Application</b> <ul style="list-style-type: none"> <li><b>Lesson 1:</b> Recap of Term 1 learning (quiz, discussion, recipe review).</li> <li><b>Lesson 2:</b> Practical: Cooking using harvested garden produce.</li> <li><b>Lesson 3:</b> Food cost analysis – budgeting meals.</li> <li><b>Lesson 4:</b> Mini-project: Students plan one day's meals for a family on a budget.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>2</b> 20 April	<b>Household Management &amp; Sustainability</b> <ul style="list-style-type: none"> <li><b>Lesson 1:</b> Meal planning and shopping lists.</li> <li><b>Lesson 2:</b> Household economics – comparing supermarket vs farmers market prices.</li> <li><b>Lesson 3:</b> Budgeting for a weekly shop – digital or hands-on activity.</li> <li><b>Lesson 4:</b> Practical: Cooking a full family meal within a set budget.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>3</b> 27 April	<b>Excursion grocery shopping</b>	<ul style="list-style-type: none"> <li><b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>4</b> 4 May	<b>Nutrition &amp; Special Diets</b> <ul style="list-style-type: none"> <li><b>Lesson 1:</b> Exploring dietary requirements (e.g., vegan, halal, gluten-free).</li> <li><b>Lesson 2:</b> Guest speaker or case study on diet-related health conditions (diabetes, coeliac).</li> <li><b>Lesson 3:</b> Practical: Cooking meals for special diets.</li> <li><b>Lesson 4:</b> Portfolio entry: Research + recipe adaptations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations,</li> </ul>

		preserved goods).
<b>5</b> 11 May	<p><b>Extended Project: “Garden to Plate” Café</b></p> <p><b>Lesson 1: Project Planning &amp; Concept Development</b> Small group teams plan a café-style menu using seasonal or garden produce. Discuss café themes, customer needs, and sustainable menu design.</p> <p><b>Lesson 2: Menu Design &amp; Ingredient Sourcing</b> Groups finalise their menu selections, create ingredient lists, and research cost-effective local or garden-sourced produce options.</p> <p><b>Lesson 3: Dividing Roles &amp; Responsibilities</b> Students assign roles such as cooking, marketing, cost control, and service. Each team member outlines their specific duties and goals.</p> <p><b>Lesson 4: Café Branding &amp; Design Concepts</b> Develop café branding including name, logo, colour scheme, and promotional materials such as menu cards, posters, and social media mock-ups.</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> <li>• <b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> <li>• <b>Project-Based:</b> Garden-to-Plate Café or Community Food Project.</li> </ul>
<b>6</b> 18 May	<p><b>Extended Project: “Garden to Plate” Café (continued)</b></p> <p><b>Lesson 1: Marketing &amp; Budget Planning</b> Teams draft simple budgets, calculate ingredient costs, and plan marketing strategies to attract their target audience for the café event.</p> <p><b>Lesson 2: Recipe Trials &amp; Menu Testing</b> Trial one or two menu items from the planned café menu. Evaluate taste, presentation, and efficiency, then make adjustments based on feedback.</p> <p><b>Lesson 3: Café Setup &amp; Workflow Planning</b> Plan café layout, service flow, and kitchen organisation. Create checklists for setup, preparation, and service day roles.</p> <p><b>Lesson 4: Mini Café Practice Run</b> Run a small-scale café simulation to test systems and teamwork. Reflect on what worked well and what can be improved before the final event</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>7</b> 25 May Edid Holiday (TBC) 27 <sup>th</sup>	<p><b>Showcase Preparation</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1&amp;2:</b> Refining portfolio – extended written reflections, photos, recipes.</li> <li>• <b>Lesson 3&amp;4:</b> Practical rehearsal – students cook dishes for end-of-term showcase.</li> <li>• </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>8</b> 1 June	<ul style="list-style-type: none"> <li>• <b>Lesson 1 &amp; 2:</b> Time management in the kitchen – cooking against the clock.</li> <li>• <b>Lesson 3 &amp; 4:</b> Feedback session (peer + teacher critique).</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Ongoing:</b> Extended recipe portfolio (including, dietary adaptations, preserved goods).</li> </ul>
<b>9</b> 8 June		

<p>8<sup>th</sup> King's Bday</p>	<p><b>Community &amp; Social Responsibility</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1: Understanding Food Insecurity</b> Explore the concept of food insecurity and its impact on communities. Discuss local food relief organisations and how hospitality can support social wellbeing.</li> <li>• <b>Lesson 2: Exploring Community Solutions</b> Investigate practical ways to address food insecurity, such as food banks, community gardens, and donation programs. Students brainstorm how they can contribute through hospitality.</li> <li>• <b>Lesson 3: Group Project – Meal Donation Box Planning</b> In groups, design a meal donation box using school garden produce or low-cost ingredients. Plan menus, quantities, packaging, and sustainability considerations.</li> <li>• <b>Lesson 4: Practical – Preparing Meals for Donation</b> Cook a batch meal for donation, applying safe food handling, portion control, and teamwork skills. Package and label meals appropriately for delivery.</li> </ul>
<p><b>10</b> 15 June</p>	<p><b>Final Showcase &amp; Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1: Portfolio &amp; Showcase Preparation</b> Students complete written reflections, recipes, and photos for their portfolios. Begin organising displays and presentation materials for the showcase.</li> <li>• <b>Lesson 2: Practice &amp; Setup for Showcase</b> Groups rehearse their presentations, finalise setup for the showcase event, and prepare their food displays and hospitality stations.</li> <li>• <b>Lesson 3: Final Showcase Event</b> Students present their projects, display meal donations, and share reflections with peers, teachers, and invited guests. Evaluation and peer feedback collected.</li> <li>• <b>Lesson 4: Reflection &amp; Term Evaluation</b> Students reflect on their learning, evaluate their skills and teamwork, and set personal goals for Term 3. Discussion on how hospitality contributes to community wellbeing.</li> </ul> <p>Assessment Component:</p> <ul style="list-style-type: none"> <li>• <b>Final Showcase:</b> Event catering + presentation.</li> </ul>

**Faculty:** Health & Physical Education**Year:** 2026**Semester:** 1**Subject:** Outdoor Education**Year Level:** Year 9 Elective

## Subject Description

This semester, ICOM Outdoor Education Elective students investigate and develop knowledge, understanding, and skills to strengthen their sense of self and connectedness to the environment. They explore the concept of healthy sustainable living, encompassing physical fitness, psychological well-being, cognitive abilities, cultural awareness, and environmental responsibility.

Throughout the semester, students embark on nature-filled walks, navigate orienteering challenges using compasses, hike across diverse terrains, pitch tents, cook on Trangia Stoves, engage in rock climbing, learn survival techniques, receive reptile and Indigenous education, practice self-defence, and enhance leadership skills for all-round adventure.

In a safe and inclusive environment, students are encouraged to push their boundaries and step out of their comfort zones. By doing so, they build confidence and develop decision-making abilities in various settings, fostering personal growth and resilience.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 60%)	End of Semester Examination (EOS Exam; 40%)
1	Outdoor Education Quiz: Term 2 topics <b>50%</b>	Term 1: Active Participation <b>50%</b>  Term 2: Active Participation <b>50%</b>
2	Indigenous Poster: <b>40%</b>  Self Defence <b>10%</b>	

## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 27 January	<b>Overview</b> Students will explore the importance of Outdoor Education through investigating natural environments, developing navigation skills, participating in outdoor activities, and learning essential safety and survival techniques.	
<b>2</b> 2 February	<b>Introduction to Outdoor Education</b> <ul style="list-style-type: none"> <li>Understanding <i>What is Outdoor Education?</i></li> <li>Investigating National Parks, Coastal Parks, and Rivers in Victoria</li> <li>Exploring the benefits of connecting with the outdoors</li> </ul>	
<b>3</b> 9 February	<b>Navigation Skills</b> <ul style="list-style-type: none"> <li>Reading and interpreting maps</li> <li>Using a compass and coordinates for direction and location finding</li> </ul>	
<b>4</b> 16 February	<b>Outdoor Activities</b> <ul style="list-style-type: none"> <li>Exploring and participating in outdoor activities such as: <ul style="list-style-type: none"> <li>Hiking</li> <li>Abseiling</li> <li>Rafting</li> <li>Kayaking and Canoeing</li> </ul> </li> <li>On-site practical: Rock climbing and harness safety</li> </ul>	
<b>5</b> 23 February	<b>Camping Essentials</b> <ul style="list-style-type: none"> <li>Setting up camp and pitching tents on school grounds</li> <li>Building or finding shelter</li> <li>Methods for starting and maintaining a safe fire</li> </ul>	
<b>6</b> 2 March	<b>Assessing Risks and Outdoor Safety</b> <ul style="list-style-type: none"> <li>Identifying risks and dangers in outdoor environments</li> <li>Understanding snake safety and general outdoor safety</li> <li>Selecting correct clothing and footwear</li> <li>Recognising and treating outdoor injuries</li> <li>Applying basic first aid (e.g. slings, snake bites, bandages)</li> </ul>	
<b>7</b> Labour Day 9 March	<b>Cooking in the Outdoors</b> <ul style="list-style-type: none"> <li>Food preservation and safe handling</li> <li>Exploring Bush Tucker</li> <li>Preparing damper and s'mores</li> <li>Cooking safely using a Trangia (on school premises)</li> </ul>	
<b>8</b> 16 March Eid Holiday (TBC) 20 <sup>th</sup>	<b>Hiking Preparation and Excursion</b> <ul style="list-style-type: none"> <li>Studying hiking in Victoria, Australia, and around the world</li> <li>Assessing terrain and environmental conditions</li> <li>Preparation for the Werribee Gorge Hike excursion</li> <li>Excursion: Students attend the Werribee Gorge Hike</li> </ul>	<b>Assessment 1:</b> Werribee Gorge Participation (Excursion)
<b>9</b> 23 March PTI 27 <sup>th</sup> March	<b>Reptile and Wildlife Education</b> <ul style="list-style-type: none"> <li>Incursion: Snake and Reptile Safety Presentation (on-site)</li> <li>Understanding the ecological role of reptiles in Australian environments</li> <li><i>Dates may vary depending on company availability</i></li> </ul>	

Term 2		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 14 April	<b>Indigenous Studies: History and Culture</b> <ul style="list-style-type: none"> <li>Exploring the history and traditions of local Indigenous communities</li> <li>Understanding connection to land, culture, and community</li> <li>Introduction to Bush Tucker and Indigenous medicine</li> </ul>	
<b>2</b> 20 April	<b>Indigenous Studies: Bush Tucker &amp; Indigenous Medicine</b> <ul style="list-style-type: none"> <li>Hands-on exploration of native foods and natural remedies</li> <li>Discussion of sustainability and Indigenous land management practices</li> <li><i>Incursion:</i> Indigenous Education session (subject to availability)</li> </ul>	<b>Assessment 2:</b> Indigenous Poster
<b>3</b> 27 April	<b>Rock Climbing (Onsite Preparation)</b> <ul style="list-style-type: none"> <li>Introduction to rock climbing equipment and safety procedures</li> <li>Learning harness fitting, knot tying, and belaying techniques</li> <li>Practising teamwork and trust during climbs on the school wall</li> </ul>	
<b>4</b> 4 May	<b>Rock Climbing Incursion (Onsite)</b> <ul style="list-style-type: none"> <li>Practical climbing activities using the school's rock climbing wall</li> <li>Applying safety checks and communication skills</li> <li>Developing physical strength and confidence through climbing</li> </ul>	<b>Assessment 3:</b> Self Defence Participation
<b>5</b> 11 May	<b>Self Defence: Awareness and Response</b> <ul style="list-style-type: none"> <li><i>Incursion:</i> Self Defence workshop with external instructors</li> <li><i>Identifying and responding to dangerous scenarios</i></li> <li><i>Understanding situational awareness and conflict avoidance strategies</i></li> <li><i>Introduction to basic defensive techniques</i></li> </ul>	<b>Assessment 3:</b> Self Defence Participation
<b>6</b> 18 May	<b>Self Defence Incursion</b> <ul style="list-style-type: none"> <li><i>Incursion:</i> Self Defence workshop with external instructors</li> <li>Applying practical defensive movements and safety strategies</li> <li>Building confidence and personal protection awareness</li> </ul>	
<b>7</b> 25 May Edid Holiday (TBC) 27 <sup>th</sup>	<b>Fishing and Water Safety</b> <ul style="list-style-type: none"> <li>Understanding fishing laws and license requirements in Victoria</li> <li>Learning about sustainable fishing practices and environmental care</li> <li>Introduction to water safety, tides, and weather awareness</li> </ul>	
<b>8</b> 1 June	<b>Survival Skills and Reflection</b> <ul style="list-style-type: none"> <li>Viewing and analysing a survival documentary</li> <li>Discussing survival strategies, problem-solving, and resilience</li> <li>Reflection on term learning and personal growth</li> </ul>	
<b>9</b> 8 June 8 <sup>th</sup> King's Bday	<b>End of Semester Examination Period – Revision Week (Tue. 9 June to Thurs. 11 June)</b> <b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	
<b>10</b> 15 June	<b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	





**Faculty:** Health & Physical Education

**Year:** 2026

**Semester:** 1

**Subject:** Athlete Development Program

**Year Level:** Year 9

## Subject Description

This semester, ICOM Athlete Development Program students investigate key elements of athletic performance, focusing on Strength and Conditioning, Speed and Agility Training, and Advanced Tactical Development. Through a combination of practical and theoretical learning, students engage in strength-building exercises, agility drills, and speed training tailored to their chosen sport. They explore the science behind energy systems, biomechanics, and nutrition, applying this knowledge to enhance their performance. Students track their weekly progress, set and adjust personal goals, and use performance data to evaluate their development. In the tactical development component, students analyze game strategies and learn to make effective decisions in competitive scenarios. By the end of the semester, students will have developed foundational athletic skills, physical resilience, and a deeper understanding of strategies that improve individual and team performance.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 60%)
1	Baseline and Progress Fitness Testing 50%  Sport-Specific Skill Drills Assessment 50%
2	Strength and Power Circuit Assessment 50%  Speed and Agility Obstacle Course 50%

## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
1 27 January	<b>Introduction &amp; Initial Assessments</b> <ul style="list-style-type: none"><li>Focus on setting program expectations and establishing a fitness baseline.</li><li>Conduct body scans and fitness tests (e.g., aerobic and anaerobic assessments).</li></ul>	Baseline Fitness Testing
2	<b>Sport Exploration &amp; Basic Nutrition</b>	

2 February	<ul style="list-style-type: none"> <li>Explore various sports, trying foundational skills for each.</li> <li>Introduction to sports nutrition basics, focusing on macronutrients.</li> </ul>	
<b>3</b> 9 February	<b>Skill Training Initiation</b> <ul style="list-style-type: none"> <li>Start targeted sport-specific drills.</li> <li>Learn about hydration and its importance in athletic performance.</li> </ul>	
<b>4</b> 16 February	<b>Aerobic Conditioning &amp; Basic Skills</b> <ul style="list-style-type: none"> <li>Start aerobic conditioning sessions aligned with your chosen sport.</li> <li>Practice sport-specific skills, focusing on foundational movements.</li> </ul>	
<b>5</b> 23 February	<b>Anaerobic Conditioning &amp; Technique Refinement</b> <ul style="list-style-type: none"> <li>Engage in anaerobic conditioning for power and speed.</li> <li>Refine foundational skills in your sport, working on precision and control.</li> </ul>	Sport-Specific Skill Drills Assessment <b>50%</b>
<b>6</b> 2 March	<b>Energy Systems &amp; Practical Application</b> <ul style="list-style-type: none"> <li>Learn about aerobic and anaerobic energy systems and their impact on performance.</li> <li>Apply conditioning in sport-specific drills and game-like scenarios.</li> </ul>	
<b>7</b> Labour Day 9 March	<b>Introduction to Biomechanics in Movement</b> <ul style="list-style-type: none"> <li>Explore biomechanics concepts, focusing on improving movement efficiency.</li> <li>Analyze your own movement techniques in sport-specific drills.</li> </ul>	
<b>8</b> 16 March Eid Holiday (TBC) 20 <sup>th</sup>	<b>Skill Refinement &amp; Biomechanics Application</b> <ul style="list-style-type: none"> <li>Work on refining techniques using biomechanics principles.</li> <li>Continue improving accuracy, control, and efficiency in specific sport skills.</li> </ul>	Progress Fitness Testing <b>50%</b>
<b>9</b> 23 March PTI 27 <sup>th</sup> March	<b>Sport-Specific Tactical Play</b> <ul style="list-style-type: none"> <li>Begin applying tactical concepts in small-sided games or drills.</li> <li>Focus on teamwork, spatial awareness, and movement efficiency.</li> </ul>	

Term 2		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 14 April	<b>Introduction to Strength Training</b> <ul style="list-style-type: none"> <li>Learn basic strength training exercises and correct techniques.</li> <li>Begin strength training sessions focused on building a foundation.</li> </ul>	
<b>2</b> 20 April	<b>Sport-Specific Strength Conditioning</b> <ul style="list-style-type: none"> <li>Apply strength exercises that support skills in your chosen sport.</li> <li>Track reps and sets to monitor strength progress.</li> </ul>	
<b>3</b> 27 April	<b>Power and Explosive Movements</b> <ul style="list-style-type: none"> <li>Focus on explosive power exercises like plyometrics (e.g., jumps, bounds).</li> <li>Practice incorporating power movements into sport-specific actions.</li> </ul>	
<b>4</b> 4 May	<b>Agility &amp; Quickness Drills</b> <ul style="list-style-type: none"> <li>Perform agility drills to improve reaction time and change of direction.</li> <li>Apply agility to sport drills, emphasizing speed and precision.</li> </ul>	Strength and Power Circuit Assessment <b>50%</b>
<b>5</b> 11 May	<b>Combined Strength and Agility Training</b> <ul style="list-style-type: none"> <li>Engage in circuits that combine strength and agility exercises.</li> <li>Work on quick transitions between movements to simulate game conditions.</li> </ul>	
<b>6</b>	<b>Speed Training Fundamentals</b>	

18 May	<ul style="list-style-type: none"> <li>Learn techniques for improving speed, focusing on sprint mechanics.</li> <li>Practice short-burst speed drills and track time improvements.</li> </ul>	
<b>7</b> 25 May Edid Holiday (TBC) 27 <sup>th</sup>	<b>Reaction Time &amp; Reflex Development</b> <ul style="list-style-type: none"> <li>Develop reaction time through partner drills and quick-response exercises.</li> <li>Apply reflex skills in sport-specific drills and scenarios.</li> </ul>	
<b>8</b> 1 June	<b>Tactical Decision-Making in Game Situations</b> <ul style="list-style-type: none"> <li>Engage in drills that require quick decision-making in competitive scenarios.</li> <li>Focus on adapting tactics and strategies based on game flow.</li> </ul>	Speed and Agility Obstacle Course <b>50%</b>
<b>9</b> 8 June 8 <sup>th</sup> King's Bday	<b>End of Semester Examination Period – Revision Week (Tue. 9 June to Thurs. 11 June)</b> <b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	
<b>10</b> 15 June	<b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	



Faculty: Art

Year: 2026

Semester: 1

Subject: Visual Art

Year Level: Year 9

## Subject Description

This Semester, Year 9 Visual Art extends students' practical skills and conceptual understanding as they explore how artists communicate meaning through visual conventions, materials, and processes. Students investigate identity, culture, and personal expression while analysing artworks from diverse contexts, including Aboriginal and Torres Strait Islander artists. They build technical drawing, painting, and mixed-media skills, experiment with materials, and document their creative decisions in a visual diary. In the first half of the semester, students refine their foundational drawing and painting techniques through observational studies, colour theory, abstraction, and mixed media. They analyse how artists across cultures communicate meaning and develop their own ideas through sketches, experiments, annotations, and critical reflections. In the second half of the semester, students undertake a major artwork based on the theme **Identity & Perspective**. They refine a concept, experiment with materials, resolve their artwork, write an artist statement, curate their work for exhibition, and complete a comprehensive visual diary showing their creative and analytical thinking. This Semester prepares students for senior pathways such as **VCE Art Creative Practice** and **VCE Art Making & Exhibiting**, building confidence, technical skill, conceptual understanding, and reflective practice.

## Semester Learning Objectives

### Visual Conventions & Drawing

Students should be able to:

- Apply visual conventions to communicate meaning.
- Produce refined observational drawings using proportion and tonal rendering.
- Analyse how artists use materials and conventions expressively and culturally.

### Painting & Mixed Media

Students should be able to:

- Use colour theory to influence mood and meaning.
- Apply acrylic techniques in expressive and abstract works.
- Experiment with mixed media to explore personal themes.

### Identity, Culture & Meaning

Students should be able to:

- Analyse artworks, including ATSI artists, using culturally respectful approaches.
- Develop a personal concept through experimentation and reflection.
- Use visual conventions intentionally to communicate identity and perspective.

### Major Artwork, Artist Statement & Exhibition

Students should be able to:

- Resolve an artwork through refinement and material selection.
- Write an artist statement explaining intention, meaning, and influences.
- Curate and present their work for an audience.
- Reflect critically on their artistic process and development.

## Assessment Schedule (for internal school use only)

Term	School-based Assessment (SBAs; 100%)	End of Semester Examination
1	Folio Submission 1 – Foundational Drawing (10%) Folio Submission 2 – Visual Identity Artwork (20%)	No Exam
2	Folio Submissions 3 & 4– Major Artwork + Artist Statement (30%) Folio Submissions 5– Concept Development Folio (40%)	

## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 27 January	<b>Introduction to Year 9 Visual Art &amp; Visual Conventions Review</b> <b>Key Knowledge (Students learn about...):</b> <ul style="list-style-type: none"> <li>Year 9 art expectations and visual diary setup</li> <li>Visual conventions: line, tone, form, shape, texture, colour</li> <li>Elements &amp; Principles Review</li> <li>How artists express meaning through conventions</li> <li>Identity and symbolism in art</li> </ul> <b>Assessment:</b> Formative – Mark-making sheet, identity sketches, reflection	
<b>2</b> 3 February	<b>Drawing Foundations: Proportion, Tone &amp; Form</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Observational accuracy, measuring proportion</li> <li>Tonal scales</li> <li>Creating 3D form through tone</li> </ul> <b>Assessment:</b> Formative – tonal scale, shaded forms, reflection	
<b>3</b> 10 February	<b>Advanced Drawing: Complex Forms &amp; Materials</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Rendering reflective, transparent, and textured surfaces</li> <li>Material differences: fabric, metal, glass</li> <li>Depth through overlap and contrast</li> </ul> <b>Assessment:</b> Formative – material rendering study, reflection	<b>Folio Submission 1:</b> 4 refined visual observations + 2 annotations
<b>4</b> 17 February	<b>Acrylic Painting Foundations</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Colour mixing: tints, shades, complements</li> <li>Acrylic techniques</li> <li>Brushwork control and layering</li> </ul> <b>Assessment:</b> Formative – technique sheet + mini painting study	
<b>5</b> 24 February	<b>Contemporary Painting: Abstraction &amp; Expression</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Abstract vs representational art (Impressionism or Realism)</li> <li>Emotional colour, gesture, mark-making</li> <li>Artists: Kandinsky, Emily Kame Ngwarreye (Aboriginal Australian), Cy Twombly</li> </ul> <b>Assessment:</b> Formative – abstract painting + reflection	
<b>6</b> 3 March	<b>Mixed Media Exploration</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Collage, assemblage, layering</li> <li>Combining wet + dry media</li> </ul>	

	<ul style="list-style-type: none"> <li>Identity themes through material choice</li> </ul> <b>Assessment:</b> Formative – mixed media technique board + artwork	
<b>7</b> 10 March	<b>Artist Case Study: Identity, Culture &amp; Country</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>ATSI artists and ICIP</li> <li>learn respectful cultural protocols (ICIP) and apply them to concept generation.</li> <li>How culture and identity are communicated visually</li> <li>Symbolism, pattern, colour, context</li> </ul> <b>Assessment:</b> Summative – case study analysis + mood board + ICIP task	<b>Folio Submission 2 Visual Identity):</b> 2 refined visual representations showcasing 1 artist study and 1 indigenous artwork + applications of 3 art conventions.
<b>8</b> 17 March	<b>Concept Development for Major Artwork</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Thumbnailing, composition planning</li> <li>Material testing</li> <li>Annotation conventions</li> <li>Linking intentions to visual choices</li> </ul> <b>Assessment:</b> Summative – Concept Development Folio	
<b>9</b> 24 March	<b>Refinement of Major Art Piece (Production Stage 1)</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Applying all skills from Weeks 1–8</li> <li>Pre-production for Term 2 major artwork</li> <li>Composition refinement for major artwork production</li> <li>Material and technique application</li> <li>Process documentation</li> </ul> <b>Assessment:</b> Formative – refinement progress + annotated documentation	

Term 2		
Weeks	Key Knowledge (Students <i>learn about</i> ...)	Assessment Dates
<b>1</b> 14 April	<b>Development Stage 1: Refinement &amp; Early Production</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Refining concept, evaluating experiments</li> <li>Composition and technique decision-making</li> <li>Aligning intention with visual conventions</li> </ul> <b>Assessment:</b> Formative – composition sketches, experiments, intention sheet	
<b>2</b> 21 April	<b>Techniques Workshops (Choice-Based Studio Practice)</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Painting, mixed media or sculpture</li> <li>Technique refinement for chosen medium</li> <li>Selecting techniques that serve meaning</li> </ul> <b>Assessment:</b> Formative – workshop sample board + notes	<b>Folio Submission 3: 1 Major Artwork + 4 art conventions</b>
<b>3</b> 28 April	<b>Artwork Resolution</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Moving from planning → execution</li> <li>Applying feedback</li> <li>Maintaining coherence with intention</li> </ul> <b>Assessment:</b> Formative – progress documentation + peer feedback	
<b>4</b> 5 May	<b>Artist Statement (Summative)</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Writing with intention</li> <li>Linking influences and meaning</li> <li>Describing visual conventions effectively</li> </ul> <b>Assessment:</b> Summative – final artist statement	
<b>5</b> 12 May	<b>Curatorial Planning</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>Continue Major Artwork</li> <li>Exhibition layout, sequencing, audience</li> </ul>	<b>Folio Submission 4: 2<sup>nd</sup> Major Artwork + Artist Statement</b>

	<ul style="list-style-type: none"> <li>• Label writing and micro-statements</li> <li>• Creating visual flow</li> </ul> <b>Assessment:</b> Formative – curatorial plan draft	
<b>6</b> 19 May	<b>Exhibition Planning</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Preparing artwork for display</li> <li>• Professional presentation</li> <li>• Spacing and placement</li> </ul> <b>Assessment:</b> Formative – exhibition layout	
<b>7</b> 26 May	<b>Exhibition Presentation (Summative)</b> <b>Key Knowledge:</b> <ul style="list-style-type: none"> <li>• Public speaking</li> <li>• Presenting artistic intention</li> <li>• Engaging an audience</li> </ul> <b>Assessment:</b> Summative – curatorial & presentation task	
<b>8</b> 2 June	<b>Critique, Visual Diary Completion &amp; Final Reflection</b> <b>Key Knowledge</b> <ul style="list-style-type: none"> <li>• Peer critique and self-evaluation</li> <li>• Comparing intention, outcome, and artist influences</li> <li>• Organising and completing visual diary evidence (exploration → development → refinement)</li> <li>• Final annotations, reflections, and process documentation</li> <li>• Reflecting on learning, strengths, challenges, and artistic growth</li> <li>• Using art terminology in reflective writing</li> <li>• Setting goals for future improvement</li> </ul>	<b>Folio Submission 5: Concept Development Complete Folio Submission</b>  <b>Assessment</b> ✓ <b>Formative:</b> Critique sheet + self-evaluation ✓ <b>Summative:</b> Final Visual Diary ✓ <b>Summative or Formative (your choice):</b> Final written reflection
<b>9</b> 9 June	<b>End of Semester Examination Period – Revision Week (Mon. 9 June to Thurs. 12 June)</b> <b>End of Semester Examination Period – (Fri. 13 June to Thurs. 19 June)</b>	
<b>10</b> 16 June	<b>End of Semester Examination Period – (Fri. 13 June to Thurs. 19 June)</b>	



## Subject Description

This semester, ICOM Pastoral Care students investigate how to deepen their self-awareness, strengthen resilience, and communicate effectively during a pivotal stage of adolescence. The program is organised into key Focus Areas: *Self-Belief and Confidence, Emotional Regulation and Resilience, Assertiveness and Positive Communication, Empathy and Conflict Resolution, and Purpose, Strengths and Values (Ikigai)*. Through interactive activities, reflective tasks, and “Rock and Water” training, students learn to balance firmness with flexibility, respond thoughtfully to challenges, and stand up for themselves and others. They explore their personal strengths, practise strategies for managing stress, and build the skills needed to navigate complex social dynamics. These focus areas work together to support students in developing a strong sense of identity, healthier relationships, and the emotional maturity required for responsible decision-making within and beyond the school environment.

## Semester Learning Journey (Scope and Sequence)

Term 1		
Weeks	Key Knowledge (Students learn about...)	Ongoing Assessment
<b>1</b> 27 January	Self-Awareness Building Self-Confidence	
<b>2</b> 2 February	Self-Awareness Building Self-Confidence: Strength Awareness (Circle Sharing)	
<b>3</b> 9 February	Self-Awareness Confidence with Others: Speaking in Pairs	
<b>4</b> 16 February	Self-Management Assertiveness: Saying No (Scenario Practice)	
<b>5</b> 23 February	Mid-Term Assembly	
<b>6</b> 2 March	Self-Management Assertiveness: Standing Strong (Role-Plays/Skits)	
<b>7</b> Labour Day 9 March	Social Awareness Standing Up for Others: Upstander Skills	
<b>8</b> 16 March Eid Holiday (TBC) 20 <sup>th</sup>	Social Awareness Standing Up for Others: Defending Peers Respectfully	
<b>9</b> 23 March PTI 27 <sup>th</sup> March	Responsible Decision-Making Resilience Builder: Bouncing Back from Setbacks	

Term 2		



Weeks	Key Knowledge	Assessment Dates
<b>1</b> 14 April	Social Awareness Communication Skills: Empathy Focus	
<b>2</b> 20 April	Social Awareness Communication Skills: Killmann Conflict Styles	
<b>3</b> 27 April	Social Awareness Communication Skills: Applying Empathy	
<b>4</b> 4 May	Self-Awareness Ikigai – Mapping Passions	
<b>5</b> 11 May	Self-Awareness Ikigai – Purpose & Wisdom	
<b>6</b> 18 May	Self-Management Stress Management – Breathing & Coping Skills	
<b>7</b> 25 May Edid Holiday (TBC) 27 <sup>th</sup>	Social Awareness & Self-Management Rock & Water: Emotional Regulation & Peer Drills	
<b>8</b> 1 June	Self-Management & Responsible Decision-Making Rock & Water 2: Assertiveness & Resilience	
<b>9</b> 8 June 8 <sup>th</sup> King's Bday	<b>End of Semester Examination Period – Revision Week (Tue. 9 June to Thurs. 11 June)</b> <b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	
<b>10</b> 15 June	<b>End of Semester Examination Period – (Fri. 12 June to Thurs. 18 June)</b>	