

Trinity Bay State High School

Course Planner Term 3, 2024

Humanities – Economics & Business



Class: Year 7

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	UNIT 3: INTRO TO BUSINESS <ul style="list-style-type: none"> • Introduction to Economics & Business. Revise key concepts such as needs and wants, goods and services, consumers and producers. Introduce concepts – economic scarcity and opportunity cost. • Describe the relationship between these concepts using the 2-sector model. • Apply these concepts to a Case Study business 	Diagnostic Quiz Text “Economics & Business Alive 7AC” - Activity 18.1 (p667) Paragraph writing <i>or</i> Discussion & Note-taking
Week 2	UNIT 3: WHY BUSINESSES EXIST <ul style="list-style-type: none"> • Describe the different types of businesses (eg sole trader, partnership, corporations, franchise and not for profit organisations) • Explore why different types of businesses exist • Explore how different types of businesses provide goods and services 	Diagnostic Quiz Text “Economics & Business Alive 7AC” - Activities 18.3 (p674) & 18.4 (p681) Paragraph writing <i>or</i> Discussion & Note-taking
Week 3	UNIT 3: ENTREPRENEURS & THEIR INFLUENCE <ul style="list-style-type: none"> • Identify examples of entrepreneurs and their knowledge and skills • Describe the characteristics of First Nations entrepreneurs • Analyse Influences of values on decision-making 	Text “Economics & Business Alive 7AC” - Activities 19.2 (p708) & 19.3 (p712)
Week 4	UNIT 3: ENTREPRENEURS & THEIR INFLUENCE <ul style="list-style-type: none"> • Explain factors that contribute to entrepreneurial success • Identify how entrepreneurial characteristics contribute to the success of a business • Revise concepts to-date using a graphic organiser 	Text “Economics & Business Alive 7AC” - Activities 19.4 (p720) & 19.5 (p723) Paragraph writing
Week 5	UNIT 3: WHY PEOPLE WORK & WAYS IN WHICH THEY WORK <ul style="list-style-type: none"> • Describe the types of work that exist • Identify the ways people derive an income including for First Nation’s entrepreneurs • Describe the reasons individuals choose to work 	Text “Economics & Business Alive 7AC” - Activities 19.6 (p730); 19.7 (p735) & 19.8 (p741); 19.10 (p746) Paragraph writing
Week 6	UNIT 3: RIGHTS & RESPONSIBILITIES OF INDIVIDUALS & BUSINESSES <ul style="list-style-type: none"> • Identify the rights and responsibilities of individuals and businesses in terms of products and services 	Text “Economics & Business Alive 7AC” - Activities 18.5 (p690); 18.6 (p699); 18.8 (p704) Paragraph writing
Week 7	UNIT 3: SUMMATIVE ASSESSMENT PREPARATION <ul style="list-style-type: none"> • Analyse an ‘A’/‘C’ exemplar and practice writing a business case study / preparing a Spoken/Multimodal. Cognitive verbs re-visited. 	Genre practice: (17.7; p20-22) Business Case Study / Spoken Multimodal
Week 8	UNIT 3: SUMMATIVE ASSESSMENT PREPARATION <ul style="list-style-type: none"> • Summative Task given to students. Explained. • Business chosen; questions developed • Interview conducted; notes checked; draft commenced 	Summative Assessment: Business Case Study Due – Week 9 Check-in every lesson
Week 9	UNIT 3: SUMMATIVE ASSESSMENT PREPARATION <ul style="list-style-type: none"> • Completion of draft • Work handed in on due date 	Drafting & Check-Ins Submission of Summative Assessment
Week 10	UNIT 3: REVIEW OF UNIT <ul style="list-style-type: none"> • Catch up on unit activities; assessment; quizzes 	Feedback and feed forward



8 Humanities and Social Science
Class Course Planner – Business
Term 3, 2024

Trinity Bay SHS

Hoare Street

PO Box 5071

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www.trinitybayshs.eq.edu.au

Class: Year 8 Economics & Business

Teachers: Various

Key Terms: market, participants, household, business, finance, government, intervention, economic performance, warranty, cooling-off period, sole proprietorship, partnership, corporation, franchise

Core Skills: identify, explain, compare and contrast, investigate, explore, analyse, predict, propose alternatives, evaluate, justify, present evidence-based conclusions

Week	Curriculum Intent	Assessment & Feedback
W1	Introduction to Markets <ul style="list-style-type: none"> What is Economics and Business / What is a market? Identify <i>who</i> is involved in the market system in Australia and explain the four-sector model. Explain <i>how</i> the interaction between buyers and sellers influences prices and <i>how</i> markets enable the distribution and allocation of resources 	<i>Course Planner Text p1-22</i>
W2	<ul style="list-style-type: none"> Compare and contrast traditional and contemporary ATSI markets Government as a participant in the market <ul style="list-style-type: none"> Identify <i>examples</i> of government involvement in the market and identify <i>reasons</i> the government intervenes in the market (e.g. to improve economic performance and remedy market failure) 	<i>Text p35-55 #2.3 – #2.5 Text p22-33; #1.7.3</i>
W3	Rights & Responsibilities of Consumers & Businesses <ul style="list-style-type: none"> Identify the difference between rights and responsibilities of both consumers and businesses Investigate how consumers rights are protected through the law (warranties, cooling off periods) Identify <i>examples</i> of how businesses are required by government to protect the safety of consumers (eg mandatory and voluntary standards, product safety recalls) 	<i>Text p55-74</i>
W4	Types of Businesses <ul style="list-style-type: none"> Compare different forms of business ownership (for example, sole proprietorship, partnership, corporation, cooperative, franchise) Explain why a person/group may <i>make a decision</i> to establish one type of business over another. 	<i>Text p75-84</i>
W5	Business Opportunities in Australia <ul style="list-style-type: none"> Explore different <i>external</i> factors that influence business opportunities, identify ways businesses <i>respond</i> to opportunities (e.g. changing social attitudes and trends leading to new products) Explore different <i>internal</i> factors that influence business opportunities, (e.g. the product, location, resources, management, business culture) <i>Skill: Interpret data and information displayed in different formats to identify relationships/trends</i>	<i>Text p85-94</i>
W6	The World of Work <ul style="list-style-type: none"> Investigate <i>present</i> influences on the ways people work (e.g. changes in technology and communication, outsourcing, casualisation of the workforce) Identify changes to the workforce <i>over time</i> (e.g. value of particular work, career length and HR development, changing demography and workplace laws, CSR and sustainability practices) <i>Skill: Apply economics and business knowledge, skills and concepts in familiar/new situations</i>	<i>Text p103-120</i>
W7	The Future World of Work <ul style="list-style-type: none"> Predict changes to work <i>in the future</i> and possible outcomes (e.g. changing work–life balance attitudes or the decline of some industries) Generate a range of alternatives in response to an observed economic or business issue or event, evaluate the potential costs and benefits of alternatives. Present evidence-based conclusions using economics and business language in a range of appropriate formats <i>Skill: Gather relevant data and information from a range of sources.</i>	<i>Text p121-131</i>
W8	Unpack the Stimulus – 2 Lessons + Comprehending the Stimulus Revision for Exam	
W9	Exam over 2 lessons (35 mins + 5 mins perusal) – 15 mins review of Comprehending the Stimulus before each part of the exam	
W10	Examination – catch up work /Review: Unit reflections entrepreneurial activities/games.	Feedback



HUMANITIES: GEOGRAPHY

Class Course Planner – 2024

Semester 2 – Term 3

Trinity Bay SHS

PO Box 5071

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www.trinitybayshs.eq.edu.au

Class: Year 9 Humanities – Geography

Teacher/s: Various

Term	Curriculum Intent	Assessment and Feedback
W1	What are Biomes? <ul style="list-style-type: none"> Identify the characteristics of biomes, their distribution and the links between biomes and climate. Understand precipitation takes four forms: rain, sleet, snow and hail. Analyse climographs to identify biomes based on temperature and precipitation. Revisit BOLTSS and SALTS. 	Course Planner
W2	Our Relationship with the Weather <ul style="list-style-type: none"> Explain similarities and differences between the “wet and dry” seasons, the local Yirrganydji weather calendar, other Indigenous weather calendars and European seasons. Construct a paper climograph using data from a Far North Queensland location (Cairns/Mareeba/Low Isles/Kowanyama/Lockhart River/Horn Island) Use a constructed paper climograph to identify relationships between FNQ weather and natural occurrences (animal breeding/plant flowering etc) <i>Show Day Holiday Friday 19th July.</i> 	
W3	Food Security <ul style="list-style-type: none"> Define ‘food security’ and Australia’s position as a global food producer. Define sustainability, what it means to be living a sustainable life and briefly carbon transfers and stores. Investigate biodiversity and what high and low biodiversity is. Compare and contrast the environmental and human (socio-economic) impact of slash and burn agriculture in South East Asia with European and Indigenous Australian farming practices. 	
W4	Food Security - Continued <ul style="list-style-type: none"> Identify the environmental and human (socio-economic) challenges to banana security in Australia such as cyclones. Understand the links between wealth and agricultural practices e.g. Indonesian palm oil monoculture commercial farming versus subsistence farming (family farmers). Investigate why developed countries like Australia are more resilient to the challenges of securing food during Covid-19 compared to developing countries. 	
W5	Climate Change and Food Security <ul style="list-style-type: none"> Examine Trinity Bay SHS power use and Carbon impact (Solar Schools). Investigate sources of Cairns’ electrical power and how much of it is renewable energy versus fossil fuels. Discuss why Cairns and Australia still sources the majority of grid electricity from coal power plants and the resulting impacts for the environment. Discuss ways students and staff can reduce Trinity Bay SHS energy consumption. Predict how life could change in the future for people and the environment in Cairns, Australia and the globe if we don’t live sustainably. 	
W6	Skills Practise <ul style="list-style-type: none"> Analyse graphs and choropleth maps relating to food security e.g. deforestation, land use versus population distribution, population density versus access to water, precipitation, drought and desertification, population growth versus land dedicated to agriculture, products sold versus land dedicated to raw product, access to food versus income. Create a choropleth map with BOLTSS and graphs with SALTS. 	
W7	Skills Practise <ul style="list-style-type: none"> Continue creating choropleth maps with BOLTSS and graphs with SALTS. Explain how patterns and relationships evident in a constructed choropleth map/graph create impacts for people and places. 	
W8	Consolidation <ul style="list-style-type: none"> Begin consolidation of knowledge and skills learned over the term. <i>Student Free Day Friday 30th August.</i> 	
W9	Short Response Exam (Skills Exam) <ul style="list-style-type: none"> Students complete a short response exam in class over one lesson this week. 	Short Response Exam
W10	Reflection and Evaluation <ul style="list-style-type: none"> Reflect on the unit and assessment. Begin investigating topics related to Term 4 Geography. 	Achievement Ladder



Class Course Planner – 2024

Semester 2: Term 3

Trinity Bay SHS

Hoare Street

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www.trinitybayshs.eq.edu.au

Class: Year 10 Aboriginal and Torres Strait Islander Studies - Indigenous Responses and Literary Activism

Teacher: Ms Idai

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T3 Wk1	Aboriginal & Torres Strait Islander language and literacy <ul style="list-style-type: none"> Revision of Indigenous education Aboriginal & Torres Strait Islander languages – traditional and contemporary What is Aboriginal & Torres Strait Islander literacy? 		Course Planner
T3 Wk2	Responses to social and political issues <ul style="list-style-type: none"> Timeline of Indigenous rights Aboriginal & Torres Strait Islander activism and protests Changes to policies impacting on First Nations Australians 	<i>Cairns Show Holiday</i> <i>Friday 19 July</i>	
T3 Wk3	Literary responses & activism (Poetry) <ul style="list-style-type: none"> Aboriginal & Torres Strait Islander activism and protests cont'd CASE STUDY – Oodgeroo Noonuccal, Stephen Oliver, Kevin Gilbert, Vernon Ah Kee Source analysis/ PEEL paragraphing 		
T3 Wk4	Literary responses & politics (Academic writing) <ul style="list-style-type: none"> CASE STUDY – Terri Janke, Stan Grant Indigenous politics Essay structure and analytical language 		
T3 Wk5	Aboriginal & Torres Strait Islander activism in music <ul style="list-style-type: none"> CASE STUDY – Briggs, Seaman Dan, Mau Power Indigenous traditional languages in contemporary music (Baker Boy) Incursion onsite – Trinity Bay High School 	<i>Hand out assessment task</i> <i>Exemplar</i>	Incursion Friday 9th August
T3 Wk6	Assignment work <ul style="list-style-type: none"> Work on assignment 		
T3 Wk7	Assignment work <ul style="list-style-type: none"> Work on assignment 	<i>Draft Due Friday</i>	Friday 23rd August
T3 Wk8	Assignment work <ul style="list-style-type: none"> Work on assignment 		Assignment feedback
T3 Wk9	Assignment work <ul style="list-style-type: none"> Work on assignment 	<i>Final Due Friday</i>	Friday 6th September
T3 wk10	Student conference and unit reflection <ul style="list-style-type: none"> Reconciliation – the way forward 		



Class Course Planner – 2024

Term 3

Trinity Bay SHS

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Class: Year 10 Ancient/Modern History

Teacher:

Term Week	Curriculum Intent: Students investigate two societies (Russian and French) and what caused their citizens to take part in a revolution. They explore the remaining sources and how they have been interpreted. Students focus on issues relevant to the investigation of the Modern World in order to develop historiographical skills. Students also investigate how people lived in these revolutionary times through an examination of the evidence of the social, political and economic institutions, and other significant features of society.	Assessment	Feedback
T 3 Wk1	The Topography, Climate, Resources, Population and Economies of Russia & France prior to their revolutions. <ul style="list-style-type: none"> How the specific geography of an area affects a society. 		Course Planner
T 3 Wk2	History, Power structures, Government, the role of the Elite and Religion <ul style="list-style-type: none"> Which past events and societal structures influenced revolution. 		
T 3 Wk3	Everyday people (workers, freedom, gender roles, the army) <ul style="list-style-type: none"> The living conditions (wellbeing) of the everyday people and how this contributed to revolution. 		
T 3 Wk4	The How What & Why of the Revolutions <ul style="list-style-type: none"> The specific details of each revolution. 		
T 3 Wk5	The How What & Why of the Revolutions cont. <ul style="list-style-type: none"> Students revise concepts, ideas, content and skills for a formative quiz. 	Formative quiz	
T 3 Wk6	Research Essay <ul style="list-style-type: none"> Students begin a research report – learning about its structure, inclusions, methods of research and referencing. 		
T 3 Wk7	Research Essay (continued) <ul style="list-style-type: none"> Teacher models the process of a report and students do independent research. 		
T 3 Wk8	Research Essay (continued) <ul style="list-style-type: none"> Students begin drafting using research notes taken. 		
T 3 Wk9	Research Essay (continued) <ul style="list-style-type: none"> Students hand in a draft and use feedback to make corrections and additions. 		
T 3 Wk10	Research Essay (submitted) <ul style="list-style-type: none"> Students submit their research essay. Students write evaluations and reflection on their courses of study. 	Research Essay	Achievement Ladder



GEOGRAPHY
Class Course Planner – 2024
Semester 2, Term 3
Global Geographies of Human Wellbeing

Trinity Bay SHS

PO Box 5071
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www.trinitybayshs.eq.edu.au

Class: Year 10 Geography

Teacher: Martin

Term	Curriculum Intent	Assessment x 3	Feedback x 3
W1 8 th July – 12 th July	CONCEPTS OF WELLBEING <ul style="list-style-type: none"> Understand a definition of wellbeing, the different perceptions of wellbeing, the relationship between development status and wellbeing, and the types of indicators used to measure development. Understand the issues affecting the development of places and their impact on human wellbeing Understand that HDI is a way to measure human wellbeing on a global scale, patterns of distribution and trends in HDI 		Course Planner Achievement Ladder Feed Forward
W2 15 th July – 19 th July	REPRESENTING AND ANALYSING DATA <ul style="list-style-type: none"> Understand that scatter graphs allow correlations between indicators to be identified. Understand how to represent data in a scatter graph. Understand that correlations and anomalies exist in data. Practise with line of best fit within graphs. <i>Show Day: Friday 19th July.</i>	Reef excursion Monday 15th July	Skills: reading scatter graphs, creating scatter graphs
W3 22 th July – 26 th July	REPRESENTING AND ANALYSING DATA <ul style="list-style-type: none"> Understand the purpose of choropleth maps. Understand the conventions of a choropleth map. Understand how to create a choropleth map. Understand patterns and relationships in choropleth maps. 		Skills: reading choropleth maps, creating choropleth maps, identifying patterns and anomalies
W4 29 th July – 2 nd Aug	REPRESENTING AND ANALYSING DATA - ASIA IN FOCUS <ul style="list-style-type: none"> Understand reasons for changes in wellbeing over time. Understand the reasons for and consequences of spatial variations in wellbeing within a country in Asia such as Vietnam, China or Myanmar. 		Skills: communicating using PEEEL, justifying responses
W5 5 th Aug – 9 th Aug	KNOWLEDGE EXAM <ul style="list-style-type: none"> Consolidation of past content. Online Knowledge Exam to be completed by the last lesson of the week. 		Skills: analysing data
W6 11 th Aug – 16 th Aug	WELLBEING IN AUSTRALIA <ul style="list-style-type: none"> Understand how spatial variations are represented in data within the Australian context and how these variations affect human wellbeing. Understand a variety of key indicators that give an insight into the overall wellbeing of all Australians. 		Skills: communicating using PEEL
W7 19 th Aug – 23 rd Aug	WELLBEING IN AUSTRALIA <ul style="list-style-type: none"> Understand how Indigenous homelands and land management and homelands provide an important component of wellbeing for some Indigenous populations 		
W8 26 th Aug – 30 th Aug	CONSOLIDATION <ul style="list-style-type: none"> Continue skill building of PEEL paragraphing and population pyramid graphing. <i>Student Free Day: Friday 30th August.</i>		
W9 2 nd Sept – 6 th Sept	PRACTICAL EXAM <ul style="list-style-type: none"> Consolidation of past content. Practical Exam to be completed by the last lesson of the week. 	Practical Exam	Course Planner Achievement Ladder Feed Forward
W10 9 th Sept – 13 th Sept	INTRODUCTION TO TERM 4 UNIT <ul style="list-style-type: none"> Revisit Term 3 knowledge and move into the Term 4 unit. 		



Class Course Planner 2024

Semester 2 - Term 3

Trinity Bay SHS

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Class: Year 10 Social & Community Studies

Teacher: Ms Trish Watson and Mr Liam Daly

Unit: "Health & Wellbeing"

Key Terms: health, wellbeing, lifestyle, benefits, nutrition, nutrients, functions, calories, kilojoules, recommendations, recreation, leisure, exercise, relaxation, sedentary, obesity, stress, emotional, physical

Core Skills: summarise, analyse, research, construct, reflect, predict

Term Week	Curriculum Intent	Assessment	Feedback
T3 Wk1	PERSONAL: Health & Wellbeing <ul style="list-style-type: none"> Unit overview and key terms Health and wellbeing Benefits of a healthy lifestyle Factors that contribute to a healthy lifestyle Self-evaluation of own eating habits and exercise Healthy eating pyramid and the 5 food groups 		
T3 Wk2	PERSONAL: Food & Nutrition <ul style="list-style-type: none"> Food labelling, nutrients and functions of food Food intake (calories, kilojoules, sugar, fat, high GI, low GI) Special dietary needs (medical, religious, cultural, etc) Traditional Aboriginal and Torres Strait Islander food sources Food choices (nutrition, normal routine and eating out) 		
T3 Wk3	PERSONAL: Making Healthy Options <ul style="list-style-type: none"> Impacts of unhealthy eating Meal planning Analyse the time Australians spend at work and recreation Recreation and leisure options and interests (exercise VS relaxation) 	Quiz	Quiz Feedback
T3 Wk4	PERSONAL & INTERPERSONAL: Physical Activity & Stress <ul style="list-style-type: none"> Long term impacts of a sedentary lifestyle (critical thinking). Emotional and physical impacts of stress Stress management Levels of physical activity (light, moderate and vigorous) Exercise based recreation activities with peers 		
T3 Wk5	COMMUNITY <ul style="list-style-type: none"> Interpret and evaluate statistical reports about Australian obesity and health conditions potentially relating to lifestyle choices Economic impacts of poor community health Fostering respect for marginalised groups in society (e.g. disability as a barrier to recreation or remote access to healthy eating) 		
T3 Wk6	ASSESSMENT (Investigation) <ul style="list-style-type: none"> Vocab checklists Steps to creating a meal plan Select recreation activities for incorporation into assessment Planning and research Summarise research (nutrition and recreation) 		
T3 Wk7	ASSESSMENT (Investigation) <ul style="list-style-type: none"> Develop weekly meal plan Develop weekly exercise plan 		
T3 Wk8	ASSESSMENT (Investigation) <ul style="list-style-type: none"> Finish meal and exercise plans Complete short response questions Submit draft 	Assessment Draft Due	Draft Feedback
T3 Wk9	ASSESSMENT (Investigation) <ul style="list-style-type: none"> Apply teacher feedback Improve and finalise assessment 	Assessment Due	
T3 Wk10	END OF TERM ACTIVITIES <ul style="list-style-type: none"> Reflection on unit and learning Achievement review and goal setting 		Achievement Ladder



Class Course Planner – 2024

Semester 2: Term 3

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Class: 11 ABORIGINAL & TORRES STRAIT ISLANDER STUDIES

Unit 2: Continuity, change and influences. Topic: Social and Political Change.

Teacher: Mr Beatty

Term Week	Curriculum Intent	Assessment	Feedback
Wk1	Review of Unit 1 – Culture, Identity and Connections <ul style="list-style-type: none"> - Revise Dr Ernie Grant’s Holistic Framework - Develop a set of flash cards defining terminology (include illustrations): Land, Country/ Place, Culture, Identity, Language, Spirituality, Time, Relationships - Discuss relevance of Unit 1 terminology for Unit 2, Topic 2. 		Course Planner
Wk2	Introduction to Unit 2, Topic 2: Social and Political Change <ul style="list-style-type: none"> - Define and use terminology within the context of political and social change, including: assimilation, integration, mission, protection, reserve, segregation - Identify and explain influences on Aboriginal societies and Torres Strait Islander societies related to social and political change. 		<i>19th of July – Show holiday</i>
Wk3	Missions and Reserves <ul style="list-style-type: none"> - The establishment of missions, e.g. Deebing Creek, Doomadgee, Hopevale, Lockhart River, Yarrabah - The establishment of reserves, e.g. Cherbourg, Palm Island, Woorabinda 		
Wk4	Segregation, Assimilation & Protection <ul style="list-style-type: none"> - Segregation, assimilation and protection in terms of government policies and Government legislation, such as the Aboriginals Protection and Restriction of the Sale of Opium Act 1897 (Qld) 		
Wk5	Social and Political change <ul style="list-style-type: none"> - Analyse and consider worldviews of Aboriginal peoples and Torres Strait Islander peoples within a context of social and political change - Analyse and examine the effects of social and political change on the identity and culture of Aboriginal peoples and Torres Strait Islander peoples 		<i>Incursion – 9th of August</i>
Wk6	Aboriginal & Torres Strait Islander Worldviews <ul style="list-style-type: none"> - Analysis of the history of Aboriginal art to understand how the changing social and political context impacted the ability of Aboriginal peoples and Torres Strait Islander peoples to express their worldviews. - Compare and contrast artworks that depict life during or as a result of life in missions and on reserves to artworks depicting worldviews before the mission/reserve era 		
Wk7	Cultural Interaction <ul style="list-style-type: none"> - Evaluate the significance of cultural interaction through examining the effects of social and political change for Aboriginal peoples and Torres Strait Islander peoples. 		
Wk8	Case Study <ul style="list-style-type: none"> - Yirrkala Bark Petition - Use the Yirrkala Bark Petitions as stimulus to evaluate the effect of social and political change for Aboriginal peoples. 		
Wk9	Assessment <ul style="list-style-type: none"> - Complete short response examination - Unit reflection 	Short Response Examination	
wk10	Intro to new unit		Achievement ladder



Class Course Planner 2024

Semester 2, Term 3

ANCIENT HISTORY

Trinity Bay SHS

Hoare Street
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www.trinitybayshs.eq.edu.au

Class: 11A

Teacher: Mr Scott

Term 3 Week	Curriculum Intent – Personalities in their times Unit 2 (Hatshepsut - historical essay based on research) (Akhenaten – Extended Response Exam – Term 4)	Assessment x 3	Feedback x 3
Wk 1	<ul style="list-style-type: none"> • Hatshepsut – The fall and aftermath. • Investigation — historical essay based on research 	Task handed out on Friday	Course Planner
Wk 2	<ul style="list-style-type: none"> • Investigation — historical essay based on research 		
Wk 3	<ul style="list-style-type: none"> • Investigation — historical essay based on research 		
Wk 4	<ul style="list-style-type: none"> • Investigation — historical essay based on research 	Final drafts handed in on Friday	
Wk 5	Investigation — historical essay based on research		
Wk 6	<ul style="list-style-type: none"> • Investigation — historical essay based on research – Due • Introduction to Akhenaten 	Final copy handed in on Tuesday	Assessment feedback
Wk 7	<ul style="list-style-type: none"> • Akhenaten (The Rebel King) Family Tree, Role of the Pharaoh, Akhenaten’s father • 		
Wk 8	<ul style="list-style-type: none"> • Worship of the Aten New style of architecture 		
Wk 9	<ul style="list-style-type: none"> • Akhenaten’s artistic portrayal • Gender roles turned on their head 		
Wk 10	<ul style="list-style-type: none"> • Politics during Akhenaten’s reign Diplomacy and Leadership 		Achievement Ladder



Class Course Planner – 2024

Semester 1 – Term 3

Trinity Bay SHS

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Class: 11 Applied Social and Community Studies – Identity

Teacher: Mr. Eteru

Week	Curriculum Intent	Assessment	Feedback
T1 Wk1	Introduction to Identity <ul style="list-style-type: none"> How identities are formed Influences on the development of personal identity 		Course planner
T1 Wk2	Identity <ul style="list-style-type: none"> Representations of identity including cultural, regional, religious and interests. <i>Cairns Show Day Friday 19th July</i>	Quiz WK1 Content	
T1 Wk3	Identity <ul style="list-style-type: none"> Recognising and challenging stereotypes and biases 	Quiz WK2 Content	
T1 Wk4	Identity <ul style="list-style-type: none"> Strategies to promote inclusivity and social cohesion 	Quiz WK3 Content	
T1 Wk5	Identity <ul style="list-style-type: none"> The T-Bay Way 	Quiz WK4 Content	
T1 Wk6	Assessment WK1 <ul style="list-style-type: none"> Introduce assessment task and resources Select issues for written report 		
T1 Wk7	Assessment WK2 <ul style="list-style-type: none"> Plan research for written report 		
T1 Wk8	Assessment WK3 <ul style="list-style-type: none"> Draft written report <i>Student Free Day Friday 30th August</i>	Draft due (04/06/24)	
T1 Wk9	Assessment WK4 <ul style="list-style-type: none"> Edit, publish and submit final written report 	Assessment due (13/06/24)	
T1 Wk10	Review <ul style="list-style-type: none"> Introduction of Arts and the Community – cultural representations 		



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Semester 2: Term 3

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Class: 12 ABORIGINAL & TORRES STRAIT ISANDER STUDIES

Unit 4: Moving Forward, Topic 1: Resilience / Unit 4: Moving Forward, Topic: Reconciliation and Recognition.

Teacher: Miss Hill-Milnes

	Curriculum Intent	Assessment	Feedback
Wk1	Assessment -IA3 <ul style="list-style-type: none"> - Research - Consultation (hypothesis development). 		Course Planner
Wk2	Assessment -IA3 <ul style="list-style-type: none"> - Research - Planning check (hypothesis, information and data gathered) 		Show Holiday 19 th July
Wk3	Assessment – IA3 <ul style="list-style-type: none"> - Progress check (hypothesis, information and data gathered. reference details, drafting). 		
Wk4	Assessment – IA3 <ul style="list-style-type: none"> - Submission of draft for feedback - Edit final assessment 	Draft due	Feedback on draft
Wk5	Assessment – IA3 <ul style="list-style-type: none"> - Submit final assessment IA3 – Investigation: Inquiry Response - Complete unit reflection 	Submit IA3 Inquiry Response.	
Wk 6	Unit 4, Topic 2: Reconciliation and Recognition <ul style="list-style-type: none"> - Define and use terminology within the context of moving forward, including: Constitution, reconciliation, Royal Commission, Stolen Generations, treaty - Revise Dr Ernie Grant’s framework - Revise key terminology from Unit 1, 2 and 3 		
Wk 7	Recognition <ul style="list-style-type: none"> - Identify responses that acknowledge and recognise the continual connection between land, language, culture, time, place and relationships, including: <ul style="list-style-type: none"> - <i>Bringing them Home Report 1997</i> - <i>Initiation of National Sorry Day 1998</i> - <i>Apology to Australia’s Indigenous peoples 2008</i> 		Feedback on IA3
Wk8	Historical, social and cultural factors. <ul style="list-style-type: none"> - Identify and explain historical, social and cultural factors that have shaped an understanding of a need for reconciliation, including: <ul style="list-style-type: none"> - <i>Alternative perspectives on land, language, culture, place and relationships</i> - <i>Legislative changes related to rights and freedoms such as Commonwealth Racial Discrimination Acr 1975 and LD Anti-Discrimination Act 1991</i> - <i>Policies of segregation, assimilation and protection</i> 		
Wk9	Reconciliation <ul style="list-style-type: none"> - Analyse the worldviews of Indigenous peoples recognised and acknowledged within the context of reconciliation, including that: <ul style="list-style-type: none"> - <i>Culture is dynamic and contextualised with respect to particular times, places and relationships</i> - <i>Identity is the interconnection between land, language, culture, time, place and relationships</i> - <i>Land, incorporating sea, air and waterways is fundamental to spirituality.</i> - <i>Language is diverse and expressed in different ways. E.g art, dance, song etc</i> 		
wk10	Reconciliation continued... <ul style="list-style-type: none"> - Analyse the worldviews of Indigenous peoples recognised and acknowledged within the context of reconciliation, including that: <ul style="list-style-type: none"> - <i>Time is conceptualised in diverse ways</i> - <i>Place is significant and defined e.g. Country/ Place</i> - <i>Relationships incorporate many dimensions, such as, spiritual, environmental and cultural, as well as between people</i> 		



Class Course Planner AHS 2024 Semester 2 Term 3 Unit 4

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

www.trinitybayshs.eq.edu.au

Class: 12A Ancient History

Teacher: Ms Davis

Term Week	In Unit 4, you will investigate Ancient Rome in the period towards the end of the republic, with a particular emphasis on the nature and exercise of power and authority in that society, and how it was challenged in times of conflict. You will also have studied key individuals from the breakdown of the republic including: The Gracchi, Marius, Sulla, Caesar, Pompey, Mark Antony and Augustus. In this study, you will develop an understanding of the importance of human agency, as demonstrated by the possible motivations and actions of individuals. Key Inquiry: <ul style="list-style-type: none"> • How was power and authority gained, maintained and challenged in the Ancient World? • How does this understanding inform our modern perspectives on power? 	Assess ment x 3	Feedback x 3
T Wk1	Depth study – IA3 Student conduct research and respond to historical sources to create an essay	IA3 – Drafts Due	Course Planner Feedback on draft
T Wk2	Depth study – IA3 <ul style="list-style-type: none"> • Student conduct research and respond to historical sources to create an essay 	IA3 – Finals Due	Feedback on IA3 final
T Wk3	Contextual study - analyse evidence from historical sources to show understanding of: <ul style="list-style-type: none"> • the nature and range of sources for the period and the identification of key issues related to the investigation of sources, e.g. authentication, excavation, reconstruction and/or conservation, incompleteness and/or fragmentary nature 		
T Wk4	Contextual study – comprehend issues in relation to: <ul style="list-style-type: none"> • the civil war and the breakdown of the Republic • key figures 		
T Wk5	Depth study – External Assessment preparation <ul style="list-style-type: none"> • comprehend terms, concepts and issues in relation to how power was exercised and the change and development after the breakdown of the Republic • analyse evidence from historical sources to show understanding • synthesise evidence from historical sources to form a historical argument • evaluate evidence from historical sources to make judgments about the limitations, reliability and usefulness of sources • changing interpretations of sources over time and their influence on understanding of the period. 		
T Wk6	Primary Source analysis AUGUSTUS <ul style="list-style-type: none"> • Restoration and renewal of Rome 		
T Wk7	Primary Source analysis AUGUSTUS <ul style="list-style-type: none"> • Res Gestae, Prima Porta and other archaeological sources as part of analysis of the features of evidence. 		
T Wk8	Primary Source analysis AUGUSTUS <ul style="list-style-type: none"> • Literature of Augustus both contemporary and written after the period. Practice synthesising evidence. 		
T Wk9	Primary Source analysis AUGUSTUS <ul style="list-style-type: none"> • Saviour or Tyrant? Contestability of sources. Form arguments based on the contestability and reliability as part of an evaluation of the studied sources. 		Feedback on source response practice
T Wk10	External Exam revision		



12 SENIOR GEOGRAPHY

Class Course Planner – 2024

Semester 2, Term 3

Trinity Bay SHS

PO Box 5071

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Teacher: Mr Martin

Term	Curriculum Intent	Assessment
Unit 3, Topic 2 – Responding to Local Land Cover Change (continued)		
W1 8 th July – 12 th July	IA3 Assessment <ul style="list-style-type: none"> Draft report is due first day back. Students work on their IA3 report in and outside of class. 	Draft report due Thursday 13/07 11:20am
W2 15 th July – 19 st July	IA3 Assessment <ul style="list-style-type: none"> Students work on their IA3 report in and outside of class. <p><i>Show Day: Friday 19th July.</i></p>	
Unit 4, Topic 2 – Global Population Change		
W3 22 th July – 26 th July	Introduction to the Unit <ul style="list-style-type: none"> Define and explain demography, population distribution, population density. Re-investigate demographic concepts and formulas. Revisit Human Development Index (HDI). Quantitative and qualitative indicators in Geography. Birth/mortality/fertility rates, life expectancy, age-sex structure, migration and immigration rates, population growth, natural increase, Gross Domestic Product (GDP), Gross National Income (GNI), developed country (LEDC), developing country (MEDC). 	Final IA3 Data Report due Thursday 27/07 11:59pm
W4 29 th July – 2 nd Aug	Demographic Transition Model <ul style="list-style-type: none"> Investigate the states of the demographic transition model. Revisit population pyramids. Continuation of Week 3 concepts. 	
W5 5 th Aug – 9 th Aug	Migrant and Immigrant <ul style="list-style-type: none"> Compare and contrast migration and immigration. Differences between an asylum seeker and refugee. Investigate migration to USA megacities such as Chicago and New York City. 	
W6 11 th Aug – 16 th Aug	Case Study – Developed Country <ul style="list-style-type: none"> Conduct a case study into a developed country which is experiencing high rates of migration; either the UK or Germany. 	
W7 19 th Aug – 23 rd Aug	Case Study – Developed Country <ul style="list-style-type: none"> Conduct a case study into Japan, which is experiencing an ageing and declining population. 	
W8 26 th Aug – 30 th Aug	Case Study – Transitioning Developing Country <ul style="list-style-type: none"> Conduct a case study into a developing country that is rapidly developing, ether Vietnam or Morocco. <p><i>Student Free Day: Friday 30th August.</i></p>	
W9 2 nd Sept – 6 th Sept	Case Study – Developing Country <ul style="list-style-type: none"> Conduct a case study into a developing country such as Cambodia or Syria. 	
W10 9 th Sept – 13 th Sept	Cartographic and Graphic Skills Practise <ul style="list-style-type: none"> Create paper column, bar, comparative, scatter and pyramid graphs. Mock External Exam <ul style="list-style-type: none"> Tuesday 15th September 9am – 12pm. 	Mock External Exam Tuesday 15th September 9am – 12pm



Class Course Planner – 2024

Semester 2: Term 3

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Class: Year 12 Social and Community Studies
Unit: Module 7: Money Management
Teachers: Lucas
Key Terms: wages, superannuation, standard of living, budgeting, quality of life, consumer choices, tax, financial institutions, economic decision making, borrowing, lending, loans, disadvantaged, fiscal policy, government, monetary policy, welfare payments, drug testing.

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T3 Wk1 (Jul 8-12)	Consumerism – Interpersonal Skills <ul style="list-style-type: none"> Identify the changing consumer choices and values Investigate the implications of limited resources and unlimited wants 	Consolidation Quiz	<i>Course Planner</i>
T3 Wk2 (Jul 15-19)	Financial Institutions – Citizenship Skills <ul style="list-style-type: none"> Understand the role of banks and other financial institutions Consider the benefits of financial assistance programs <i>Cairns Show Public Holiday Friday 19th July</i>		
T3 Wk3 (Jul 22-16)	Taxation Related Issues – Citizenship Skills <ul style="list-style-type: none"> Explore government financial policies and regulations Know the extent and implications of tax avoidance and evasion 		
T3 Wk4 (Jul 29 – Aug 2)	Revision and Practice Exam <ul style="list-style-type: none"> Students undertake revision (teacher guided activities) Practice exam 		
T3 Wk5 (Aug 5-9)	In-Class Exam <ul style="list-style-type: none"> Students undertake revision (teacher guided activities) 	Short Response Examination	
T3 Wk6 (Aug 12-16)	Money Management continued <ul style="list-style-type: none"> Review the role of the government in the provision of financial assistance Understand contemporary and historical requirements for the distribution of benefits and welfare payments Examine the issues associated with welfare management (case studies) 		
T3 Wk7 (Aug 19-23)	Assessment: Genre Deconstruction & Stimulus Analysis <ul style="list-style-type: none"> Investigate the arguments for and against drug and alcohol testing for welfare recipients Investigate the elements and requirements of a comparative essay Understand the stimulus materials 		
T3 Wk8 (Aug 26-30)	Assessment: Drafting <ul style="list-style-type: none"> Draft comparative essay <i>Student Free Day Friday 30th August</i>	Extended Response to Stimulus Essay	
T3 Wk9 (Sep 2-6)	Assessment: Drafting <ul style="list-style-type: none"> Draft comparative essay 		
T3 Wk10 (Sep 9-13)	Assessment: Drafting <ul style="list-style-type: none"> Finalise drafting of comparative essay 	Draft Due	