



Trinity Bay State High School

Course Planner Term 4

Year 7 Civics and Citizenship

Trinity Bay SHS
 26 – 62 Hoare Street
 Manunda, CAIRNS 4870
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Class: HUM072A-L

Teacher: Various

Week	Curriculum Intent	Formative Tasks & Summative Assessment
Week 1	What is 'Civics & Citizenship'? <ul style="list-style-type: none"> • Introduction to unit and assessment • Understand what it means to be a citizen. • Evaluate sources to determine origin, purpose and perspectives and/or to draw conclusions 	Diagnostic Quiz
Week 2	Government & Democracy <ul style="list-style-type: none"> • Key features of a democracy (the Australian Constitution, responsible government and federalism) • Characteristics of Australia's democracy (freedom of speech, association, assembly, religion and movement) 	
Week 3	Government & Democracy <ul style="list-style-type: none"> • Understand how Australia is governed • Explore the Australian Constitution – Separation and division of powers 	Ex 14.2 Text p555 - Ex 14.9 Text p588 Topic 14 Test
Week 4	Laws & Citizens <ul style="list-style-type: none"> • Explain the principles of justice, fairness, equality, the rule of law and the importance of equal access to the protections provided by the law • Make connections between a fair and just legal system and democratic principles • Explain Australia's legal and justice system, including the principles of the rule of law, presumption of innocence, burden of proof and right to a fair trial and legal representation 	
Week 5	Laws & Citizens <ul style="list-style-type: none"> • Discuss the elements of a 'fair trial' including citizens' roles as witnesses and jurors, legal representation and due process • Explore how Australians can receive access to justice and can apply for legal representation, such as through legal aid 	Ex 15.2 Text p597 – Ex 15.9 Text p628 Topic 15 Test
Week 6	Citizenship, Diversity & Identity <ul style="list-style-type: none"> • Define the terms 'secular', 'multi-faith', 'diverse society', 'culturally diverse', 'Christian heritage', 'Western heritage' and 'pluralist' and discuss their relevance to Australia today • Identify trends regarding religious observance and/or cultural heritage in Australian society, using the ABS and other data sources 	
Week 7	Citizenship, Diversity & Identity <ul style="list-style-type: none"> • Explore how values based on freedom, respect, fairness and equality of opportunity can support social cohesion and democracy within Australia • Identify shared values across the diverse communities within Australia and how these can be expressed through customs and protocols 	Ex 16.2 Text p635 – Ex 16.6 Text p648 Topic 16 Test
Week 8	Assessment Preparation <ul style="list-style-type: none"> • Revise or catch-up content per class requirements • Source sheet distributed and analysed, PEEL paragraph practice 	
Week 9	Assessment – Combination Response Exam <ul style="list-style-type: none"> • Combination Response Exam and feedback session 	Combination Response Exam
Week 10	Class Parliament <ul style="list-style-type: none"> • Class Parliament; Unit Reflection 	



Year 8 Class Course Planner

2024 Term 4 Civics & Citizenship

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Unit: *Australia's Democracy*

Teacher: Various

Vocab list: democracy, features, active, participate, freedoms, federal, law, legislation, stakeholders, statute, common, parliament, electorate, bill, minister, cabinet, representative, amend, lobby, advocate

Core skills: comprehend, identify, compare, explain, present an argument, persuade

Wk1	<p>DEMOCRACY: how our freedoms are protected (Chapter 1)</p> <ul style="list-style-type: none"> YR 7 CIVICS REVISIT - Features of Australian governance: Australian Constitution, Separation of powers (and role of the Executive), Legal protection of rights and freedoms and Representative democracy. Identify freedoms that enable active participation in democracy (speech, association, assembly, religion and movement)
Wk2	<p>PARTICIPATING IN AUSTRALIAN DEMOCRACY (Chapter 2)</p> <ul style="list-style-type: none"> Identify forms of action (e.g. voting, petition, contacting elected representatives, social media campaign, lobby, community meeting, protest) Identify stakeholders in democracy and the law Compare council, state and federal jurisdictions (and electoral zones) Compare different political parties and their future goals (e.g. Liberal / National, Labour, Greens)
Wk3	<p>WHERE DO LAWS COME FROM? (Chapter 3)</p> <ul style="list-style-type: none"> Explain types of law - criminal, civil, common, statutory and customary Comprehend examples of state and federal law Explain how statutory laws are made and changed through parliament (Qld & Federal) Comprehend international law (human rights) Examine examples of lobby groups who advocate for change
Wk 4	<p>DIVERSE BELIEF SYSTEMS AND NATIONAL IDENTITY IN AUSTRALIA (Chapters 4&5)</p> <ul style="list-style-type: none"> The values and beliefs of religions practised in contemporary Australia. What it means to be Australian: Traditional vs Changing Views Different perspectives about Australia's national identity: Aboriginal and Torres Strait Islander perspectives How national identity can shape a sense of belonging in Australia's multicultural society
Wk5	<p>CASE STUDIES</p> <ul style="list-style-type: none"> Issues that have initiated change in the law (e.g. Mabo, marriage equality, immigration, juveniles (10-17-year old's in the criminal justice system) and the people that they impact The arguments presented to advocate for these changes (especially public speeches) and how they persuaded others to their point of view Issues that might initiate future changes in the law (e.g. offshore mandatory detention, elder abuse, youth crime, assisted dying, environmental protection, education funding, etc)
Wk6	<p>ASSESSMENT PLANNING</p> <ul style="list-style-type: none"> Deconstruct assessment task and exemplar Select your chosen topic for your assessment Develop research questions Commence investigation using sources provided Use the scaffold structure provided to draft each section of the report
Wk 7	<p>ASSESSMENT PLANNING and RESEARCH</p> <ul style="list-style-type: none"> Continue investigation using sources provided Complete research on your chosen issue Develop and improve draft of report <p>ASSESSMENT Draft Due:</p>
Wk 8	<p>FINAL EDIT Improve draft from teacher feedback</p> <p>ASSESSMENT Final Due:</p>
Wk9	<p>ASSESSMENT PRESENTATION Teacher's Discretion</p>
Wk10	<p>EXTENSION: Recent Referendum, Mock Parliament etc.</p>



HUMANITIES: GEOGRAPHY

Class Course Planner – 2024

Semester 2 – Term 4

Trinity Bay SHS

PO Box 5071
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Class: Year 9 Humanities – Geography

Teacher/s: Various

Term	Curriculum Intent	Assessment
W1	Introduction to the new unit <ul style="list-style-type: none"> Course planner and unit overview. Examine how the perceptions people have of place influence their connections to different places. 	Course Planner Achievement Ladder Feed Forward
W2	Global Social and Transport Connections <ul style="list-style-type: none"> Investigate how people are interconnected globally through transportation and the internet. MNCs and Trade <ul style="list-style-type: none"> Identify what a multinational corporation (MNC) is. Investigate how trade works – imports and exports – and their impacts on interconnectedness. Investigate free trade and tariffs. Investigate impacts of conflict, politics and disease on trade. <i>Public Holiday Monday 7th October</i>	
W3	The Dark Side of MNCs <ul style="list-style-type: none"> Inquire into the social, economic and environmental impacts of this global trade network. Consider the environmental and human (socio-economic) cost of globalisation. Compare and contrast case studies against Australian historical events. Topics regarding the dark side of MNCs could include: <ul style="list-style-type: none"> Nike/Adidas shoe production BP Gulf of Mexico oil spill H&M/Zara fast fashion production: Foreign Correspondent Aug 2021 Apple iPhone Foxconn phone production Smartphone MNCs: Cobalt mining in the DR Congo Electronics: Microchips - water and drought in Taiwan 2021 China's Xinjiang Province: Disney's movie Mulan, fast fashion production Nestle Nespresso/Starbucks: Coffee harvesting - Dispatches Documentary 	
W4	The Dark Side of MNCs <ul style="list-style-type: none"> Continuation of Week 3 topics. 	
W5	Assessment <ul style="list-style-type: none"> Examine the task, criteria and exemplar of the cocoa trade research assignment. Undertake research. Plan assignment. 	Research Report Assignment handed out
W6	Assessment <ul style="list-style-type: none"> Students work on assignment. Teachers to scaffold student learning. 	
W7	Assessment <ul style="list-style-type: none"> Students work on assignment. Teachers to scaffold student learning. Draft research report is due early this week. 	Draft Research Report Due
W8	Assessment <ul style="list-style-type: none"> Students work on assignment. Teachers to scaffold student learning. Research report is due by the last lesson of the week. 	Research Report Due
W9	Reflection and evaluation <ul style="list-style-type: none"> Reflect on unit and assessment. Year 9 camp. 	Achievement Ladder
W10	End of Year <ul style="list-style-type: none"> Reporting closes Monday 4th December. 	



Class Course Planner – 2024 Term 4

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Class: Year 10 Aboriginal and Torres Strait Islander Studies – Elders of Tomorrow

Teacher: Ms Idai

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	21st Century Activism <ul style="list-style-type: none"> • Historical context of protest and activism • Timeline of Aboriginal & Torres Strait Islander activism and politics into the 21st century 		Course Planner
Wk 2 Public Holiday Monday 7th	Cultural maintenance and Aboriginal & Torres Strait Islander Youth <ul style="list-style-type: none"> • Importance of cultural continuity for Aboriginal & Torres Strait Islander peoples • Indigenous businesses promoting and sharing culture 		
Wk 3	Youth activism and influence <ul style="list-style-type: none"> • CASE STUDY: choose one from the list below <ul style="list-style-type: none"> - Meyne Wyatt, Miranda Tapsell - W.A.R – Warriors of the Aboriginal Resistance - Organised protests 	Case Study – informal test	
Wk 4	Protests and politics <ul style="list-style-type: none"> • CASE STUDY: choose one from the list below: <ul style="list-style-type: none"> - Palm Island Riots - Australia Day/ Invasion Day/ Survival Day marches - Yabun Festival – cultural maintenance and celebrations 		
Wk 5	Reconciliation <ul style="list-style-type: none"> • Reconciliation as a form of cultural maintenance • How to move forward as a nation • Reconciliation groups and organisations 	Practice exam	
Wk 6	Revision <ul style="list-style-type: none"> • Revise for examination 		Practice exam Feedback
Wk 7	Revision and Examination <ul style="list-style-type: none"> • Revise for examination 	Examination	
Wk 8 Final Week Yr10,11	Film - viewing <ul style="list-style-type: none"> • Rabbit Proof Fence • Babakiueria • Discussion of Indigenous cultural expression and perspectives in film 		Achievement ladder



Class Course Planner – 2024

Term 4

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Class: 10 Modern History

Teacher: Mr Scott

Term Week	<p>Curriculum Intent: Students investigate the historical background of conflict in the Middle East. Students explore the sources informing us of the history of the Middle East 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 the consequences of past events can play a large role in the present-day circumstances in a particular region through an examination of the evidence of conflicts and religious, social, political and economic institutions.</p>	Assessment	Feedback
T 4 W1	<p>Students undertake an overview of the Middle East</p> <ul style="list-style-type: none"> Students determine the borders, climate, geographical and political features of the nations that make up, what we refer to as the Middle East. Students determine the cultural, religious, and social features of the people that make up what we refer to as the Middle East 		Course Planner
T 4 W2	<p>Students investigate the ancient historical events that have shaped the present-day nations that make up the Middle East.</p> <ul style="list-style-type: none"> Students analyse historical sources and evidence to show understanding about specific events which played a role in the current state of the Middle East. 		
T 4 W3	<p>Students investigate the modern historical events that have shaped the present-day nations that make up the Middle East.</p> <ul style="list-style-type: none"> Students analyse historical sources and evidence to show understanding about specific events which played a role in the current state of the Middle East. 		
T 4 W4	<p>Students investigate the Palestinian claim to Gaza & beyond</p> <ul style="list-style-type: none"> Students analyse historical sources and evidence for the Palestinian claims in the region 		
T 4 W5	<p>Students investigate the Israeli claim to all of Israel</p> <ul style="list-style-type: none"> Students analyse historical sources and evidence for the Israeli claims in the region 		
T 4 W6	<p>Students begin investigating a specific modern-day event that has influenced the current state of the Middle East</p> <ul style="list-style-type: none"> They will examine sources, analysing and determining their significance in light of the topic 		
T 4 W7	<p>Students continue investigating a specific modern-day event that has influenced the current state of the Middle East</p> <ul style="list-style-type: none"> They will examine sources, analysing and determining their significance in light of the topic 		
T 4 W8	<p>Exam Week</p> <ul style="list-style-type: none"> Students revise for and complete end of term exam Reflection and introduction to Year 11 	Short Response to Stimulus Exam	



Class Course Planner - 2024
Semester 2, Term 4
Tourism in the Local Area

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Teachers: Ms Watson & Mr Daly

Key Terms: market, emotive language, domestic, international, intrastate, interstate, magazine, article, advertisements, target markets, tourist attractions

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

Term	Curriculum Intent	Assessment x 3	Feedback x 3
T4 Wk1	Marketing Refresher <ul style="list-style-type: none"> What is marketing Types of advertisements Target markets Magazine Article Structure 	Pre-Test	Course Planner
T4 Wk2	Marketing Cairns <ul style="list-style-type: none"> Review of advertisements promotion Cairns – television advertisements, brochures, newspaper articles etc. Identifying key tourist attractions in Cairns including hotels and restaurants Identifying key target markets in Cairns 		
T4 Wk3	Reality Bites – The good and the bad of marketing <ul style="list-style-type: none"> Real life marketing failures – is what you see, what you really get? Analysis of real life examples of tourists falling into the trap of false advertising. Interpret and analyse emotive language – slogans, phrases i.e. <i>Where would you rather be?</i> Interpret and analysis effective imaging 		
T4 Wk4	Assessment Preparation <ul style="list-style-type: none"> Revision of writing a feature article for a magazine – focusing on structure Overview of task requirements Choice of using Word or Publisher Review of exemplar Research 		
T4 Wk5	Assessment <ul style="list-style-type: none"> Drafting assessment 		
T4 Wk6	Assessment <ul style="list-style-type: none"> Drafting assessment 	Submit Draft by end of week	
T4 Wk7	Assessment <ul style="list-style-type: none"> Submit Assessment 	Submit Assessment	Receive feedback from draft
T4 Wk8	Consolidation <ul style="list-style-type: none"> Assignment Feedback and Achievement Review Consolidation 		Review Achievement



GEOGRAPHY
Class Course Planner – 2024
Semester 2, Term 4
Global Geographies of Human Wellbeing

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www.trinitybayshs.eq.edu.au

Class: 10 Geography

Term Week	Curriculum Intent	Assessment	Feedback
W1 30 th Sept – 4 th Oct	RECAP: CONCEPTS OF WELLBEING <ul style="list-style-type: none"> What is wellbeing, HDI and ways to represent data taught in Term 3. Understand reasons for change in wellbeing over time. 		Skills: reading choropleth maps, creating choropleth maps, identifying patterns and anomalies
W2 7 th Oct – 11 th Oct	RECAP: CONCEPTS OF WELLBEING <ul style="list-style-type: none"> Understand the reasons for and consequences of spatial variations in wellbeing within a country in Asia such as Vietnam, China or Myanmar. <p><i>King's Birthday Public Holiday: Monday 7th October</i></p>	Assignment handed out Thursday 10th October	Skills: evaluating evidence, inferring.
W3 14 th Oct – 18 th Oct	ASSESSMENT <ul style="list-style-type: none"> Use SCAN to create research notes from text sources. Students work on their report in and outside of class. 		Skills: evaluating evidence, inferring.
W4 21 st Oct – 25 th Oct	ASSESSMENT <ul style="list-style-type: none"> Students work on their report in and outside of class. Drafts are due electronically by the last lesson of week 5 		
W5 28 th Oct – 1 st Nov	ASSESSMENT <ul style="list-style-type: none"> Students are to be finalising their reports for final submission. 	Draft due Monday 28th October	
W6 4 th Nov – 8 th Nov	ASSESSMENT <ul style="list-style-type: none"> Students are to be finalising their reports for final submission. Assignment due Monday Week 7. 		
W7 11 th Nov – 15 th Nov	CULMINATING ACTIVITY <ul style="list-style-type: none"> Extension activities including; orienteering, treasure hunt. 	Assignment due Thursday 14th October	
W8 18 th Nov – 22 nd Nov	CULMINATING ACTIVITY <ul style="list-style-type: none"> Extension activities including; orienteering, treasure hunt. 		Achievement Ladder



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Semester 2: Term 4

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Class: 11/ 12 ABORIGINAL & TORRES STRAIT ISLANDER STUDIES

Unit 3: Responses and Contributions. Topic 1: Rights and Freedoms

Teacher: Mr Beatty

Term Week	Curriculum Intent	Assessment	Feedback
Wk1 Mon King's B-day	Review of Unit 1 and 2 <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 and 2 		Course Planner
Wk2	Introduction to Unit 3, Topic 1 – Rights and Freedoms. <ul style="list-style-type: none"> - Define and use terminology within the context of rights and freedoms, including: citizenship, civil rights, integration, legislation, political activist, political movement, referendum, sovereignty. 		
Wk3	Influence of policies on rights and freedoms <ul style="list-style-type: none"> - Review understanding of policies – segregation, protection and assimilation - Analyse the influence of policies on Aboriginal societies and Torres Strait Islander societies, including segregation, protection and assimilation 		
Wk4	Significant legislations <ul style="list-style-type: none"> - identify and explain influences on land, language, culture, place and relationships for Aboriginal societies and Torres Strait Islander societies associated with significant legislation, including - <i>Aboriginals Protection and Restriction of the Sale of Opium Act 1897 (Qld) (repealed 1939)</i> - <i>Aboriginals Preservation and Protection Act 1939 (repealed 1966)</i> - <i>Torres Strait Islander Act 1939 (repealed 1966)</i> 		
Wk5	Reasons for responses and contributions <ul style="list-style-type: none"> - Identify, consider and provide reasons for responses to the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples, including: - <i>1936 Maritime Strike</i> - <i>1938 Day of Mourning</i> - <i>1963 Yirrkala Bark Petition</i> - <i>1965 Freedom Ride</i> 		
Wk6 & 7	Historical and social context <ul style="list-style-type: none"> - Analyse responses to rights and freedoms in a historical and social context including: - Commonwealth Electoral Act 1918 (amended in 1949, 1962, 1984), FCAATSI (1958), - Elections Act Amendment Act 1965 (Qld) (amended in 1971), - initiation and implementation of a referendum (27 May 1967) - media coverage of events in Australia, e.g. 1965 Freedom Ride, 1967 referendum, as well as international responses related to rights and freedoms, e.g. Civil Rights Movement in the United States - establishment of the Tent Embassy in Canberra (1972) 		
Wk8	Cultural Interaction <ul style="list-style-type: none"> - evaluate the impact of cultural interaction by examining the rights and freedoms of Aboriginal peoples and Torres Strait Islander peoples within a historical, social and cultural context 		<i>Practice Exam</i>
Wk9	Summer Holidays		
wk10	Summer Holidays		

Please note – IA1 assessment for Unit 3, Topic 1 will be completed at the beginning of 2024.



Class Course Planner

2024 Semester 2, Term 4

ANCIENT HISTORY

Trinity Bay SHS

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Class: 11A

Teacher: MR CAMERON SCOTT

Term 4 Week	Personalities in their time (Xerxes and Alexander the Great)	Assessment x 1
Wk1	Xerxes continued - Exam Revision <ul style="list-style-type: none"> Monday, Tuesday and Thursday revision. 	
Wk2	<ul style="list-style-type: none"> Exam (Xerxes) – Tuesday 08/10/2024 Introduction to Alexander the Great watch the documentary <i>Alexander the Great</i> 	Extended response (Essa Historical Evidence Exam
Wk3	Geography, context, archaeological and written sources of Athens <ul style="list-style-type: none"> location and main features of Athens, overview of the history of the Agora (from the sixth century BCE) and the Acropolis (from Neolithic times) 	
Wk4	Macedonian social, political, economic and military structures <ul style="list-style-type: none"> Philip's role as king and how he set up the condition for Alexander's conquest. Alexander the military leader, Alexander the strategist, Alexander the administrator, Alexander the statesman & Alexander the god? 	
Wk5	The many faces of Alexander <ul style="list-style-type: none"> Alexander the military leader, Alexander the strategist, Alexander the administrator, Alexander the statesman & Alexander the god? 	
Wk6	Archaeological and written sources for the period <ul style="list-style-type: none"> key archaeological and written sources for the period, for example temples, theatres, sculpture, reliefs, the <i>kleroterioi</i>, inscriptions, the writings of Herodotus, Thucydides, Euripides, Sophocles, Aristophanes and Xenophon nature and range of sources for the period and identification of key issues related to investigation of the sources, for example authentication, excavation, reconstruction and/or 	
Wk7	Arrian and Plutarch as sources for Alexander the Great <ul style="list-style-type: none"> issues with the evidence/different interpretations examples of how sources can be evaluated 	
Wk8	Herodotus, Thucydides and Xenophon's reliability The invasion of Persia <ul style="list-style-type: none"> Alexander's motivation and an insight into his personality from the view of a variety of sources 	



Class Course Planner – 2024

Semester 1 – Term 4

Trinity Bay SHS

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Class: 11 Applied Social and Community Studies – Arts and The Community

Teacher: Mr. Farley

Week	Curriculum Intent	Assessment	Feedback
T3 Wk10	Arts and The Community <ul style="list-style-type: none"> Introduction to Arts and the Community unit The purpose of art Art through history 	Pre-test	Course planner
T4 Wk1	Arts and The Community <ul style="list-style-type: none"> The different ways to create artistic expression Identify meaning and contributions to art How the arts contribute to individual and shared identities 		Review WK10 Content
T4 Wk2	Arts and The Community <ul style="list-style-type: none"> The ways knowledge, cultures, values and beliefs are communicated through the arts Indigenous art Investigate the differences in art from local Indigenous regions – mini group project <p><i>King's Birthday Public Holiday Monday 07/10/24</i></p>		Review WK1 Content
T4 Wk3	Assessment WK1 <ul style="list-style-type: none"> Research and investigation Skills Introduce assessment task and resources 		Review WK2 Content
T4 Wk4	Assessment WK2 <ul style="list-style-type: none"> Research and planning for assessment 		
T4 Wk5	Assessment WK3 <ul style="list-style-type: none"> Plan slides for multimodal presentation 	Draft Informative text due (29/10/24)	
T4 Wk6	Assessment WK4 <ul style="list-style-type: none"> Draft multimodal presentation 	Final Informative text due (05/11/24)	
T4 Wk7	Assessment WK5 <ul style="list-style-type: none"> Edit, publish and submit final multimodal presentation 	Evaluation due (14/11/24)	
T4 Wk8	Review <ul style="list-style-type: none"> Consolidate understanding of concepts and skills <p><i>Senior camp Wednesday 20/11/24 – Friday 22/11/24</i></p>		



Class Course Planner – 2024

Semester 2: Term 4

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Class: 12 ABORIGINAL & TORRES STRAIT ISANDER STUDIES

Unit 4: Unit 4: Moving Forward, Topic: Reconciliation and Recognition.

Teacher: Miss Hill-Milnes

	Curriculum Intent	Assessment	Feedback
Wk1	Unit 4, Topic 2 - Consolidation - All lessons this week are spent revising U4 T2 prior content in preparation for the External Assessment.		Course Planner
Wk2	Consolidation - All lessons this week are spent revising U4 T2 prior content in preparation for the External Assessment. <i>King's Birthday Public Holiday: Monday 7th October</i>		
Wk3	Consolidation - All lessons this week are spent revising U4 T2 prior content in preparation for the External Assessment.		
Wk4	EA Assessment - Students are in External Examination period all week.	External Assessment	
Wk5	EA Assessment - Students are in External Examination period all week.		
Wk 6	External Examination - External Exam Tuesday 5 th November		
Wk 7	<ul style="list-style-type: none"> • Students are in External Examination period Monday and Tuesday. • Graduation activities from Wednesday. • Final day 15th November 2024. 		



Class Course Planner – 2024
Semester 4, Term 4
Ancient History

Trinity Bay SHS

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Class: Year 12 Ancient History

Teacher: Ms Davis

Term	Revision of concepts and skills for the External Exam	Assessment x 3	Feedback x 3
T4 Wk1	<ul style="list-style-type: none"> Revision of available sources for Augustus (author, intent, bias and significance) Conducting practice exam booklets 		Course Planner Mock Block Feed Forward
T4 Wk2	<ul style="list-style-type: none"> Revision of source analysis & evaluation (skills) Revision of cognitive verbs of History exam questions (Describe, Explain, Analyse, Evaluate, Refer, Compare, Use) 		
T4 Wk3	<ul style="list-style-type: none"> Revision of writing P.E.E.S.L. paragraphs as exam answers (structure and language) 		
T4 Wk4	EXAM BLOCK	EXAM	
T4 Wk5			
T4 Wk6			
T4 Wk7			



12 SENIOR GEOGRAPHY

Class Course Planner – 2024

Semester 2, Term 4

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Teacher: Mr Martin

Term	Curriculum Intent	Assessment
Unit 4, Topic 2 – Global Population Change		
W1 30 th Sept – 4 th Oct	Consolidation All lessons this week are spent revising U4 T2 prior content in preparation for the External Assessment.	
W2 7 th Oct – 11 th Oct	Consolidation All lessons this week are spent revising U4 T2 prior content in preparation for the External Assessment. <i>King's Birthday Public Holiday: Monday 7th October</i>	
W3 14 th Oct – 18 th Oct	Consolidation All lessons this week are spent revising U4 T2 prior content in preparation for the External Assessment.	
W4 21 st Oct – 25 th Oct	EA Assessment • Students are in External Examination period all week.	External Assessment
W5 28 th Oct – 1 st Nov	EA Assessment • <u>External Exam Thursday 7th November 9:00am – 11:30am.</u>	
W6 4 th Nov – 8 th Nov	No Geography Lessons. • Students are in External Examination period all week.	
W7 11 th Nov – 15 th Nov	Final Week • Students are in External Examination period Monday and Tuesday. • Graduation activities from Wednesday. • Final day 15 th November 2024.	



Class Course Planner – 2024 Semester 2: Term 4

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Module 7: Continued from Term 3

Class: Year 12 Social & Community Studies

Unit: Module 7: “Money Management”

Teacher: Lucas

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 1	Feedback x 2
T4 Wk1	<p>Assessment: Good Copy</p> <ul style="list-style-type: none"> Receive draft and feedback of essay 		<p><i>Course Planner</i></p> <p><i>Draft feedback</i></p>
T4 Wk2	<p>Assessment: Good Copy</p> <ul style="list-style-type: none"> Finalise submission of essay. 	<p>Extended Response to Stimulus Essay</p>	<p>Due: Last lesson of week</p>
T4 Wk3	<p>Return of assessment</p> <ul style="list-style-type: none"> Essay & Course results <p style="text-align: center;">End of SCS Course</p>		
T4 Wk4	<ul style="list-style-type: none"> External Exam Period 		
T4 Wk5	<ul style="list-style-type: none"> External Exam Period 		
T4 Wk6	<ul style="list-style-type: none"> External Exam Period 		
T4 Wk7	<ul style="list-style-type: none"> External Exam Period <p style="text-align: center;">Final Week of School for Year 12 Students</p>		<p>Last day of School for Year 12</p>