



Class Course Planner – 2018

Semester 1 – Term 2

Trinity Bay SHS

Hoare Street

PO Box 5071

Ph. 40 375 222

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Class: 7 Social Science - History

Teacher(s): Various

Term Week	Curriculum Intent	Assessment	Feedback
T2 Wk1	How do we know about Ancient China? <ul style="list-style-type: none"> Introduction to Ancient China. Timeline – Make a timeline of important events in Ancient China <i>ReadCloud History Alive 7: Topic 8.1 Overview video and Interactive Timeline</i> Skill: Source analysis of early Chinese primary sources <i>ReadCloud History Alive 7: Topic 8.2</i> 		Course planner
T2 Wk2	China – Social classes and Dynasties <ul style="list-style-type: none"> Social organisation and the role of different social groups Chronology of Chinese dynasties, pattern of dynastic change and the Chinese beliefs about the dynastic cycle and continuity in China. Skill: create a multimodal product about topic research <i>ReadCloud History Alive 7: Topic 8.4 The People of China</i> 		
T2 Wk3	China – Beliefs & Values <ul style="list-style-type: none"> Chinese beliefs about religion, religious practices and how the ideas of Confucius influenced life and society in ancient China. Burial practices of ancient China and what these practices reveal about change and continuity in Chinese belief about the afterlife. Skill: Write a factual research report <i>ReadCloud History Alive 7: Topic 8.6 Confucianism, Daoism and Buddhism</i> 		
T2 Wk4	The Unification of China – Qin Dynasty <ul style="list-style-type: none"> Understand the reasons for the establishment of Imperial China and the effects of contacts with others. <i>ReadCloud History Alive 7: Topic 8.7 The First Emperor</i> 		
T2 Wk5 NAPLAN 15-17 May	Qin Shi Huangdi – The First Emperor https://www.youtube.com/watch?v=Yb1CcvqJ0gc <ul style="list-style-type: none"> Who was Qin Shi Huang – documentary and worksheet Revise, reinforce and extend history learning considering the individual needs of each class. Revise key vocabulary. 		
T2 Wk6	Qin Shi Huangdi – Visionary Ruler or Tyrant <ul style="list-style-type: none"> Complete knowledge and understanding exam online. Examine task sheet and exemplar – research task. How to write inquiry questions. 	Knowledge and Understanding Exam	Feedback on Exam
T2 Wk7	Qin Shi Huangdi – Visionary Ruler or Tyrant <ul style="list-style-type: none"> Understand how the ideas of Qin Shi Huangdi influenced life and society in Ancient China. Write questions for Q & A research task – teacher guided. Begin research of Qin Shi Huangdi's actions and achievements – iPads. 		
T2 Wk8	Assessment <ul style="list-style-type: none"> Continue research write detailed notes and answer questions. 		
T2 Wk9	Assessment <ul style="list-style-type: none"> Continue research write detailed notes and answer questions. Write and submit draft for research task. 	Draft of Multimodal Research Task	
T2 Wk10	Assessment <ul style="list-style-type: none"> Submit written assessment. Revise, reinforce and extend history learning considering the individual needs of each class. 	Final submission of Multimodal Research Task	
T2 Wk11	Consolidation Activities <ul style="list-style-type: none"> Consolidate ideas and concepts about ancient China. 		ACHIEVEMENT LADDER



HISTORY

Class Course Planner – 2018

Semester 1, Term 2

The Renaissance

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Class: Year 8 Social Sciences – History

Teacher/s: Various

Vocab List: Anatomy, astronomy, confession, enlightenment, excommunicate, heliocentric, heresy, humanism, legacy, merchant, philosophy, Protestantism, reformation, renaissance, revolution.

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk01 Apr 16-20	ORIENTATION TO THE NEW UNIT <ul style="list-style-type: none"> Course planners, overview of content, achievement ladders, expectations, assessment Pre-testing student knowledge of the Renaissance and connections to the last unit. HOW DID EUROPEAN SOCIETY MOVE FROM THE MIDDLE AGES TO THE SOCIAL AND CULTURAL CHANGE OF THE RENAISSANCE? <ul style="list-style-type: none"> Understand that the Renaissance was a time of great social and cultural change. Monday 16th – Student Free Day	Pre-test (assessment for learning)	Course Planner
T2 Wk02 Apr 23-27	HOW DID EUROPEAN SOCIETY MOVE FROM THE MIDDLE AGES TO THE SOCIAL AND CULTURAL CHANGE OF THE RENAISSANCE? <ul style="list-style-type: none"> Understand the role and relationships of different groups in society Understand the nature of patrons and patronage and the impact on the relationship between the ruler and the ruled in Renaissance Italy Wednesday 25th – ANZAC Day Public Holiday		Compare and contrast/ infer
T2 Wk03 Apr30-May 4	WHAT NEW IDEAS SHAPED EUROPE DURING THIS TIME? <ul style="list-style-type: none"> Understand the significant ideas (humanism), developments and achievements of the Renaissance in Italy and its spread through Europe (inventions, art, etc.) 		TARBS/ source analysis/ PEEL
T2 Wk04 May 7-11	LEONARDO – A MUTANT TURTLE OR GREAT INVENTOR? <ul style="list-style-type: none"> Understand the significance of Leonardo da Vinci and whether or not he is the epitome of a 'Renaissance Man' Understand how other CASE STUDY (teacher choice x2 for assessment) <ul style="list-style-type: none"> Christopher Columbus, Donatello, Galileo, Copernicus Monday 7th – Labour Day Public Holiday		
T2 Wk05 May 14-18	KNOWLEDGE EXAM – SHORT RESPONSE WHAT IS RESEARCH AND HOW DO I DO IT? <ul style="list-style-type: none"> Understand what research looks, feels and sounds like Understand the process involved in conducting a research study for History. 	Knowledge Exam	Exam feedback
T2 Wk06 May 21-25	WHAT IS RESEARCH AND HOW DO I DO IT? <ul style="list-style-type: none"> Understand what research looks, feels and sounds like Understand the process involved in conducting a research study for History. 		Question creation and research
T2 Wk07 May28-Jun 1	ASSESSMENT <ul style="list-style-type: none"> Students work on assessment in class Research will be created as a class 		TARBS tables, and exemplar breakdown
T2 Wk08 Jun 4-8	ASSESSMENT <ul style="list-style-type: none"> Students work on assessment in class 	Drafts due	Script writing
T2 Wk09 Jun 11-15	ASSESSMENT <ul style="list-style-type: none"> Students work on assessment Assessment is due by the last lesson this week 	Research Report (images and text)	Assessment Feedback
T2 Wk10 Jun 18-22	CULMINATING ACTIVITY <ul style="list-style-type: none"> Two week mini unit - The Spanish Conquest of the Americas, Japan Under the Shoguns or teachers choice. 	Reporting open 18th.	
T2 Wk11 Jun 25-29	CULMINATING ACTIVITY		



Class Course Planner – 2018

Semester 1 –Term 2

Making a Nation

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Class: 9 History

Teachers: Various

Vocab list: colonisation, invasion, frontier, terra nullius, perspectives, experience, multiculturalism, Aboriginal, Torres Strait Islander, democracy, rebellion,

TERM TWO	Curriculum Intent	Assessment	Feedback
T2 Wk1	MONDAY– Public Holiday UNIT INTRODUCTION & THE INVASION <ul style="list-style-type: none"> Course Planner 1788 invasion – was Australia really ‘terra nullius’ – the land of no one? Was Australia “colonised” or invaded”? Examine the different perspectives. Earliest Australians – what was life like living in Australia prior to the British invasion? 		
T2 Wk2	WEDNESDAY – ANZAC Day public Holiday IMPACT <ul style="list-style-type: none"> Persuasive writing consolidation activities Provide feedback on the term 1 persuasive essays What laws applied to Australia following the British settlement? What impact did settlement have on Aboriginal and Torres Strait Islander people? 		Feedback on Term 1 Persuasive Essay
T2 Wk3	INVESTIGATION OF AN AUSTRALIAN HISTORICAL EVENT <ul style="list-style-type: none"> Persuasive writing consolidation activities Teacher-led investigation into a key event that shaped Australia <p>Suggested topics: discovery of gold in 1851, Eureka Stockade 1854, annexation of Papua to Australia 1883, free secular primary education 1875, Rum Rebellion 1808</p>		
T2 Wk4	MONDAY –Labour Day public Holiday ASSESSMENT INTRODUCTION <ul style="list-style-type: none"> Students examine the task sheet Students research questions and undertake preliminary research Create an assignment plan 		
T2 Wk5	Year 9 NAPLAN Exams on Tuesday-FRIDAY		
T2 Wk6	ASSESSMENT: RESEARCH <ul style="list-style-type: none"> Students researching their topic and note-taking. 		
T2 Wk7	ASSESSMENT: DRAFTING <ul style="list-style-type: none"> Students to write their draft assignment FRIDAY - Guest Speakers (1st June, period 1)		
T2 Wk8	ASSESSMENT: DRAFTING <ul style="list-style-type: none"> Students continue to draft their assignment 	Draft Due	
T2 Wk9	ASSESSMENT: DRAFTING AND REFERENCING <ul style="list-style-type: none"> Students continue to draft their assignment Create reference list in Harvard referencing format 		Draft Feedback
T2 Wk10	ASSESSMENT: EDITING AND REFERENCING <ul style="list-style-type: none"> Students writing the final copy of their assignment Compiling work into assessment format – either poster or textbook format 	Research Assignment Due	
T2 Wk 11	CONTEMPORARY ISSUE <ul style="list-style-type: none"> Student investigate a current issue in Australian society. <p>Examples: Australia Day – move the date or keep it? The Australian flag – a true reflection of modern-day Australia?</p>		Feedback on Assignment Achievement Ladder



Class Course Planner – 2018 **Semester 1: Term 2**

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

Teacher: Brennan

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	Indigenous Wellbeing Overviews <ul style="list-style-type: none"> Overview of disparities in education between indigenous and other Australians Health issues and disparities using state/national data 		Course Planner
T2 Wk2	Aboriginal and Torres Strait Islander Health and Education Background <ul style="list-style-type: none"> Past government policies and their effects: Invasion, Assimilation, Stolen Generations Recent policies eg Closing the Gap, Homelands programs One lesson for assignment work 	Hand out assignment	
T2 Wk3	Aboriginal Education Focus <ul style="list-style-type: none"> Issues holding back Indigenous academic advantage: Socio economic disadvantage, cultural difference What can be done about it? Attempts to improve circumstances. Closing the Gap One lesson for assignment work 		
T2 Wk4	Aboriginal Health Focus <ul style="list-style-type: none"> Issues preventing parity in health standards: distance to health services, cultural values. What can be done to improve health standards? Closing the Gap One lesson for assignment work 		
T2 Wk5	Assignment work <ul style="list-style-type: none"> Work on assignment Work on assignment Work on assignment 	Draft emailed to teacher	Emailed feedback to students
T2 Wk6	Assignment work <ul style="list-style-type: none"> Work on assignment Work on assignment May 26th National Sorry day Work on assignment May 27th Anniversary of 1967 Referendum 	Assignment due	
T2 Wk7	Focus: Stolen Generations National Reconciliation Week <ul style="list-style-type: none"> Why were indigenous children stolen from their families and culture? What were the impacts of this policy? Why did it take so long for the government to apologise? 		Assignment feedback
T2 Wk8	Focus: Stolen Generations June 3 rd Mabo Day <ul style="list-style-type: none"> Why is there talk about removing indigenous children from their families? 		Achievement ladder
T2 Wk9	Preparation for National NAIDOC Week		
T2 wk10	Preparation for National NAIDOC Week		



Class Course Planner – 2018

Term 2

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Class: 10 Ancient/Modern History

Teacher: Mrs Vikki Blyth

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 x 3	Feedback x 3
T 1 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 can affect a society 		Course Planner
T 1 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 a revolution 		
T 1 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 the revolutions 		
T1 Wk4	The How What & Why of the Revolutions <ul style="list-style-type: none"> The specific details of each revolution 		
T 1 Wk5	The How What & Why of the Revolutions cont. Revision and Exam <ul style="list-style-type: none"> Students revise concepts, ideas, content and skills for an exam 	Response to Stimulus Exam	
T1 Wk6	Research report into another Modern revolution <ul style="list-style-type: none"> Students begin a research report – learning about its structure, inclusions, methods of research and referencing. 		
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. 		
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. 		
T 1 Wk10	Research report handed in <ul style="list-style-type: none"> Students hand in research report Students write evaluations and reflection on their courses of study 	Research Report handed in to TA room	Achievement Ladder
T1 Wk11	Students on Work Experience		



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Class: 10 AQUATIC SCIENCE & TOURISM – Indigenous Tourism and Animal Migration

Teacher/s: Mr Barnett

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	Title – History of indigenous culture <ul style="list-style-type: none"> How indigenous culture is a drawcard for tourists Which tourism markets are interested in indigenous culture? 		Course Planner
T2 Wk2	Aboriginal sacred landmarks <ul style="list-style-type: none"> Iconic Aboriginal landmarks throughout Australia. Why are they sacred? 		
T2 Wk3	Title – Local Aboriginal groups <ul style="list-style-type: none"> Mandjalingbay Yidinji Djabugai Kuku Yalanji Yirrganydji Gunggandji 		
T2 Wk4	Title – Indigenous Tourism businesses <ul style="list-style-type: none"> Djunbunji Tjapukai www.tjapukai.com.au www.qld.gov.au/atsi/cultural-awareness-heritage-arts (community histories) 		
T2 Wk5	Title – Project work – designing a good multi-modal presentation <ul style="list-style-type: none"> Visuals Audio Information Begin designing multimodal presentation 		
T2 Wk6	Title – Project Work <ul style="list-style-type: none"> Draft of multimodal presentation Writing speech and completing multimodal presentation 		Checking drafts
T2 Wk7	Title - Assessment <ul style="list-style-type: none"> Present multimodal presentation <p>Begin new topic - Animal migration patterns – Adventure tourism</p> <ul style="list-style-type: none"> African Safari 		Present Assessment
T2 Wk8	Animal migration patterns – Adventure tourism <ul style="list-style-type: none"> Australian Whale migration – Minke & Humpback Linked with Great Barrier Reef 		
T2 Wk9	Animal migration patterns – Adventure tourism – Leatherback, Green and Hawksbill turtle <ul style="list-style-type: none"> Turtle breeding season Turtle hatching season Linked with Great Barrier Reef 		
T2 Wk10	Assessment – Revision for Knowledge Exam <ul style="list-style-type: none"> Revision on Animal migration and Adventure tourism 		
T2 Wk 11	Knowledge Exam and Term Evaluation <ul style="list-style-type: none"> Topic evaluation and reflection <p>Start next topic</p>		Achievement Ladder & Feed forward



GEOGRAPHY

Class Course Planner – 2018

Semester 1, Term 2

Marine Environments

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Teacher: Martin

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk01 Apr 16-20	UNDERSTANDING ANTHROPOGENIC CLIMATE CHANGE <ul style="list-style-type: none"> Revisiting prior knowledge from the Term One unit Managing Catchments. Understand what Anthropogenic Climate Change is. Investigate the patterns and processes involving the Enhanced Greenhouse Effect. Monday 16th – Student Free Day		Course Planner Achievement Ladder
T2 Wk02 Apr 23-27	THE GREAT BARRIER REEF MARINE PARK: EL NINO & LA NINA <ul style="list-style-type: none"> Investigate how development in the Cairns region and anthropogenic climate change is impacting the Great Barrier Reef. Investigate management of the GBRMP (the three sectors, fishing zones) Wednesday 25th – ANZAC Day Public Holiday	EXCURSION: Cairns Aquarium Friday 27.04	
T2 Wk03 Apr30- May 4	THE GREAT BARRIER REEF MARINE PARK <ul style="list-style-type: none"> Investigate how development in the Cairns region and anthropogenic climate change is impacting the Great Barrier Reef. Examine the causes of La Nina and El Nino and its effects (coral bleaching). Investigate coral bleaching 		Skills: comparing and contrasting, graph analysis.
T2 Wk04 May 7-11	THE GREAT BARRIER REEF MARINE PARK <ul style="list-style-type: none"> Investigate how development in the Cairns region and anthropogenic climate change is impacting the Great Barrier Reef. Examine the causes of La Nina and El Nino and its effects (coral bleaching). Investigate coral bleaching 		Skills: comparing and contrasting, graph analysis.
T2 Wk05 May 14-18	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. Monday 7th – Labour Day Public Holiday	Online Knowledge Exam	
T2 Wk06 May 21-25	THE GEOGRAPHICAL INQUIRY PROCESS <ul style="list-style-type: none"> Distribution of CoTS Report task, criteria and exemplar. 		Exam feedback
T2 Wk07 May28-Jun 1	ASSESSMENT <ul style="list-style-type: none"> Evaluate a proposal using a decision-making matrix. Use SCAN to create research notes from text sources. Students work on their report in and outside of class. Students are to complete the Introduction by the end of this week. 		Skills: Evaluating using a decision-making matrix.
T2 Wk08 Jun 4-8	ASSESSMENT <ul style="list-style-type: none"> Students work on their report in and outside of class. Students are to complete the Findings, Discussion and Recommendations sections by the end of this week. 		Skills: evaluating evidence, inferring.
T2 Wk09 Jun 11-15	ASSESSMENT <ul style="list-style-type: none"> Students are to be finalising their reports for draft submission. Drafts are due by the last lesson this week. 	Drafts due	
T2 Wk10 Jun 18-22	ASSESSMENT <ul style="list-style-type: none"> Students work on reports after receiving draft feedback. Assessment is due by the last lesson this week 	Geographic Inquiry Report	Assessment Feedback
T2 Wk11 Jun 25-29	CULMINATING ACTIVITY <ul style="list-style-type: none"> Teachers choice 	Reports	



Class Course Planner – 2018 **Semester 1, Term 2** **CZT101 - Tourism as an Industry**

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Teachers: Ms Schembri & Ms O'Donnell

Key Terms: trends, markets, niche, industry, sectors, recreation, accommodation, employment, statistics, advertising, sustainability, development, culture, research, operators, agents, government, eco-tourism, domestic, international, intrastate, interstate, VFR, RTO,

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

Term	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	What is travel and the different types of tourists? <ul style="list-style-type: none"> Definition of tourism and travel Understand why people travel and for what reasons Analyse the different types of tourists and their needs 	Pre-Test	Course Planner
T2 Wk2	Types of Tourism and Tourism Trends (National and Global) <ul style="list-style-type: none"> Special interest and niche markets Identifying upcoming and current trends Developing a tourism business idea to suit current trends 		
T2 Wk3	Who's Who in the Industry? How much tourism contributes to a local/national economy? <ul style="list-style-type: none"> Breakdown of the tourism industry – different sectors with local examples Overview of contribution towards local and national economy Government and organisations 		
T2 Wk4	Types of employment, what jobs are available, tourism businesses. <ul style="list-style-type: none"> Tourism as a business – review of businesses in Cairns Types of employment available in Tourism Current jobs advertised Case Study tourism businesses – successes and failures 		
T2 Wk5	Tourism development and sustainability. <ul style="list-style-type: none"> Development in local area How a business needs to be sustainable – running an eco-friendly tourism venture Consideration of environment and culture 	Quiz	
T2 Wk6	How the industry is marketed locally, nationally and globally. <ul style="list-style-type: none"> What is a target market - tourists markets The relevance and benefits of market research Analysing and evaluating tourism statistics 		Skills: Analysing statistics
T2 Wk7	How the industry is marketed locally, nationally and globally. <ul style="list-style-type: none"> Examples of how the tourism industry is marketed – globally, locally and internationally Types of advertisements and ways to market a business 		Skills: Inferring and analysing advertisements
T2 Wk8	Revision <ul style="list-style-type: none"> Revision sheet Consolidation 		
T2 Wk9	Examination <ul style="list-style-type: none"> Supervised Knowledge Exam 	Short Response Exam	
T2 Wk10	Reflection and evaluation <ul style="list-style-type: none"> Reflection on the unit and assessment Case Study – International Travel 		Achievement Ladder
T2 Wk11	Work Experience		



SOCIAL SCIENCES

Ancient History

Class Course Planner – 2018

Semester 1 - Term 2

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Class: 11A

Teacher: Vikki Blyth

Term 1 Week	Curriculum Intent - Funerary practices as cultural evidence KEY QUESTION: How do funerary practices reflect the fundamental nature of the culture studied and its environment?	Assessment x 3	Feedback x 3
Wk1	SOURCES OF PRIMARY AND SECONDARY EVIDENCE <ul style="list-style-type: none"> Why are Ancient Historians so obsessed with Primary evidence? How do I analyse Primary evidence? <ul style="list-style-type: none"> Questions to ask Things to take into consideration CULTURE AND CULTURAL EVIDENCE <ul style="list-style-type: none"> What is culture? What elements are common to all cultures? How can an historian discover the culture of ancient civilisations and peoples?		Course Planner
Wk2 ANZAC DAY WEDNESDAY	FUNERARY PRACTICES AS CULTURAL EVIDENCE <ul style="list-style-type: none"> Why study funerary practices? What are funerary practices? 		
Wk3	FUNERARY PRACTICES AND THE ANCIENT EGYPTIANS & MINOANS <ul style="list-style-type: none"> Written Sources, Archaeological evidence, Funeral preparations, Rites & Rituals, Funerary goods, Tombs/Cemeteries/Graves, Cultural Insights 		
Wk4 LABOUR DAY MONDAY	FUNERARY PRACTICES AND THE CHINESE & ROMANS <ul style="list-style-type: none"> Written Sources, Archaeological evidence, Funeral preparations, Rites & Rituals, Funerary goods, Tombs/Cemeteries/Graves, Cultural insights 		
Wk5	NOTETAKING AS A RESEARCH TOOL <ul style="list-style-type: none"> How to take notes for a research task that will add to your marks Students work on research report in their own time – researching topic, writing hypothesis and refining sub-questions INTRODUCE WRITTEN RESEARCH TASK <ul style="list-style-type: none"> Process (importance of, requirements for the subject), Booklet, Instructions, Dates, How to begin Students work on research report in their own time – researching topic & writing sub-questions		
Wk6	Students work on research report in class & in their own time		
Wk7	Students work on research report in class & in their own time	Research task check in	
Wk8	Students work on research report in class & in their own time	*Draft due this week	
Wk9	Students work on research report in class & in their own time	*Final copy due the final lesson of this week.	Achievement Ladder
Wk 10	Exam Block		
Wk 11	Exam Block		



Class Course Planner – 2018

Term 2, Semester 1

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Class: Year 11 Geography

Teacher/s: Mr A. Barnett

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk01 12-April	What are catchments? Where are they found? What are the physical features? <ul style="list-style-type: none"> The hydrologic cycle The drainage systems Aquifers and subterranean flow River valleys and landforms 		Course Planner
T2 Wk02 24-April	What natural processes and human activities cause changes in a catchment? <ul style="list-style-type: none"> The work of rivers River Patterns Stream order and drainage density 		
T2 Wk03 01-May	What natural processes and human activities cause changes in a catchment? <ul style="list-style-type: none"> Case Study – Local Flooding in Brisbane 		
T2 Wk04 08-May	What are the effects of human activity on catchments? <ul style="list-style-type: none"> Living in a catchment Stream regulations and water flow Water Pollution 	Hand out field trip report task	
T2 Wk05 15-May	Investigating a catchment <ul style="list-style-type: none"> Review of available information about the Barron River Catchment Cairns Aquarium Field Trip 		
T2 Wk06 22-May	Investigating a catchment <ul style="list-style-type: none"> Collate and finalise data collected on field trip Begin preparing field report 		Report – Check Progress
T2 Wk07 29-May	How should communities manage catchments to ensure sustainability? <ul style="list-style-type: none"> Managing water supplies Case Study – Catchment Care Community Groups 		Report – Check Progress
T2 Wk08 05-June	How should communities manage catchments to ensure sustainability? <ul style="list-style-type: none"> Case study – Managing the Murray – Darling Basin 		Report – Check Progress
T2 Wk09 12-June	Revision/Block Exams/Completion of Field Report <ul style="list-style-type: none"> Structured revision tasks Conduct exam (timetable to be confirmed) 	Field trip report due	
T2 Wk10 19-June	Block Exam/Feedback <ul style="list-style-type: none"> Structured revision tasks Conduct exam (timetable to be confirmed) 	Short Response Exam	
T2 Wk11	Feedback <ul style="list-style-type: none"> Provide Feedback assessment/ unit 		Achievement ladder



2018 Class Course Planner

Semester 1, Term 2

The Influence of Others

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Class: Year 10 Psychology

Teachers: PSG101A: Mrs. Vucas, PSG101B: Mrs. Stewart

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
Term 1 Week 1	<ul style="list-style-type: none"> Primary and secondary socialisation. Group social influence Developing research questions. 	Pre-test (assessment for learning)	Course Planner
Term 1 Week 2	<ul style="list-style-type: none"> Obedience, conformity and social norms. Status and Power. The Stanford Prison Experiment. Developing Research Questions 		
Term 1 Week 3	<ul style="list-style-type: none"> Prosocial, Antisocial behaviour and the Bystander Effect. Identify sources and conduct research Writing a rationale 	Formative Knowledge quiz	Feedback
Term 1 Week 4	<ul style="list-style-type: none"> The media's influence on aggression Attraction and dissolution Trends, patterns and relationships. 		
Term 1 Week 5	<ul style="list-style-type: none"> Reliability, Validity and Limitations Attitudes, Stereotypes and Social Identity Theory. Conclusions and suggestions for improvement. 		
Term 1 Week 6	<ul style="list-style-type: none"> Submit Draft Attitudes, Stereotypes and Social Identity Theory. Attributions 	Draft Due	Draft Feedback
Term 1 Week 7	<ul style="list-style-type: none"> Attributions Referencing and Bibliography Editing Draft 		
Term 1 Week 8	<ul style="list-style-type: none"> Submit Final Response Cross cultural Psychology Multiculturalism and pluralism 	Final Assessment Due	
Term 1 Week 9	<ul style="list-style-type: none"> Feedback/ Feedforward Psychological challenges of immigration Which came first - social inequality or prejudice? 		Assignment feedback
Term 1 Week 10	<ul style="list-style-type: none"> Consider both the historical and modern implications of religious fanaticism and zealotry, homophobia, racism and antivaxxers. 		Achievement Ladder



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Class: 11 CSZ – Elective 4: Health – Food and Nutrition

Teacher/s: Ms Vucas

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	Title – Personal Skills <ul style="list-style-type: none"> nutrients and function of foods correct food choices based on various factors 		Course Planner
T2 Wk2	Title – Personal Skills <ul style="list-style-type: none"> planning, designing and budgeting menus 		
T2 Wk3	Title – Interpersonal Skills <ul style="list-style-type: none"> specific diets and cultural group needs cultural beliefs relating to food 		
T2 Wk4	Title – Citizenship Skills <ul style="list-style-type: none"> the influence of media on societal attitudes towards food and nutrition 		
T2 Wk5	Title – Citizenship Skills <ul style="list-style-type: none"> opportunities for working in the food industry Report Genre Deconstruction 		
T2 Wk6	Title - Assessment <ul style="list-style-type: none"> <i>Health – Food and Nutrition assessment – Report</i> <i>research</i> 		
T2 Wk7	Title - Assessment <ul style="list-style-type: none"> <i>Health – Food and Nutrition assessment – Report</i> <i>research</i> 		
T2 Wk8	Title - Assessment <ul style="list-style-type: none"> <i>Health – Food and Nutrition assessment – Report</i> <i>editing</i> 		
T2 Wk9	Title - Assessment <ul style="list-style-type: none"> <i>Health – Food and Nutrition assessment – Report</i> 		
T2 Wk10	Title - Assessment <i>Health – Food and Nutrition assessment – Report</i>	Elective 4: Health – food and nutrition - report	
T2 Wk11	Title - Evaluation <ul style="list-style-type: none"> Evaluation and reflection of topic Start next topic		Achievement Ladder



Class Course Planner – 2018

Semester 1 Term 2

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Class: Year 11 Study of Society

Teacher: Jesse Martin

Term Week	Curriculum Intent – <i>Childhood and Adolescent emotional & behavioural development/Group Behaviour</i>	Assessment x 3	Feedback x 3
T2 Wk01 Apr 16-20	The concept of Adolescence & Risk Taking Continued <ul style="list-style-type: none"> Adolescence in modern advanced societies Adolescence in simple societies Rites of Passage Monday 16th – Student Free Day		Course Planner Achievement Ladder
T2 Wk02 Apr 23-27	Influences on the Adolescent <ul style="list-style-type: none"> Family – Nuclear, Extended, Single Parent, Blended Generation gap Mass media Media & culture Media & delinquency Wednesday 25th – ANZAC Day Public Holiday	The development of self Who and what we are How does self-develop? Self-discovery and the adolescent Self esteem	Written Research Report
T2 Wk03 Apr30-May 4	The adolescent and School <ul style="list-style-type: none"> Role of Education Hidden curriculum/instilling of values Qualifications/Being educated Success or Failure 	Peer groups Development and function of peer groups Importance of the peer group Individual friendships	
T2 Wk04 May 7-11	Conformity <ul style="list-style-type: none"> Using the right words Wearing the right clothes Doing the right thing Drugs Delinquency Monday 7th – Labour Day Public Holiday		
T2 Wk05 May 14-18	Students work on their 'Written Research Report'	Draft due for WRR	
T2 Wk06 May 21-25	Students work on their 'Written Research Report'		
T2 Wk07 May28-Jun 1	Group Behaviour <ul style="list-style-type: none"> Group mentality 	Written Research Report Due	
T2 Wk08 Jun 4-8	Globalisation <ul style="list-style-type: none"> Impact on culture: popular culture, cultural norms and behaviour 		
T2 Wk09 Jun 11-15	Globalisation <ul style="list-style-type: none"> Review of source material for exam 		
T2 Wk10 Jun 18-22	BLOCK EXAMS	Extended Written Response	
T2 Wk11 Jun 25-29	INTRODUCTION TO NEXT TERM'S TOPIC		Achievement Ladders



SOCIAL SCIENCES

Ancient History

Class Course Planner – 2018

Semester 3 - Term 2

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Class: 12A

Teacher: Vikki Blyth

Term 1 Week	Curriculum Intent - Funerary practices as cultural evidence KEY QUESTION: How do funerary practices reflect the fundamental nature of the culture studied and its environment?	Assessment x 3	Feedback x 3
Wk1	CULTURE AND CULTURAL EVIDENCE <ul style="list-style-type: none"> What is culture? What elements are common to all cultures? How can an historian discover the culture of ancient civilisations and peoples?		Course Planner
Wk2 ANZAC DAY Wednesday	FUNERARY PRACTICES AS CULTURAL EVIDENCE <ul style="list-style-type: none"> Why study funerary practices? What are funerary practices? What counts as primary evidence for Funerary Practices 		
Wk3	FUNERARY PRACTICES AND THE ANCIENT EGYPTIANS & MINOANS <ul style="list-style-type: none"> Written Sources, Archaeological evidence, Funeral preparations, Rites & Rituals, Funerary goods, Tombs/Cemeteries/Graves, Cultural Insights 		
Wk4 Labour Day Monday	FUNERARY PRACTICES AND THE CHINESE & ROMANS <ul style="list-style-type: none"> Written Sources, Archaeological evidence, Funeral preparations, Rites & Rituals, Funerary goods, Tombs/Cemeteries/Graves, Cultural insights 		
Wk5	NOTETAKING AS A RESEARCH TOOL <ul style="list-style-type: none"> How to take notes for a research task that will add to your marks INTRODUCE WRITTEN RESEARCH TASK <ul style="list-style-type: none"> Process (importance of, requirements for the subject), Booklet, Instructions, Dates, How to begin Students work on research report in their own time – researching topic & writing focus and sub-questions		
Wk6	Students work on research report in class & in their own time		
Wk7	Students work on research report in class & in their own time	Research task check in	
Wk8	Students work on research report in class & in their own time	*Draft due this week	
Wk9	Students work on research report in class & in their own time	*Final copy due the final lesson of this week.	Achievement Ladder
Wk 10	Exam Block		
Wk 11	Exam Block		



Class Course Planner – 2018

Semester 1: Term 2

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Class: Year 12 Social and Community Studies

Teachers: Ms O'Donnell and Mr Brennan

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	<u>Introduction to new unit: The World of Work – Personal Skills</u> <ul style="list-style-type: none"> Investigate career pathways and opportunities Know where to seek employment Understand the personal and societal benefits of employment 	Pre unit quiz	Course Planner
T2 Wk2	<u>Preparation for Employment – Personal Skills / Interpersonal Skills</u> <ul style="list-style-type: none"> Undertake resume preparation Understand how to write an application letter and prepare a career portfolio Practice interview skills and techniques Understand the rights and responsibilities of employees in the workplace 		
T2 Wk3	<u>Positive Workplace Relationships – Interpersonal Skills</u> <ul style="list-style-type: none"> Understand the impact of differing communication styles Apply conflict minimisation methods to case studies Know how to use different methods of communication 		
T2 Wk4	<u>Assignment work</u> <ul style="list-style-type: none"> Complete storyboard for script Complete draft script Prepare vodcast materials 		Feedback on draft
T2 Wk5	<u>Assignment work / Career Planning – Interpersonal Skills</u> <ul style="list-style-type: none"> Prepare vodcast materials Complete vodcast assessment Understand how organisations can support career planning and development 	Project due: Part B (Career preparation vodcast)	
T2 Wk6	<u>Employment Trends and Issues – Citizenship Skills</u> <ul style="list-style-type: none"> Analyse recent global and national trends in employment Understand the factors affecting employment rates Investigate the issues contributing to youth unemployment Know how the government and other organisations works to reduce unemployment 		
T2 Wk7	<u>Assignment work: Newspaper Article</u> <ul style="list-style-type: none"> Students undertake assessment work – draft newspaper article in response to stimulus materials 		
T2 Wk8	<u>Assignment work</u> <ul style="list-style-type: none"> Students finalise newspaper article 	Newspaper Article draft due	Feedback on draft
T2 Wk9	<u>Assignment work</u> <ul style="list-style-type: none"> Finalise and submit project 	Project due: Part A (Newspaper article)	
T2 Wk10	<u>Introduction to new unit: Money Management / Block exams</u> <ul style="list-style-type: none"> Investigate the importance of money management Block exam week 		Achievement Ladder and student conference



Class Course Planner – 2018

Semester 1: Term 2

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Class: Year 12 Study of Society

Teacher/s: Mrs Blyth

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T Wk1	<u>Introduction to unit: Social Inquiry</u> <ul style="list-style-type: none"> Review key concepts: social construct Investigate the concept white privilege 		Course Planner
T Wk2 Anzac Day Wed	<u>Investigating white privilege</u> <ul style="list-style-type: none"> Understand the factors of primary and secondary socialisation that influence 'learning to be white' Understand the levels of white privilege: institutional, individual and interpersonal Explain the 'unearned entitlements' that all people should have access to Understand the types of privilege: 'unearned advantage' and 'conferred dominance' 		
T Wk3	<u>White race privilege in society</u> <ul style="list-style-type: none"> Investigate socio-cultural factors that reinforce white privilege Evaluate the push toward 'colour-blindness' Analyse the costs of racism for white people Apply theoretical perspectives to the social construction of whiteness 		
T Wk4 Labour Day Monday	<u>White race privilege in Westernised societies</u> <ul style="list-style-type: none"> Investigate the existence of white privilege in America through viewing of documentary <i>White Like Me</i> Understand the existence and impact of white privilege in Australia at an individual and interpersonal level Examine the perpetuation of white privilege at an institutional level in Australia 	Quiz	Feedback on quiz
T Wk5	<u>Challenging white race privilege</u> <ul style="list-style-type: none"> Understand how the superiority of whiteness is maintained in society Understand how the discourse of whiteness can be used as an anti-racism strategy Investigate methods of challenging white race privilege 		
T Wk6	<u>Introduction to assessment task</u> <ul style="list-style-type: none"> Understand requirements of assessment task Formulate inquiry questions Begin research process 		
T Wk7	<u>Research and drafting</u> <ul style="list-style-type: none"> Finalise research process Begin drafting submission 		
T Wk8	<u>Drafting</u> <ul style="list-style-type: none"> Finalise draft assessment 	Draft due	Feedback on draft
T Wk9	<u>Complete assessment task</u> <ul style="list-style-type: none"> Finalise and submit assessment 	Assessment due	Achievement ladder
T Wk10	<u>Block exam week</u>		
T Wk 11	<u>Block Exam Week</u>		



Class Course Planner – 2018 Semester 1 Term 2

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Class: 12 TOURISM – Cultural Awareness Indigenous Tourism

Teacher/s: Mr Barnett

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T2 Wk1	Title – History of indigenous culture <ul style="list-style-type: none"> How indigenous culture is a drawcard for tourists Which tourism markets are interested in indigenous culture? 		<i>Course Planner</i>
T2 Wk2	Title – Indigenous Tourism businesses <ul style="list-style-type: none"> Djunbunji Tjapukai www.tjapukai.com.au www.qld.gov.au/atsi/cultural-awareness-heritage-arts (community histories) 		
T2 Wk3	Title – Indigenous Tourism in other countries <ul style="list-style-type: none"> North American Indians Greece and Rome China's Terracotta Army and Great Wall 		
T2 Wk4	Title – Local Aboriginal groups <ul style="list-style-type: none"> Mandjalabay Yidinji Djabugai Kuku Yalanji Yrrganydji Gunggandji 		
T2 Wk5	Title – Project work – designing a good multi-modal presentation <ul style="list-style-type: none"> Visuals Audio Information 		
T2 Wk6	Title – Project Work <ul style="list-style-type: none"> Examination of global advertising campaigns. Creating your own advertisement 		
T2 Wk7	Title - Assessment <ul style="list-style-type: none"> Draft of multimodal presentation 		Checking drafts
T2 Wk8	Title - Assessment <ul style="list-style-type: none"> Draft of advertisement 		Checking drafts
T2 Wk9	Title – Assessment <ul style="list-style-type: none"> Completion and presentation of project 		
T2 Wk10	Title – Evaluation <ul style="list-style-type: none"> Topic evaluation and reflection Start next topic 		<i>Achievement Ladder & Feed forward</i>