

Trinity Bay State High School

Course Planner Term 1

Year 2024 Humanities - History



Class: Year 7

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	DEEP TIME AUSTRALIA: UNIT INTRODUCTION <ul style="list-style-type: none"> • Introduction to Deep Time History of Australia • Perspectives on arrival of Early First Nations Australians 	Course planner given out “get to know you” quizzes
Week 2	RESPONDING TO ENVIRONMENTAL PROCESSES AND CHANGE <ul style="list-style-type: none"> • Environmental processes and changes for Early First Nations Australians • Environmental impact of Budj Bim eruption on the Gunditjmarra people • Torres Strait Islander land management 	
Week 3	TECHNOLOGICAL ADVANCEMENTS/ACHIEVEMENTS OF EARLY FIRST NATIONS AUSTRALIANS <ul style="list-style-type: none"> • Introducing early First Nations technologies • Source Analysis and PEEL Paragraphs 	Formative Assessment: Paragraph Writing
Week 4	CULTURAL PRACTICES AND THE ROLE OF COLLABORATION <ul style="list-style-type: none"> • Social organisation and kinship • Cultural practices and interconnections • Protecting sites of significance 	
Week 5	WILLANDRA LAKES: CASE STUDY <ul style="list-style-type: none"> • Lake Mungo excavations and their historical significance • Catch up lesson 	Formative Assessment: Source Analysis
Week 6	REVISION & ASSESSMENT EXAM <ul style="list-style-type: none"> • Revising continuity and change/cause and effect as historical concepts • Revision of PEEL paragraph writing and using sources • Exam 	Summative Assessment Due
Week 7	EMPEROR QIN SHI HUANGDI: UNIT INTRODUCTION <ul style="list-style-type: none"> • Introduction to Ancient China and Emperor Qin • Unification of China • Achievements of Emperor Qin 	
Week 8	ASSESSMENT: SOURCE ANALYSIS OF ANCIENT CHINA <ul style="list-style-type: none"> • Begin Emperor Qin assessment project 	
Week 9	ASSESSMENT: SOURCE ANALYSIS OF ANCIENT CHINA <ul style="list-style-type: none"> • Continuing Emperor Qin assessment project 	Summative Assessment Due
Week 10	CONSOLIDATION <ul style="list-style-type: none"> • Consolidation film 	



HUMANITIES: GEOGRAPHY

Class Course Planner – 2024

Semester 1 – Term 1

Changing Nations

Trinity Bay SHS

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Vocab list: Urbanisation, rural, urban, push and pull factors, migration, social, economic, environmental, consequences, infrastructure, inadequate, population density, emissions, sustainability, Fly In – Fly Out (FIFO), sea change, tree change, megacity, world city, slum, formal economy, informal economy, employment, unemployment.

Term Week	Curriculum Intent	Assessment & Feedback
W1	<p>Unit Introduction</p> <ul style="list-style-type: none"> Undertake a pre-test to assess geographical knowledge of continents and countries. Differentiate between a rural and an urban area. Identify types of urban settlements by population size classification. Distinguish between a megacity and a city. Distinguish between a developed and developing country. Locate and map world megacities (e.g. figure 11.5 p. 210) <p><i>Year 8 commence Tuesday 23rd January, Australia Day: Friday 26th January</i></p>	<p>Course Planner</p> <p>Pre-test</p>
W2	<p>Urbanisation</p> <ul style="list-style-type: none"> Define and explore urbanisation in Australian cities. Examine the impacts of urbanisation in Australia such as rising population density, urban sprawl, traffic congestion and affordability. 	
W3	<p>Push & Pull Factors - Australia</p> <ul style="list-style-type: none"> Explore what migration is and distinguish between a migrant and an immigrant. Identify and examine push and pull factors that drive rural-urban migration in Australia. Examine the social, economic and environmental causes for migration and their effects. Explore how to interpret a line graph (e.g. figure 11.2 p. 208) 	
W4	<p>Push and Pull Factors - Global</p> <ul style="list-style-type: none"> Identify and examine push and pull factors that drive rural-urban migration in developed and developing countries. Different types and reasons for migration e.g. intra-migration, inter-migration and international. Reinforce trends in rural-urban migration plus push and pull factors. 	
W5	<p>Migration to Australia</p> <ul style="list-style-type: none"> International migration to Australia and its impact on Australia's urban development (eg. cuisines, religious and cultural beliefs). Reinforce trends in rural-urban migration plus push and pull factors. Extension: Differences between a refugee and asylum seeker (T4 Civics) 	
W6	<p>Developed Countries: Australia and the USA</p> <ul style="list-style-type: none"> Compare & contrast topics on land area, population distribution, density, precipitation, land use. Investigate life in a US megacity (NYC, LA, Chicago). 	
W7	<p>Developing Countries: Urbanisation in Asia - China</p> <ul style="list-style-type: none"> Compare and contrast quality of life between Cairns and megacities in China. Understand that quality of life and levels of development greatly vary across China. Examine the impacts of urbanisation in China (e.g. pollution, overcrowding) Investigate the Hukou System. 	
W8	<p>Developing Countries: Urbanisation in Asia – India</p> <ul style="list-style-type: none"> Compare and contrast quality of life between Cairns and Mumbai, India. Investigate quality of life in Mumbai's Dharvari Slum through viewing "Slumming It" and identify impacts of urbanisation, push and pull factors. Students are practising writing extended responses using PEEL. Extension case study: Favelas in Brazil (crime). 	
W9	<p>Assessment</p> <ul style="list-style-type: none"> Review and reinforce knowledge before undertaking the Combination Response Exam 	<p>Combination Response Exam</p>
W10	<p>Reflection and evaluation</p> <ul style="list-style-type: none"> Feedback on the unit and assessment. Term 2 History Pre-test – Europe and Middle East Geography or teacher-guided activities. <p><i>Public Holiday: Friday 29th March</i></p>	



Class Course Planner – 2024

Semester 1 – Term 1

Movement of People

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Class: 9 History

Teachers: Various

Vocabulary list (must know words/terms): *Nationalism, Imperialism, Industrial Revolution, Agricultural Revolution, Trans-Atlantic, Slaves, Convicts, Free Settlers, Indentured Labor, Migration, Immigration, trade, Human Resource, Black Birding, Terra Nullius, perspective, impact, invasion, colonisation, economic, social, political, environmental, globalisation*

Term Week	Curriculum Intent	Assessment	Feedback
T1 Wk 1	Introduction to History and The Movement of People <ul style="list-style-type: none"> What is the movement of people? – Trans-Atlantic slave trade and convict transportation Timeline Activity The Great Nations of the time: Nationalism, Imperialism and the movement of people 		
T1 Wk 2	Causes of Migration – Social, Economic, Political, Environmental <ul style="list-style-type: none"> Push Factors: Industrial Revolution, Agricultural Revolution, Forced Migration, Discrimination and Persecution Pull Factors: Colonies of North America and Australia 		
T1 Wk 3	Types of Migration <ul style="list-style-type: none"> Convict transportation and life in Australia Arrival of Free settlers and Gold Rush Invasion vs Colonisation – Examine the perspectives 		
T1 Wk 4	Impact of European Settlement in Australia <ul style="list-style-type: none"> Indigenous Australians – perspective of ‘Terra Nullius’ Chinese immigrants – perspectives on Australian experience Indentured labour – Black Birding 		
T1 Wk 5	The short and long term impacts of the peoples during this period. <ul style="list-style-type: none"> Queensland case study – indentured labour and sugar cane industry Students explore topics for assessment 		
T1 Wk 6	ASSESSMENT INTRODUCTION <ul style="list-style-type: none"> Students examine the task sheet Students research questions and undertake preliminary research Create an assignment plan, practice note taking & T.A.R.B.S. 		
T1 Wk 7	ASSESSMENT: RESEARCH <ul style="list-style-type: none"> Students researching their topic and note-taking. 		
T1 Wk 8	ASSESSMENT: RESEARCH <ul style="list-style-type: none"> Students researching their topic and note-taking. 	Draft Due	Draft Feedback
T1 Wk 9	ASSESSMENT: EDITING AND REFERENCING <ul style="list-style-type: none"> Students writing the final copy of their assignment Compiling work into assessment format	Research Assignment Due	
T1 Wk 10	Student choice of a personal research task relating to a particular group	Feedback	



Class Course Planner – 2024

Semester 1: Term 1

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Class: Year 10 Aboriginal and Torres Strait Islander Studies - Culture, Country and Identity

Teacher: Ms Idai

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	Introduction to Aboriginal and Torres Strait Islander Studies <ul style="list-style-type: none"> Understand cultural practices and protocol Communicate understanding of key terms (culture, identity and connections) 	Pre-unit assessment	Course Planner
T1 Wk2	Aboriginal and Torres Strait Islander Worldviews <ul style="list-style-type: none"> Comprehend elements of worldview: Land / language / kinship / totems / country / lore Know the main regional and language groups in Australia Dr Ernie Grant's framework of interconnectedness 		
T1 Wk3	Cairns and the Surrounding Area <ul style="list-style-type: none"> Investigate information about the local area Engage with and reflect on guest speaker presentations 		
T1 Wk4	Culture <ul style="list-style-type: none"> PEEL paragraphing/ Source analysis Cultural iceberg Culture as fundamental to identity 		
T1 Wk5	Identity <ul style="list-style-type: none"> PEEL paragraphing/ Source analysis Importance of Identity to Aboriginal peoples & Torres Strait Islander peoples 		
T1 Wk6	Missions and Reserves <ul style="list-style-type: none"> Determine the impact of missions (Hopevale, Lockhart River and Yarrabah) and reserves (Palm Island) in the local area Appreciate the rights of Aboriginal and Torres Strait Islander people to maintain connection to country in Australia PEEL paragraphing/ Source analysis 		
T1 Wk7	Homelands <ul style="list-style-type: none"> Explore the impact of specific homelands and land management programs Identify training and employment opportunities in land management 		
T1 Wk8	Revision / Assessment <ul style="list-style-type: none"> Revise key content (teacher guided and individual revision) Complete practice exam <i>Close the Gap day</i> 	Short response – practice exam	<i>Feedback on practice exam</i>
T1 Wk9	Assessment / Reflection <ul style="list-style-type: none"> Complete short response examination Unit reflection 	Short response examination	
T1 wk10	Introduction to new unit <ul style="list-style-type: none"> Introduction to new unit: Aboriginal and Torres Strait Islander Wellbeing, Health and Education 		Achievement ladder and student conference



Class Course Planner – 2024

Term 1

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Class: 10 Ancient & Modern History

Teacher: Mr. Scott

Term Week	Curriculum Intent: Students investigate a society from the ancient past: Old Kingdom Egypt. They explore the remaining sources and how they have been interpreted. Students focus on issues relevant to the investigation of the Ancient World in order to develop historiographical skills. Students also investigate how people lived in the Ancient World through an examination of the evidence of the social, political and economic institutions, and other significant features of society.	Assessment	Feedback
T 1 Wk1	Pre-test & The land of Egypt <ul style="list-style-type: none"> Students are introduced the land of Egypt (Topography, Climate, Resources) and how these shaped the civilisation that arose there. Students also investigate the Primary Sources associated with the Old Kingdom and what they tell us. (Turin Canon, Herodotus and Manetho – <i>Aegyptiaca</i>) creating a timeline from information gathered. 		Course Planner
T 1 Wk2	Role of the King / Bureaucracy – Viziers, Nobility & Scribes <ul style="list-style-type: none"> Students examine Primary Sources to identify the role of the king, including his titles, power, duties, functions and his place in religious beliefs. Students also explore an array of Egyptian documents created by bureaucracy and how this separated duties and increased efficiency. 		
T 1 Wk3	The Priesthood and the Role of religion <ul style="list-style-type: none"> Students consider the strong ties of Egyptian rule and religion and scrutinise the role of the Priesthood in Pharaonic rule through examination of Primary Sources 		
T1 Wk4	Mummification <ul style="list-style-type: none"> The processes involved in mummification – according to Herodotus Religious beliefs surrounding the need for mummification 		
T 1 Wk5	Egyptian Mythology <ul style="list-style-type: none"> Students investigate the complex structure of Egyptian mythology. Analyse and evaluate sources of information to determine social values based on deities. 		
T1 Wk6	Research report into the role of particular Gods & Goddesses in the Old Kingdom <ul style="list-style-type: none"> Students begin a research report – learning about its structure, inclusions, methods of research and referencing. 	Research report begins	
T1 Wk7	Research report continued <ul style="list-style-type: none"> Teacher models the process of a report and students do independent research. 		
T1 Wk8	Research report continued <ul style="list-style-type: none"> Students begin drafting using research notes taken. 	Draft submission	
T 1 Wk9	Research report continued <ul style="list-style-type: none"> Students hand in a draft and use feedback to make corrections and additions. 		Draft feedback
T 1 Wk10	Research report handed in in Lesson 1 <ul style="list-style-type: none"> Students hand in research report Students view documentaries associated with Ancient Egypt and Archaeological developments 	Research Report due	Achievement Ladder



Class Course Planner 2024

Semester 1 - Term 1

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Class: Year 10 Social & Community Studies

Teacher: Ms Watson

Unit: "Identity & Relationships"

Key Terms: community, individual, physiological, identity, culture, influence, beliefs, values, opportunities, demographics, socio-economic, marginalised, self-esteem, communication, relationships, respect, equality, gendered

Core Skills: match, classify, explain, compare, identify, list, infer, interpret from text and graphs

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	PERSONAL: Maslow's Hierarchy of Needs <ul style="list-style-type: none"> Unit overview Maslow's Hierarchy of Needs 		
T1 Wk2	PERSONAL: Identity <ul style="list-style-type: none"> Introduction and commence vocab notebook Factors that influence identity - gender, life opportunities, culture, language, belief systems, values, ability/disability, socio-economic status, interests and relationships (family, friends, wider community) 		
T1 Wk3	PERSONAL: Identity Formation & Self-Esteem <ul style="list-style-type: none"> Identify formation throughout life Self-evaluation of the identity influences Strategies to improve self-esteem 		
T1 Wk4	INTERPERSONAL: Communication <ul style="list-style-type: none"> Verbal and non-verbal communication How our identity influences how we interact 	Consolidation Quiz	Quiz Feedback
T1 Wk5	INTERPERSONAL: Communication <ul style="list-style-type: none"> Cultural considerations for communication Interpret and respond to non-verbal cues Public (social context) and private interactions 		
T1 Wk6	INTERPERSONAL: Communication in Relationships <ul style="list-style-type: none"> Respectful communication and relationships Power imbalances in relationships Positive communication for difficult interactions The 5 communication styles 		
T1 Wk7	INTERPERSONAL: Power in Relationships <ul style="list-style-type: none"> Interacting with respect in relationships Power structures in intimate relationships Impacts of domestic violence 		
T1 Wk8	COMMUNITY <ul style="list-style-type: none"> Marginalised groups Accessing support Strategies to foster cultural diversity and develop respect for marginalised groups 		
T1 Wk9	ASSESSMENT <ul style="list-style-type: none"> Practise Exam Exam Feedback & Revision Exam 	Practise Exam Exam	Practise Exam Feedback
T1 Wk10	END OF TERM ACTIVITIES <ul style="list-style-type: none"> Reflection on unit and learning Achievement ladder and goal setting Develop a project that could be run at school to foster cultural diversity and develop respect for marginalised groups 		Achievement Ladder



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Semester 1: Term 1

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Class: 11 ABORIGINAL & TORRES STRAIT ISLANDER STUDIES – Culture, Identity and Connections

Teacher: Mr Beatty

Term Week	Curriculum Intent	Assessment	Feedback
Wk1	Intro to Aboriginal & Torres Strait Islander Studies <ul style="list-style-type: none"> - Analyse Dr Ernie Grant's Holistic Framework - Define and demonstrate understanding of key terms: Land, Country/ Place, Culture, Identity, Language, Spirituality, Time, Relationships 		Course Planner
Wk2	Intro continued <ul style="list-style-type: none"> - Apply Dr Ernie Grant's Framework - Demonstrate understanding of and use key terms: Land, Country/ Place, Culture, Identity, Language, Spirituality, Time, Relationships 		
Wk3	Identity <ul style="list-style-type: none"> - Analyse concepts of individual and group identity - Identity as the interconnection between land, language, culture, time, place and relationships 		
Wk4	Culture <ul style="list-style-type: none"> - Cultural Protocols: Communication practices, community relationships, cultural knowledge, and sacred & significant sites. - Analyse and evaluate the ways in which culture is dynamic and contextualised 		
Wk5	Land, Country/ Place <ul style="list-style-type: none"> - Identify and analyse worldviews of land (including sea, sky, air and waterways) - Place is significant and defined 		
Wk6	Language <ul style="list-style-type: none"> - Analyse the diversity of Indigenous languages (traditional, creoles, English) - Evaluate the significance of the connection between language and Country 	<i>Practice exam</i>	
Wk7	Relationships <ul style="list-style-type: none"> - Kinship/ Moeity systems - Trade - Spiritual, environmental and cultural 		<i>Feedback on practice exam</i>
Wk8	Time <ul style="list-style-type: none"> - Analyse the ways in which worldviews of time are diverse - Dreaming/ Dreamtime - Augadth/ Zogo Time 		
Wk9	Assessment <ul style="list-style-type: none"> - Complete extended response examination - Unit reflection 	Extended response examination	
wk10	Intro to new unit		Achievement ladder and student conference



Class Course Planner

2024 Semester 1, Term 1

ANCIENT HISTORY

Trinity Bay SHS

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Class: 11A

Teacher: Mr Scott

Term 1 Week	UNIT 1 Curriculum Intent – Students investigate how the ancient past has been represented.	Assessment x 3	Feedback x 3
Wk 2	<p>Timelines and definitions – create and comprehend</p> <p>Students construct a ‘big picture’ timeline from Prehistory to the Present and explore historical concepts and their definitions using historical examples</p> <p>Sources & Archaeology - analyse</p> <p>Students look at the differences between primary and secondary sources as well as literary and non-literary sources: - archaeological sites discovery, methods of excavation, roles and responsibilities of members of an archaeological team, how evidence from the Ancient World has been lost and rediscovered</p>		Course Planner
Wk 3	<p>Authenticity - analyse</p> <p>Students study problems of authenticity, e.g. the identification and origin of ancient artefacts, human remains and documents - the reliability of ancient writers/ the condition of artefacts and the impact on their use as evidence/ methods and results of scientific analysis (forensic techniques) and modern preservation of the remains.</p>		
Wk 4	<p>Fakes & Forgeries - research</p> <ul style="list-style-type: none"> • Students undertake an investigation of fakes and forgeries and examine - Who did it? (character), - Why was it done? (motive), - How was it done? (techniques), By what means was the deception uncovered? (investigation), - What was the significance of the hoax? (consequences) 		
Wk 5	<p>Case Study: Willandra Lakes Site- evaluate</p> <ul style="list-style-type: none"> • students examine the stratigraphy of the site and make judgements about the length of site occupation, diet, flora and fauna, the lives of the people who lived there, the condition of the site • students compare these judgments to – the forensic analysis of the site & – judgments made by the museum scientists. 		
Wk6	<p>Case Study (Siberian Ice Maiden) – research & devise historical questions</p> <p>Students investigate of the ethical dilemma of excavating human remains</p> <p>Report</p> <p>Students create a document that shows the location of the Ice Maiden, the condition of the remains and their preservation, the role of, the impact of human activity and the condition of the remains, inferences we can make</p>		
Wk7	<p>Revise Concepts and skills</p> <p>Students will be provided with a mix of sources and questions that will allow them to practise completing an Examination — short responses to historical sources.</p> <p>Exam</p>		
Wk8	<p>Roles and images of the King – create and comprehend</p> <p>Class discussion about Predynastic and Dynastic Egypt.</p> <ul style="list-style-type: none"> • Source discussion about unification of Egypt and the Narmer Palette. • the concept of Maat, titles, religious roles, Heb-Sed festival, viziers, nomarchs, priests and overseers, scribes & artisans <p>Religion</p> <p>Students construct a detailed concept map to understand the importance and significance of:</p> <ul style="list-style-type: none"> • Gods and goddesses, e.g. Osiris, cults, e.g. the solar cult of Re, the afterlife, myths and legends, e.g. the creation myth and the Osiris myth. 	FA1 Short Response to Stimulus Exam 2 hours + 15 minutes	
Wk9	<p>Mummification and the afterlife - analyse</p> <p>Source analysis</p> <ul style="list-style-type: none"> • Present students with a range of primary and secondary sources. • Using these sources, students construct a flow chart of the various stages involved in mummification, funerary practices, burial and the afterlife. • Sources may include <ul style="list-style-type: none"> - Herodotus, written or visual representations of Canopic jars, mummies and sarcophagi from Dynasties 3–6, the Ba and the Ka, the false door and the Pyramid Texts. 		
Wk10	<p>Important pharaohs of the Old Kingdom – create, research analyse, evaluate</p> <p>Key question: Who was the most important pharaoh of the Old Kingdom?</p> <p>Biographical profile</p> <ul style="list-style-type: none"> • Working either individually or collaboratively, students develop a biographical profile for one of the following pharaohs: - Djoser, Khufu, Khafre, Pepi I, Unas. • Students use an ICT program to publish a biographical profile that includes aspects such as family background, political activities, involvement in warfare, and architectural achievements. Students are required to analyse and evaluate primary and secondary sources to draw conclusions in response to the key question. 		Achievement Ladder



Class Course Planner – 2024

Semester 1 – Term 1

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Class: 11 Applied Social and Community Studies - Relationships

Teacher: Mr. Eteru

Week	Curriculum Intent	Assessment	Feedback
T1 Wk1	Introduction to Social and Community Studies <ul style="list-style-type: none"> What is Social and Community Studies? – overview of unit and course Starting with me – Who am I? Students investigate personal identity, including gender, culture, socioeconomic status. Exploring diversity – school and community 		Course planner
T1 Wk2	Acknowledging Diversity and negotiating difference <ul style="list-style-type: none"> Stereotypes and prejudices – explore what students know about this Social norms and values – investigate for main society and discuss the differing ideas of the class Privilege and expectations amongst the community – students investigate and discuss race, socioeconomic and religious views 	Quiz WK1 Content	
T1 Wk3	Appropriate forms of conduct when engaging with others <ul style="list-style-type: none"> Students investigate the appropriate way to interact in different networks – including family, friends, school, community, resolving inappropriate conduct, negotiating differences, building on common ground Empathising with differing perspectives – culture, religion, values Building effective relationships, setting standards e.g. trust and boundaries, reflecting on and learning from relationships 	Quiz WK2 Content	
T1 Wk4	The impact of technology and media on the nature and conduct of relationships <ul style="list-style-type: none"> Impacts of social media – unpack new phone policy – why is it needed? Online relationships – Who or what defines acceptable behaviour? What are the consequences? Building effective relationships, setting standards for online relationships e.g. trust and boundaries, reflecting on and learning from relationships 	Quiz WK3 Content	
T1 Wk5	Strategies for managing stress and anger and coping with change <ul style="list-style-type: none"> Understanding self-esteem and building confidence Maslow's hierarchy of needs Strategies – goal setting, time management, personality test 	Quiz WK4 Content	
T1 Wk6	Assessment WK1 <ul style="list-style-type: none"> Select strategies for brochure 		
T1 Wk7	Assessment WK2 <ul style="list-style-type: none"> Draft paragraphs for strategies 		
T1 Wk8	Assessment WK3 <ul style="list-style-type: none"> Draft brochure and evaluation 	Draft due (WK8)	
T1 Wk9	Assessment WK4 <ul style="list-style-type: none"> Edit and publish final brochure and evaluation 	Written Assessment due	
T1 Wk10	Introduce World of Work <ul style="list-style-type: none"> Begin new unit of work 		



Class Course Planner – 2024

Semester 1: Term 1

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Class: 12 ABORIGINAL & TORRES STRAIT ISANDER STUDIES

Unit 3: Responses and Contributions. Topic 1: Rights and Freedoms, Topic 2: Land Rights

Teacher: Miss Hill-Milnes

Term Week	Curriculum Intent	Assessment	Feedback
Wk1	Review of Term 4 work <ul style="list-style-type: none"> - Revise Dr Ernie Grant's Holistic Framework - Review influences and responses to rights and freedoms in a historical, social and cultural context 		Course Planner
Wk2	Revision <ul style="list-style-type: none"> - Revise key terminology - Review analytical essay structure - Complete practice exam 		
Wk3	Assessment <ul style="list-style-type: none"> - Complete IA1 – Extended Response. Analytical essay. - Complete Unit reflection 	IA1 Exam	
Wk4	Unit 3, Topic 2: Land Rights. <ul style="list-style-type: none"> - Revise Dr Ernie Grant's Holistic Framework - Define and use terminology related to significant and intrinsic aspects of Aboriginal societies and Torres Strait Islander societies, as in Units 1, 2 and 3 		Exam feedback.
Wk5	Define key terminology for Unit 3, Topic 2. <ul style="list-style-type: none"> - Define and use terminology within the context of rights and freedoms, including: Crown land, Custodians of the land, dispossession, freehold, native title, pastoral lease, sea rights, self-determination, stakeholders, sustainability. 		
Wk 6	Importance of connection to country <ul style="list-style-type: none"> - explain the importance of land to Aboriginal societies and Torres Strait Islander societies through its interconnection with language, culture, time, place and relationships - identify and explain influences on traditional custodianship and ownership of land, such as mining, pastoral use and establishment of National Parks 		
Wk 7	Land Ownership <ul style="list-style-type: none"> - Identify and consider reasons for different and alternative viewpoints on land ownership including: the concept of Terra Nullius, Crown Land regulations and the use, management and control of land in accordance with Government regulations. 		
Wk8	Land Rights <ul style="list-style-type: none"> - Analyse and examine influences on the recognition of land rights including the: <ul style="list-style-type: none"> - <i>Wave Hill Walk off 1966</i> - <i>Aboriginal Land Rights Act (N.T) 1976</i> - <i>Handing back ceremony of Wave Hill station to the Gurindji people in the presence of Vincent Lingiari and Prime Minister Gough Whitlam (1975)</i> 		
Wk9	Native Title <ul style="list-style-type: none"> - analyse and examine influences on the recognition of native title including the: <ul style="list-style-type: none"> - <i>legal claim by Eddie Koiki Mabo and the Meriam people for ownership of their traditional lands on the island of Mer in the Torres Strait (1982)</i> - <i>High Court decision in Mabo v Queensland that reconsidered the relevance of the doctrine of terra nullius</i> - <i>High Court decision in Wik Peoples v The State of Queensland (1996) related to statutory pastoral leases and extinguishment of native title rights</i> 		
wk10	Cultural Interaction and impacts <ul style="list-style-type: none"> - Evaluate the impacts of cultural interaction by examining land rights for Indigenous Australians within a social, historical and cultural context - Assess the effects of responses and contributions by individuals and groups to the land rights of Indigenous peoples 		



Class Course Planner – 2024

Semester 1 Unit 3 Ancient History

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Class: 12A Ancient History

Teacher: Ms Davis

Term Week		Assessment x 3	Feedback x 3
	In Unit 3, Topic 6: students investigate Early Imperial Rome through an analysis of relevant archaeological and written sources. Students examine how these sources have been used to construct an understanding of relevant social, political, religious and economic institutions and practices, key events and individuals of Early Imperial Rome. Senior Ancient History for Queensland, Chapter 13, pgs 310 - 341		
T Wk1	Exam content revision – Alexander the Great <ul style="list-style-type: none"> Consolidation quiz Source analysis practice (Thursday – Australia Day)		Course Planner
T Wk2	Exam content revision – Alexander the Great <ul style="list-style-type: none"> Exam writing revision Revising PEEESL Paragraph structure Friday 3rd Feb – Students given SEEN stimulus material.		
T Wk3	Friday 10th Feb – Exam Conditions Time: 2 hours plus 15 minutes planning time Length: 800–1000 words <ul style="list-style-type: none"> No notes allowed Clean copy of the stimulus supplied. 	Summative internal assessment 1 (IA1): Examination — essay in response to historical sources (25%)	
T Wk4	Begin Contextual study of Rome during the Republic leading up to the Early Imperial era Introduction to Early Imperial Rome: pgs 314 - 315 <ul style="list-style-type: none"> Early Roman Empire Sources The succession problem in the Julio-Claudian Imperial Household The purpose of festivals and feasts Julio Claudian Emperors pgs 316 – 317 & 322 - 334		
T Wk5	Julio Claudian Emperors cont. pgs 318, 319 Why did the Romans consider the emperor divine? Pg 320 Gladiatorial games pgs 334 – 339 Class modelling of key inquiry questions, what to include in the background study and the possible useful sources		
T Wk6	Julio Claudian Emperors cont. pgs 318, 319 Finish Begin Research investigation Investigate one of the following aspects of Roman politics: the nature of Roman politics / the balance of power between emperor and Senate / the motivations of individuals / the importance of the military / the corruption of the governing classes.		
T Wk7	Begin key inquiry questions, back ground research and selection of sources 3 hour check in - key inquiry question, background research, selection of possible sources		
T Wk8	Class modelling of rationale writing 6 hour check in - rationale, evidence gathered and organised		
T Wk9	Class modelling of source analysis and referencing (reference list and in text citations) 9 hour check in – source analysis, acknowledgement of Sources		
T Wk10	Class modelling of the critical summary 12 hour check in - critical summary draft Completion of Investigation by Friday ready for draft to be handed in		



12 SENIOR GEOGRAPHY

Class Course Planner – 2024

Semester 1, Term 1

Trinity Bay SHS

PO Box 5071
Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Teacher: Mr Martin

Term	Curriculum Intent	Assessment
Unit 3, Topic 1 – Land Cover Transformations and Climate Change (continued)		
W1 22 nd Jan – 26 th Jan	Consolidation <ul style="list-style-type: none"> Revisit Y11 T4 content such as Earth’s physical systems, the Carbon Cycle, weather phenomena, biomes, anthropogenic biome, land cover transformation Case study into palm oil land cover transformation and impact. <i>Australia Day: Friday 26th January</i>	
W2 29 th Jan – 2 nd Feb	Consolidation <ul style="list-style-type: none"> Revisit the purpose of maps and conventions (BOLTSS). Interpret and analyse choropleth maps (static and electronic). Develop cartographic skills by representing data in a choropleth map. Interpret and analyse different graphs (line, column, scatter, comparative). Revising developing graphic skills by representing data in a graph (SALT) (electronic and paper). Respond to choropleth maps and graphs using PEEL paragraphing. 	
W3 5 th Feb – 9 th Feb	Consolidation <ul style="list-style-type: none"> All lessons this week are spent revising U3 T1 prior content in preparation for the in-class IA1 Combination Response Exam. 	
W4 12 th Feb – 16 th Feb	Consolidation <p>All lessons this week are spent revising U3 T1 prior content in preparation for the in-class IA1 Combination Response Exam.</p>	
Unit 3, Topic 2 – Responding to Local Land Cover Change		
W5 19 th Feb – 23 rd Feb	IA1/Local Land Cover Introduction <ul style="list-style-type: none"> Simpson’s Diversity Index. Biodiversity at three levels (ecosystem, species, genetic) Our local area’s biodiversity. European and Indigenous perspectives towards land cover change and anthropogenic biomes. <i>Swimming Carnival: Friday 23rd February</i>	Combination Response Exam Tuesday 21/02
W6 26 th Feb – 1 st Mar	Data Collection <ul style="list-style-type: none"> Invasion Triangle Model. Practise sampling methods within school grounds such as GPS logging, Epiccollect5, quadrat, point, transect, aerial (drone). 	
W7 4 th Mar – 8 th Mar	Data Visualisation <ul style="list-style-type: none"> Interpret and analyse choropleth maps. Develop cartographic skills by representing data in a choropleth map (paper and electronic e.g. ArcGIS), cross section diagrams. Interpret and analyse different graphs (line, column, scatter, comparative). Revising developing graphic skills by representing data in a graph (SALT) (electronic and paper). Respond to choropleth maps and graphs using PEEL paragraphing. 	
W8 11 th Mar – 15 th Mar	Consolidation <ul style="list-style-type: none"> Revisiting previous content and skills from previous weeks. 	
W9 18 th Mar – 22 nd Mar	IA2 Assessment <ul style="list-style-type: none"> IA2 Report distributed and deconstructed with students Monday 20/03. Revisit sampling methods. 	Field Excursion Tuesday 19/03
W10 25 th Mar – 29 th Mar	IA2 Assessment and Excursion <ul style="list-style-type: none"> Students conduct a field study of land cover change this week. Students work on their IA2 report outside of class. Students are expected to work on their report over the holidays for draft submission to jmart691@eq.edu.au by the end of Week 1, Term 2. <i>Good Friday: Friday 29th March</i>	Draft report due Thursday W1



Class Course Planner

Semester 1 - Term 1, 2024

Trinity Bay SHS

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Class: Year 12 Social & Community Studies

Unit: Module 5: "Legally, it could be you"

Teacher: Mrs Lucas

Key Terms: law, legislation, rights, responsibility, bill, act, democracy, parliament, Queensland Legislative Assembly, Federal Parliament, Australian Constitution, politician, election, common law, judge, statutory law, criminal law, civil law

Core Skills: describe, explain, examine, research, reference, analyse, justify, decide, select sources

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	Personal Skills <ul style="list-style-type: none"> Laws affecting individuals Rights and responsibilities of individuals in the legal system 	<i>Pre-test</i>	<i>Course Planner</i>
T1 Wk2	Interpersonal Skills <ul style="list-style-type: none"> The court system and legal process Criminal and civil law 		
T1 Wk3	Citizenship Skills <ul style="list-style-type: none"> Democratic system Australian constitution State and federal parliaments Referendums Voting and elections 		
T1 Wk4	Case studies <ul style="list-style-type: none"> Criminal and civil laws Referendums 		
T1 Wk5	Assessment <ul style="list-style-type: none"> Assessment genre deconstruction Examine stimulus material Choose arguments 		
T1 Wk6	Assessment <ul style="list-style-type: none"> Research arguments Identify supporting material, quotes, data, etc 		
T1 Wk7	Assessment <ul style="list-style-type: none"> Use the genre guidelines to compile essay 	<i>Essay draft due</i>	<i>Draft feedback</i>
T1 Wk8	Assessment <ul style="list-style-type: none"> Finish compiling essay Incorporate teacher feedback on draft 	<i>Argumentative essay due</i>	
T1 Wk9	Review <ul style="list-style-type: none"> Review assessment Review topic 		
T1 Wk10	Introduction to Term 2 <ul style="list-style-type: none"> Introduction to ICT's for assessment in term 2 		