



# Class Course Planner – 2018

## Semester 2 – Term 3

**Trinity Bay SHS**

Hoare Street

PO Box 5071

Ph. 40 375 222

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Class: 7 Social Science – Geography – Water in the World

Teacher(s): Various

Term Week	Curriculum Intent	Assessment	Resources
T3 Wk1	<b>What is Geography?</b> L1: Geographical thinking and skills (e.g. tables, source analysis). L2: Define liveability. <i>Public Holiday Friday – Cairns Show Day</i>		Course Planner
T3 Wk2	<b>Influences on Liveability</b> L3: Services, facilities, environmental quality and safety. L4: Influences on liveability (e.g. social/environmental/economic factors) – define each term.		
T3 Wk3	<b>Influences on Liveability</b> L5: Influences on liveability (e.g. applied knowledge of social/environmental/economic factors) – case study. L6: Revise/reinforce/extend – considering the individual needs of the class.		What if? Water park PPT
T3 Wk4	<b>Assessment Booklet – Research Questions</b> L7: Task sheet/exemplar and examine responses to survey, “What issue needs to be improved at Trinity Bay State High School?” L8: Analysing sources for decision-making matrix (assess relevance).		Video – survey data Table (E/E/S)
T3 Wk5	<b>Assessment Booklet – Evaluation</b> L9: Decision-making matrix (exemplar): <ul style="list-style-type: none"> <li>- WE DO: Water park/skate park</li> <li>- YOU DO: Tuckshop lunch/BYO lunch</li> </ul> L10: Evaluation of proposals using decision-making matrix.		Answer Q1-2 in booklet. DMM: Option A: Water park Option B: Skate park
T3 Wk6	<b>Assessment Booklet – Recommendations</b> L11: Exemplar of <i>Letter of Recommendation</i> deconstruction. L12: Letter-writing skills.		Letter template (C1-C10)
T3 Wk7	<b>Assessment</b> L13: Drafting <i>Letter of Recommendation</i> . L14: Continue drafting.	<b>Submit draft of <i>Letter of Recommendation</i></b>	
T3 Wk8	<b>Assessment</b> L15: Revise/reflect on teacher feedback/improve draft/edit. L16: Edit and publish <i>Letter of Recommendation</i> .	<b>Feed Forward Submit <i>Letter of Recommendation</i></b>	
T3 Wk9	<b>Extension (optional)</b> L17: Present findings. L18: Present findings.	<b>Achievement Ladder</b>	
T3Wk10	<b>Geography Skills</b> L19: Mapping skills. L20: Mapping skills.		



# **GEOGRAPHY**

## **Class Course Planner – 2018**

### **Semester 2, Term 3**

### **Landforms and Landscapes**

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*Class: Year 8 Social Science – Geography*

*Teacher/s: Various*

**Vocab list:** Divergent plate boundary, Convergent plate boundary, Transform plate boundary, Subduction plate boundary, tectonic plate, subduction zone, seismology, hotspot, trench, mantle, lithosphere, asthenosphere, earthquake, tsunami, volcano, Pacific Ring of Fire, continent, latitude, longitude, longshore drift, environmental impact, socioeconomic impact plus landform types.

Term	Curriculum Intent	Assessment x 3	Feedback x 3
T3 Wk1 Jul 16-20	<b>Introduction to Geography &amp; Geomorphology – Earth Systems &amp; Plate Tectonics</b> <ul style="list-style-type: none"> <li>Understanding geography, the geographic inquiry process and how earth systems work.</li> <li>Understanding the difference between landforms and landscapes, and geomorphic and geological.</li> </ul>	Pre-test (assessment for learning)	<b>Course Planner</b>
T3 Wk2 Jul 23-27	<b>Tectonic Plates</b> <ul style="list-style-type: none"> <li>Understanding the movement of tectonic plates and the four boundaries which create different types of landscapes and distinctive landform features.</li> </ul> <b>Consequences of Plate Movement in the Lithosphere (Geomorphic Hazards)</b> <ul style="list-style-type: none"> <li>Understanding and interpreting the causes and impacts of natural hazards in the lithosphere (volcanic eruptions, tsunamis and earthquakes)</li> </ul>		Bookwork check
T3 Wk3 Jul 30 – Aug 3	<b>Cartographic conventions – Types of Landforms and Landscapes</b> <ul style="list-style-type: none"> <li><u>Skills:</u> Understanding and using BOLTSS, latitude, longitude (cartographic conventions) of a map.</li> <li>Understanding different types of landforms and landscapes and how they were created by major geomorphological processes (using Australian and local examples – Uluru, Great Barrier Reef, the Tablelands)</li> </ul>		<u>Skills:</u> How to use BOLTSS, analysing a cartographic map
T3 Wk4 Aug 6-10	<b>Natural impacts - Erosion Weathering (Geological Hazards)</b> <ul style="list-style-type: none"> <li>Understanding the geomorphic processes of weathering and erosion that produce landforms using images and diagrams</li> </ul>		<u>Skills:</u> Analysing and interpreting graphs and diagrams.
T3 Wk5 Aug 13-17	<b>Consolidation and Short Response Exam</b> <ul style="list-style-type: none"> <li>Revision of content studied so far</li> <li>Online Knowledge Exam on The Learning Place.</li> </ul>	<b>Online Knowledge Exam</b>	
T3 Wk6 Aug 20-24	<b>Responding to Coastal Processes</b> <ul style="list-style-type: none"> <li>Understand the processes that shape and impact the coastal environments of Australia through the interpretation of visual and written information.</li> <li>Understand that processes such as longshore drift create coastal landforms such as spits, sand bars and tombolos.</li> </ul>		Bookwork check
T3 Wk7 Aug 27-31	<b>Natural and Human Impacts – Land Degradation</b> <ul style="list-style-type: none"> <li>Understand that natural disasters impact coastal processes and landforms.</li> <li>Understand that human development impacts coastal processes and landforms, often permanently.</li> <li>Understand that these patterns and processes can be managed.</li> </ul>		
T3 Wk8 Sep 3-7	<b>Case Study: Gold Coast</b> <ul style="list-style-type: none"> <li><u>Skills:</u> How to conduct a Geographical inquiry task, and how to use a decision-making matrix</li> <li>Understand the positive and negative impacts of environmental and human processes that have caused erosion on Gold Coast beaches, and sustainable management practices.</li> </ul>		<u>Skills:</u> Geographical Inquiry Task, Decision-Making Matrix
T3 Wk9 Sep 10-14	<b>Consolidation and Response to Stimulus Exam</b> <ul style="list-style-type: none"> <li>Exam to be completed in two parts.</li> <li>PART A: Analysing sources in the stimulus and completing the decision-making matrix as a WE DO/YOU DO at the teacher's discretion.</li> <li>PART B: Write a first person letter to the editor individually under exam conditions with previous stimulus and decision-making matrix.</li> </ul>	<b>Response to Stimulus Exam (Two lessons)</b>	
T3 Wk10 Sep 17-21	<b>Reflection and evaluation</b> <ul style="list-style-type: none"> <li>Reflection on the unit and assessment</li> <li>Teacher guided activity</li> <li>Background knowledge for next unit: Changing Nations</li> </ul>	<b>Reports</b>	<b>Achievement Ladder</b>



# Class Course Planner – 2018

## Semester 2, Term 3

### Biomes and Food Security

**Trinity Bay SHS**

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*Class: Year 9 Social Science – Geography*

*Teacher/s: Various*

**Vocabulary List:** Biome, Tundra, Rainforest, Terrestrial, Aquatic, Agriculture, Climate, Climograph, Pristine, Cultivated, Precipitation, Artic, Alpine, Equator, Economic, Distribution, Food Security, Diversity, Infrastructure, Panama-Disease, Crops

Term	Curriculum Intent	Assessment	Feedback
T3 Wk1	<b>What are biomes and where can we find them?</b> <ul style="list-style-type: none"> <li>Identify the characteristics of biomes, their distribution and the links between biomes and climate</li> <li>Analyse climographs to identify biomes based on temperature and rainfall</li> </ul>		Course Planner
T3 Wk2	<b>The human impact on biomes in the Asia-Pacific</b> <ul style="list-style-type: none"> <li>Examine the human impact of agricultural practices on biomes in the Asia-Pacific region</li> <li>Explain the environmental, social and economic impact of slash and burn agriculture</li> </ul>		
T3 Wk3	<b>The global human impact on biomes</b> <ul style="list-style-type: none"> <li>Understand the development of agriculture internationally and the link between wealth and agricultural practices</li> <li>Understand the spatial distribution and importance of rainforests globally and the impact of humans</li> </ul>		
T3 Wk4	<b>Consolidation</b> <ul style="list-style-type: none"> <li>Review, reinforce and extend learning</li> </ul>	Online Knowledge Exam	
T3 Wk5	<b>Food Security in Australia</b> <ul style="list-style-type: none"> <li>Explain the meaning of 'food security' and Australia's position as a global food producer</li> <li>Identify the challenges to food security in Australia including droughts, cyclones and floods as well as human-induced issues such as salinity</li> </ul>		
T3 Wk6	<b>Case Study: Electric Ants <u>OR</u> Asian Honey Bees</b> <ul style="list-style-type: none"> <li>Analyse sources to explain the impact of electric ants <u>OR</u> Asian honey bees both globally and then in North Queensland</li> <li>Use a decision-making matrix to analyse their social, economic and environmental impacts</li> </ul>		
T3 Wk7	<b>Case Study: Panama Disease and Banana Farming</b> <ul style="list-style-type: none"> <li>Analyse sources to identify the impact of Panama disease on Banana farms</li> <li>In a decision-making matrix identify the social, economic and environmental impacts of this disease if left untreated</li> </ul>		
T3 Wk8	<b>Responding to Panama Disease</b> <ul style="list-style-type: none"> <li>Examine the current strategies used by the Department of Agriculture and Fisheries (DAF) to control and prevent panama disease</li> <li>Evaluate the current strategies to identify their social, economic and environmental impacts</li> </ul>		
T3 Wk9	<b>Consolidation</b> <ul style="list-style-type: none"> <li>Complete decision-matrix in one lesson in class</li> <li>Undertake stimulus response exam in one lesson in class</li> </ul>	EXAM	
T3 Wk10	<b>Communicating and reflecting on challenges for food security</b> <ul style="list-style-type: none"> <li>Investigate the response of countries overseas to food insecurity</li> <li>Predict the future potential impact of technology</li> </ul>		Achievement Ladder



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**Class: Year 10 Aboriginal and Torres Strait Islander Studies: Rights and Freedoms, Peoples and Movements**

**Teacher: Mr Brennan**

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T1 Wk1	<b>Crossing cultures</b> <ul style="list-style-type: none"> <li>A history of Indigenous relationships with Europeans</li> <li>Examples of racism in a young nation</li> <li>Freedom ride to Mabo – a journey in obtaining fair rights</li> </ul>		Course Planner
T1 Wk2	<b>Assimilation</b> <ul style="list-style-type: none"> <li>The rationale for the Stolen Generation</li> <li>The spread of European cultures throughout the world: “White Man’s Burden”</li> </ul>		
T1 Wk3	<b>Reconciliation</b> <ul style="list-style-type: none"> <li>Government changing its policies to respect Indigenous culture</li> <li>The long wait for an apology</li> <li>Programs to change the future</li> </ul>		
T1 Wk4	<b>Land Rights / Native Title</b> <ul style="list-style-type: none"> <li>How do land rights differ to native title?</li> <li>How is native title determined?</li> </ul>		
T1 Wk5	<b>Afro-American Comparison</b> <ul style="list-style-type: none"> <li>What did Martin Luther King want?</li> <li>What did Rosa Parks do that changed history?</li> <li>Why do Afro-Americans still fear the police?</li> <li>Do equal rights before the law eradicate prejudice?</li> </ul>		
T1 Wk6	<b>Native American (Indians) Comparison</b> <ul style="list-style-type: none"> <li>Pilgrims, Thanksgiving, Indian Wars, Reservations</li> <li>Have the Indians had as raw a deal as Aborigines?</li> <li>Are Indigenous land rights respected more in Australia than the US?</li> </ul>	Short response exam – online	Online feedback
T1 Wk7	<b>Indian Comparison</b> <ul style="list-style-type: none"> <li>How was India subjugated by British rule?</li> <li>How did Gandhi obtain independence?</li> <li>Should Indigenous Australians have self-determination?</li> </ul>		
T1 Wk8	<b>Maori Comparison</b> <ul style="list-style-type: none"> <li>Maori Wars, Treaty of Waitangi, modern comparison</li> <li>Prep for exam</li> </ul>	Short response – practice exam	Feedback on practice exam
T1 Wk9	<b>Assessment</b> <ul style="list-style-type: none"> <li></li> </ul>	Response to Stimulus examination	
T1 wk10	<b>Student conference and unit reflection</b> <ul style="list-style-type: none"> <li>Reconciliation – the way forward</li> </ul>		Achievement ladder and student conference



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**Class: 10 Ancient History – Mycenaean Empire**

**Teacher/s:** Mrs Vikki Blyth

Term Week	<b>Curriculum Intent:</b> Students investigate Mycenaean Greece and explore the remaining sources and how they have been interpreted. Students develop historiographical skills and investigate how people lived in the Ancient World through an examination of the evidence of the social, political and economic institutions, and other significant features of society.	<b>Assessment x 3</b>	<b>Feedback x 3</b>
T 3 Wk1	<ul style="list-style-type: none"> <li>Timeline</li> <li>Archaeologists</li> <li>Relevant written sources and their authors               <ul style="list-style-type: none"> <li>➤ Homeric tradition, Later Greek writers, Roman writers, Mycenaean records</li> </ul> </li> </ul>		<b>Course Planner</b>
T 3 Wk2	<ul style="list-style-type: none"> <li>Archaeological sources               <ul style="list-style-type: none"> <li>➤ Palace and burial sites of Mycenaean Greece 1600BCE</li> </ul> </li> </ul>		
T 3 Wk3	<ul style="list-style-type: none"> <li>Archaeological sources cont.               <ul style="list-style-type: none"> <li>➤ Linear B tablets – Government, administration and society</li> </ul> </li> </ul>		
T3 Wk4	<ul style="list-style-type: none"> <li>Archaeological sources cont.               <ul style="list-style-type: none"> <li>➤ Frescoes &amp; Linear B tablets – People &amp; Everyday Life</li> </ul> </li> </ul>		
T 3 Wk5	<ul style="list-style-type: none"> <li>Revision of concepts and information</li> <li>Economy               <ul style="list-style-type: none"> <li>➤ Agriculture, Industry, Trade</li> </ul> </li> </ul>	Short Response to Stimulus Exam	
T3 Wk6	<ul style="list-style-type: none"> <li>Religious beliefs and practices</li> <li>Death and burial I – Chamber and tholos tombs</li> </ul>		
T3 Wk7	<ul style="list-style-type: none"> <li>Death and burial II – Grave Circles A &amp; B</li> </ul>		
T3 Wk8	<ul style="list-style-type: none"> <li>Conflict and warfare               <ul style="list-style-type: none"> <li>➤ Evidence of conflict</li> </ul> </li> <li>Theories about Mycenaean decline</li> </ul>		
T 3 Wk9	<ul style="list-style-type: none"> <li>Revision of concepts, information and skills</li> <li>How to write an extended written response to stimulus</li> </ul>		
T 3 Wk10	<ul style="list-style-type: none"> <li>Exam</li> </ul>	Extended Written Response to Stimulus	<b>Achievement Ladder</b>



# **GEOGRAPHY**

## **Class Course Planner – 2018**

### **Semester 2, Term 3**

### **Global Geographies of Human Wellbeing**

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**Class: Year 10 Geography**

**Teacher: Martin**

Term	Curriculum Intent	Assessment x 3	Feedback x 3
T3 Wk1 Jul 16-20	<b>CONCEPTS OF WELLBEING</b> <ul style="list-style-type: none"> <li>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.</li> <li>Understand the issues affecting the development of places and their impact on human wellbeing</li> <li>Understand that HDI is a way to measure human wellbeing on a global scale, patterns of distribution and trends in HDI</li> </ul>		<b>Course Planner Achievement Ladder Feed Forward</b>
T3 Wk2 Jul 23-27	<b>REPRESENTING AND ANALYSING DATA</b> <ul style="list-style-type: none"> <li>Understand that scatter graphs allow correlations between indicators to be identified.</li> <li>Understand how to represent data in a scatter graph.</li> <li>Understand that correlations and anomalies exist in data.</li> <li>Practise with line of best fit within graphs.</li> </ul>		<b>Skills:</b> reading scatter graphs, creating scatter graphs
T3 Wk3 Jul 30 – Aug 3	<b>REPRESENTING AND ANALYSING DATA</b> <ul style="list-style-type: none"> <li>Understand the purpose of choropleth maps.</li> <li>Understand the conventions of a choropleth map.</li> <li>Understand how to create a choropleth map.</li> <li>Understand patterns and relationships in choropleth maps.</li> </ul>		<b>Skills:</b> reading choropleth maps, creating choropleth maps, identifying patterns and anomalies
T3 Wk4 Aug 6-10	<b>REPRESENTING AND ANALYSING DATA - ASIA IN FOCUS</b> <ul style="list-style-type: none"> <li>Understand reasons for changes in wellbeing over time.</li> <li>Understand the reasons for and consequences of spatial variations in wellbeing within a country in Asia such as Vietnam, China or Myanmar.</li> </ul>		<b>Skills:</b> communicating using PEEEL, justifying responses
T3 Wk5 Aug 13-17	<b>KNOWLEDGE EXAM</b> <ul style="list-style-type: none"> <li>Consolidation of past content.</li> <li>Online Knowledge Exam to be completed by the last lesson of the week.</li> </ul>	<b>Online Knowledge Exam</b>	<b>Skills:</b> analysing data
T3 Wk6 Aug 20-24	<b>WELLBEING IN AUSTRALIA</b> <ul style="list-style-type: none"> <li>Understand how spatial variations are represented in data within the Australian context and how these variations affect human wellbeing.</li> <li>Understand a variety of key indicators that give an insight into the overall wellbeing of all Australians.</li> </ul>		<b>Skills:</b> communicating using PEEEL
T3 Wk7 Aug 27-31	<b>WELLBEING IN AUSTRALIA</b> <ul style="list-style-type: none"> <li>Understand how Indigenous homelands and land management and homelands provide an important component of wellbeing for some Indigenous populations</li> </ul>		
T3 Wk8 Sep 3-7	<b>CONSOLIDATION</b> <ul style="list-style-type: none"> <li>Continue skill building of PEEL paragraphing and population pyramid graphing.</li> </ul>		
T3 Wk9 Sep 10-14	<b>PRACTICAL EXAM</b> <ul style="list-style-type: none"> <li>Consolidation of past content.</li> <li>Practical Exam to be completed by the last lesson of the week.</li> </ul>	<b>Practical Exam</b>	<b>Course Planner Achievement Ladder Feed Forward</b>
T3 Wk10 Sep 17-21	<b>INTRODUCTION TO TERM 4 UNIT</b> <ul style="list-style-type: none"> <li>Revisit Term 3 knowledge and move into the Term 4 unit.</li> </ul>		



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## Semester 2, Term 3

### Individual Thinking

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*Class: Year 10 Psychology*

*Teachers:* PSG101A: Mr Hadgelias, PSG101B: Mrs Stewart

Week	Curriculum Intent	Assessment x 3 Feedback x 3
Term 3 Week 1	<ul style="list-style-type: none"> <li>• <b>Recall</b> ethics and informed consent in psychological research.</li> <li>• <b>Distinguish</b> between recall, recognition and relearning.</li> <li>• <b>Describe</b> how information is lost from memory through encoding or retrieval failure.</li> <li>• <b>Compare</b> strategies to improve memory.</li> </ul> <b>Examine</b> the structure of a scientific report <b>Conduct Practical 1</b>	Course Planner
Term 3 Week 2	<b>Analysis of Evidence and Methods</b> <ul style="list-style-type: none"> <li>• <b>Analyse</b> the evidence provided by the data from our experiment.</li> <li>• <b>Analyse</b> the limitations of evidence including the validity and reliability.</li> </ul> <b>Discuss</b> possible modifications to the method. As a class, complete the following sections of the student experiment report: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Research Question</li> <li>• Modifications to the Methodology</li> </ul>	Diagnostic Quiz
Term 3 Week 3	<b>Conduct Practical 2.</b> As a class, complete the following sections of the scientific report: <ul style="list-style-type: none"> <li>• Safety and ethical Considerations</li> <li>• Raw Data</li> <li>• Processing of Data</li> <li>• Trends, Patterns and Relationships</li> </ul>	Feedback
Term 3 Week 4	As a class, complete the following sections of the student experiment report: <ul style="list-style-type: none"> <li>• Limitations of Evidence, Reliability and Validity of Experimental Process</li> <li>• Conclusions</li> <li>• Suggested Improvements and Extensions.</li> </ul>	Assessment task sheet Diagnostic Quiz
Term 3 Week 5	<b>Conduct practical 3: Assessment</b> <ul style="list-style-type: none"> <li>• Discuss possible modifications</li> </ul> Complete the following sections of your student experiment report: <ul style="list-style-type: none"> <li>• Rationale</li> <li>• Research question</li> <li>• Modifications</li> <li>• Safety and Ethical Considerations</li> </ul>	
Term 3 Week 6	Complete the following sections of the student experiment report: <ul style="list-style-type: none"> <li>• Raw data</li> <li>• Processing of Data (using Excel)</li> <li>• Trends, Patterns and Relationships.</li> </ul>	
Term 3 Week 7	Complete the following sections of your student experiment report: <ul style="list-style-type: none"> <li>• Limitations of Evidence, Reliability and Validity of Experimental Process</li> <li>• Conclusions</li> <li>• Suggestions for Improvement and Extension</li> </ul>	Student Experiment draft due
Term 3 Week 8	<b>Sleep and Human Consciousness</b> <ul style="list-style-type: none"> <li>• <b>Construct</b> a continuum of arousal, from sleep through to hyperarousal</li> <li>• <b>Distinguish</b> between selective and divided attention</li> <li>• <b>Describe</b> the sleep–wake cycle and proposed theories for the purpose of sleep.</li> </ul>	
Term 3 Week 9	Utilise Draft feedback to complete Final Draft of assessment <ul style="list-style-type: none"> <li>• <b>Summarise</b> the changes in the sleep–wake cycle across the life span.</li> <li>• <b>Recognise</b> the physical and psychological consequences of total and partial sleep deprivation.</li> <li>• <b>Compare</b> common sleep disorders and evaluate their treatment.</li> </ul>	Final Assessment Due
Term 3 Week 10	<b>Emotion and Motivation</b> <ul style="list-style-type: none"> <li>• <b>Describe</b> factors that influence happiness.</li> <li>• <b>Explain</b> mindfulness and the flow experience with reference to attention and acceptance</li> <li>• <b>Evaluate</b> the achievement goal, cognitive evaluation, and self-efficacy theories of motivation</li> </ul>	Achievement Ladder Assessment Feedback



## Class Course Planner 2018 Semester 2 - Term 3

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**Class: Year 10 Social & Community Studies**

**Teachers:** Ms Tamo & Ms O'Donnell

**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 x 3	Feedback x 3
T3 Wk1	<b>PERSONAL: Health &amp; Wellbeing</b> <ul style="list-style-type: none"> <li>Unit overview and key terms</li> <li>Health and wellbeing</li> <li>Benefits of a healthy lifestyle</li> <li>Factors that contribute to a healthy lifestyle</li> <li>Self-evaluation of own eating habits and exercise</li> <li>Healthy eating pyramid and the 5 food groups</li> </ul>		
T3 Wk2	<b>PERSONAL: Food &amp; Nutrition</b> <ul style="list-style-type: none"> <li>Food labelling, nutrients and functions of food</li> <li>Food intake (calories, kilojoules, sugar, fat, high GI, low GI)</li> <li>Special dietary needs (religious, cultural, etc)</li> <li>Traditional Aboriginal and Torres Strait Islander food sources</li> <li>Food choices (nutrition, normal routine and eating out)</li> </ul>		
T3 Wk3	<b>PERSONAL: Making Healthy Options</b> <ul style="list-style-type: none"> <li>Impacts of unhealthy eating</li> <li>Meal planning</li> <li>Analyse the time Australians spend at work and recreation</li> <li>Recreation and leisure options and interests (exercise VS relaxation)</li> </ul>	<b>Quiz</b>	<b>Quiz Feedback</b>
T3 Wk4	<b>PERSONAL &amp; INTERPERSONAL: Physical Activity &amp; Stress</b> <ul style="list-style-type: none"> <li>Long term impacts of a sedentary lifestyle (critical thinking).</li> <li>Emotional and physical impacts of stress</li> <li>Stress management</li> <li>Levels of physical activity (light, moderate and vigorous)</li> <li>Exercise based recreation activities with peers</li> </ul>		
T3 Wk5	<b>COMMUNITY</b> <ul style="list-style-type: none"> <li>Interpret and evaluate statistical reports about Australian obesity and health conditions potentially relating to lifestyle choices</li> <li>Economic impacts of poor community health</li> <li>Fostering respect for marginalised groups in society (e.g. disability as a barrier to recreation or remote access to healthy eating)</li> </ul>		
T3 Wk6	<b>ASSESSMENT (Investigation)</b> <ul style="list-style-type: none"> <li>Vocab checklists</li> <li>Steps to creating a meal plan</li> <li>Select recreation activities for incorporation into assessment</li> <li>Planning and research</li> <li>Summarise research (nutrition and recreation)</li> </ul>		



T3 Wk7	<b>ASSESSMENT (Investigation)</b> <ul style="list-style-type: none"> <li>Develop weekly meal plan</li> <li>Develop weekly exercise plan</li> </ul>		
T3 Wk8	<b>ASSESSMENT (Investigation)</b> <ul style="list-style-type: none"> <li>Finish meal and exercise plans</li> <li>Complete short response questions</li> <li>Submit draft</li> </ul>	<b><i>Assessment Draft Due</i></b>	<b><i>Draft Feedback</i></b>
T3 Wk9	<b>ASSESSMENT (Investigation)</b> <ul style="list-style-type: none"> <li>Apply teacher feedback</li> <li>Improve and finalise assessment</li> </ul>	<b><i>Assessment Due</i></b>	
T3 Wk10	<b>END OF TERM ACTIVITIES</b> <ul style="list-style-type: none"> <li>Reflection on unit and learning</li> <li>Achievement ladder and goal setting</li> <li>Year 10 Wellbeing Workshops</li> </ul>		<b><i>Achievement Ladder</i></b>

**Class: Year 11 Ancient History**

**Teacher: Mrs. Blyth**

Term & Week	<b>PHARAONIC POWER IN EGYPT</b> <b>INQUIRY:</b> The relationship between the power of the pharaoh and religion	<u>Assessment</u>	<u>Feedback</u> <b>x 3</b>
	<b>KEY QUESTION:</b> How did the Hatshepsut use religion to take her place as Pharaoh?		
Term 3 Wk1	<b>Introduction:</b> <ul style="list-style-type: none"><li>• Background history of the Ancient Egyptian Monarchy</li><li>• Timeline of Egyptian Dynasties</li><li>• 1500 BCE ‘What is happening?’</li></ul>	Weekly diary of reflections	Course Planner Achievement Ladder Feed forward
Term 3 Wk2	<b>Hatshepsut:</b> <ul style="list-style-type: none"><li>• Religious beliefs and practices of the time</li><li>• Role of the Pharaoh in religion</li><li>• In what circumstances did Hatshepsut ascend the throne?</li></ul>		
Term 3 Wk3	<b>Dangerous bedfellows! – Power and Religion:</b> <ul style="list-style-type: none"><li>• How did Hatshepsut use her role as Pharaoh and the incarnation of ‘Ra’ to her advantage?<ul style="list-style-type: none"><li>* Analysis of sources for motives and causes</li><li>* Analysis of sources for consequences</li></ul></li></ul>	Primary Source analysis project	
Term 3 Wk4	<b>The trouble with sources:</b> <ul style="list-style-type: none"><li>• Statues, inscriptions, writings, reliefs, tombs &amp; tomb contents<ul style="list-style-type: none"><li>* What is missing?</li></ul></li></ul>		
Term 3 Wk5	<b>Research Report – Multi modal presentation:</b> <ul style="list-style-type: none"><li>• Explanation of the task<ul style="list-style-type: none"><li>* <b>Researching</b></li><li>* <b>Note taking</b></li><li>* <b>Citing Sources</b></li><li>* <b>Bibliography</b></li></ul></li><li>• Begin Booklet &amp; Research</li></ul>		
Term 3 Wk6	<b>Research Report – Multi modal presentation:</b> <ul style="list-style-type: none"><li>• Class time for research</li><li>• Progress check</li></ul>		
Term 3 Wk7	<b>Research Report – Multi modal presentation:</b> <ul style="list-style-type: none"><li>• Class time for research</li><li>• Progress Check</li><li>• Lesson 3 – Friday ~ <b><i>Draft handed in</i></b></li></ul>		
Term 3 Wk8	<b>Review &amp; Editing of Draft:</b> <ul style="list-style-type: none"><li>• Teacher conference</li><li>• Peer review</li></ul>	MULTI MODAL PRESENTATIONS	
Term 3 Wk9	<b>Presentations:</b> <b><i>Final Copy of Research &amp; Multi modal handed in</i></b>		
T Wk10	<b>Continuation of Presentations:</b> <ul style="list-style-type: none"><li>• Last two lessons peer review and class survey</li></ul>		



# Class Course Planner – 2018

## Semester 2, Term 3

**Trinity Bay SHS**

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*Class: Year 11 Geography*

*Teacher: Mr Barnett*

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T3 Wk1 16-Jul	<b>Communities and settlements</b> <ul style="list-style-type: none"> <li>Define <b>community</b> and <b>settlement</b></li> <li>Differentiate between different types of communities and the features of each type</li> <li>Understand that settlements provide a variety of functions, and influence land use</li> <li>Understand that settlements can be ranked by size and importance to create a hierarchy</li> <li>Describe the general history of the development of human settlements</li> </ul>		Course Planner
T3 Wk2 23-Jul	<b>Global distribution of population and settlements</b> <ul style="list-style-type: none"> <li>List and understand the factors that influence where people will settle</li> <li>Describe the location of the five extremely large clusters of population, and locate these on a map</li> <li>Manipulate data to develop a range of maps and graphs demonstrating global distribution patterns</li> <li>Interpret a range of data representations to explain global distribution patterns</li> </ul>		
T3 Wk3 30-Jul	<b>The structure of modern settlements</b> <ul style="list-style-type: none"> <li>Understand the general models that describe the structure of modern settlements</li> <li>Understand urban sprawl, its impact and measures to counter it</li> <li>Describe settlement patterns in Australia</li> <li>Understand rural-urban migration and its impact on modern settlements</li> </ul>		Revision quiz
T3 Wk4 06-Aug	<b>Describing patterns within cities</b> <ul style="list-style-type: none"> <li>Understand that a range of data can be used to describe patterns within a settlement eg dwelling type, income level, family type, ethnicity</li> <li>Develop skills to represent data in a variety of ways to illustrate patterns within settlements eg choropleth maps, graphs</li> <li>Describe and analyse patterns that occur within settlements</li> </ul>		
T3 Wk5 13-Aug	<b>Describing patterns within cities</b> <ul style="list-style-type: none"> <li>Investigate patterns that occur in a settlement and analyse the reasons they occur and the impact they may have</li> </ul>		Practice skills test
T3 Wk6 20-Aug	<b>Assessment</b> <ul style="list-style-type: none"> <li>Revision / preparation for practical skills test</li> <li>Practical skills test – Part A = Mapping &amp; graphing; Part B = Analysis and Decision Making</li> </ul>	Practical Skills test	
T3 Wk7 27-Aug	<b>Sustainable communities</b> <ul style="list-style-type: none"> <li>Understand the concept of sustainable communities</li> <li>Understand the processes involved in developing sustainable communities</li> <li>Understand the inter-relationship between ecological sustainability, livability and ecological footprints</li> <li>Investigate sustainable coastal communities</li> </ul>		
T3 Wk8 03-Sep	<b>Case study - Brisbane</b> <ul style="list-style-type: none"> <li>Understand issues associated with maintaining the sustainability of inner suburbs</li> <li>Understand the processes of suburbanisation, re-urbanisation and gentrification</li> <li>Interpret and analyse a range of data to describe demographic, social and economic patterns with inner-city areas</li> <li>Understand and discuss the concept of urban renewal</li> <li>Understand transport patterns within Brisbane and their impact</li> </ul>		Revision quiz
T3 Wk9 10-Sep	<b>Assessment</b> <ul style="list-style-type: none"> <li>Prepare for Short Response Exam</li> <li>Conduct Short Response Exam</li> </ul>	Short response exam	
T3 Wk10 17-Sep	<b>Concluding the unit</b> <ul style="list-style-type: none"> <li>Feedback on assessment</li> <li>Achievement ladders</li> <li>Feed Forward</li> </ul>		Achievement Ladder Feed Forward



# **Class Course Planner – 2018** **Semester 2 - Term 3**

**Trinity Bay SHS**

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**Class: 11 Social & Community Studies (Elective 5: Health - Recreation & Leisure)**

**Teachers: Vucas**

<b>Term Week</b>	<b>Curriculum Intent</b>	<b>Assessment x 3</b>	<b>Feedback x 3</b>
T3 Wk1	<b>Personal Skills</b> <ul style="list-style-type: none"> <li>Establishing positive attitudes to health and well-being</li> <li>Self-analysis of own health and wellbeing</li> <li>Healthy approaches to leisure time</li> </ul>	<i>Pre-Unit Quiz</i>	<i>Course Planner</i>
T3 Wk2	<b>Personal Skills</b> <ul style="list-style-type: none"> <li>Exercise for body and mind</li> <li>Stress indicators</li> <li>Strategies for managing stress</li> </ul>		
T3 Wk3	<b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>Balancing family, work and leisure</li> <li>Media influences on healthy and unhealthy lifestyles</li> <li>Promoting healthy activities in the workplace</li> </ul>		
T3 Wk4	<b>Citizenship Skills</b> <ul style="list-style-type: none"> <li>Community facilities for health and wellbeing</li> <li>Cost to our community of unhealthy lifestyles</li> <li>School and community activities that enable healthy living</li> </ul>		
T3 Wk5	<b>Assessment</b> <ul style="list-style-type: none"> <li>Review the task</li> <li>Analysis of stimulus materials 1-4 (booklet answers)</li> </ul>		
T3 Wk6	<b>Assessment</b> <ul style="list-style-type: none"> <li>Review genre requirements</li> <li>Analysis of stimulus materials 5-10 (booklet answers)</li> </ul>		
T3 Wk7	<b>Assessment</b> <ul style="list-style-type: none"> <li>Deconstruct exemplar</li> <li>Finalise booklet answers</li> <li>Create newspaper article</li> </ul>	<i>Assessment Booklet Due</i>	
T3 Wk8	<b>Assessment</b> <ul style="list-style-type: none"> <li>Complete newspaper article</li> </ul>		<i>Feedback on drafts</i>
T3 Wk9	<b>Assessment</b> <ul style="list-style-type: none"> <li>Final editing of newspaper article</li> </ul>	<i>Assessment (Newspaper Article) Due</i>	
T3 Wk10	<b>Feedback &amp; Feedforward</b> <ul style="list-style-type: none"> <li>Teacher feedback and feedforward</li> </ul>		<i>Achievement ladder</i>



# Study of Society

## Class Course Planner – 2018

### Semester 2, Term 3

## The Construction of Culture

**Trinity Bay SHS**

Hoare Street

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Ph. 40 375 222

www.trinitybayshs.eq.edu.au

**Class: Year 11 Study of Society**

**Teacher: Jesse Martin**

Week	Curriculum Intent	Assessment	Feedback
T3 Wk1 Jul 16-20	<b>Introduction: How do people view social behaviour?</b> <ul style="list-style-type: none"> <li>What is culture? What is included in culture? Why is culture important? What does culture affect?</li> </ul> <b>Cultural theories and theorists:</b> <ul style="list-style-type: none"> <li>de Beauvoir, Bourdieu, Foucault, Geertz, Malinowski, Mauss, Mead(Margaret), Levi-Strauss</li> </ul>		<b>Course Planner</b>  <b>Achievement Ladder</b>
T3 Wk2 Jul 23-27	<b>Cultural theories and theorists:</b> <ul style="list-style-type: none"> <li>de Beauvoir, Bourdieu, Foucault, Geertz, Malinowski, Mauss, Mead(Margaret), Levi-Strauss</li> </ul> <b>Australian culture:</b> <ul style="list-style-type: none"> <li>Identifying Australian culture. <ul style="list-style-type: none"> <li>Survey, analysis, differing perspectives, dominant ideology.</li> </ul> </li> </ul>	<b>Survey Report</b>	
T3 Wk3 Jul 30 – Aug 3	<b>The construction of culture:</b> <ul style="list-style-type: none"> <li>How is it constructed (who, what, when, where , how)</li> </ul> <b>Who shapes culture?</b> <ul style="list-style-type: none"> <li>Individuals</li> <li>Communities</li> <li>Institutions</li> </ul>		
T3 Wk4 Aug 6-10	<b>Globalisation:</b> <b>How is culture changing?</b> <ul style="list-style-type: none"> <li>Media, internet, trade (consumer goods and advertising), political beliefs, travel.</li> <li>Topics include: Americanisation, China 'soft power', K Pop, global gaming and festivals, Islam and the Hajj, study/travel/work abroad.</li> </ul>		
T3 Wk5 Aug 13-17	<b>Globalisation:</b> <b>How is culture changing?</b> <ul style="list-style-type: none"> <li>Media, internet, trade (consumer goods and advertising), political beliefs, travel.</li> <li>Continuation of Globalisation topics</li> <li>Focus on Americanisation topic: <ul style="list-style-type: none"> <li>Cuisine</li> <li>Film and Television</li> <li>Internet - Social media, music, gaming, 'influencers'</li> <li>Others</li> </ul> </li> </ul>		
T3 Wk6 Aug 20-24	<b>Globalisation:</b> <ul style="list-style-type: none"> <li>Is belonging to 'one' culture a thing of the past?</li> </ul>		
T3 Wk7 Aug 27-31	<b>Revision:</b> <ul style="list-style-type: none"> <li>How to write an extended written response.</li> <li>Practice exam.</li> </ul>	<b>Practice Exam</b>	
T3 Wk8 Sep 3-7	Continued practice and exam. <b>EXAM:</b> <ul style="list-style-type: none"> <li>400 - 600 words, 90 minutes.</li> <li>Seen question and stimulus materials three lessons prior.</li> <li>No notes or sources taken into exam, clean copy provided.</li> </ul>	<b>Extended Written Response to Stimulus Exam</b>	
T3 Wk9 Sep 10-14	<b>Reflection</b> on Term Three unit.		
T3 Wk10 Sep 17-21	<b>Introduction</b> to Term Four unit: "Changing Cultural Boundaries".		





# Class Course Planner – 2018

## Semester 2: Term 3

**Trinity Bay SHS**

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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
T3 Wk1	<b>Introduction to new unit: Money Management – Personal Skills</b> <ul style="list-style-type: none"> <li>Understand key concepts related to income, savings and expenditure, including superannuation and investments</li> <li>Investigate the different types of insurance: personal, car, home and contents, medical, income</li> </ul>	Pre unit quiz	<b>Course Planner</b> <i>Feedback on quiz</i>
T3 Wk2	<b>Finance and Budgeting – Personal Skills</b> <ul style="list-style-type: none"> <li>Know how to manage income and spending, taking into consideration personal taxation, to maximise personal finance and budgeting</li> </ul>		
T3 Wk3	<b>Quality of Life and Standard of Living – Interpersonal Skills</b> <ul style="list-style-type: none"> <li>Examine the factors affecting standard of living</li> <li>Compare standard of living between socio-economic groups</li> </ul>		
T3 Wk4	<b>Consumerism – Interpersonal Skills</b> <ul style="list-style-type: none"> <li>Identify the changing consumer choices and values</li> <li>Investigate the implications of limited resources and unlimited wants</li> </ul>		
T3 Wk5	<b>Financial Institutions – Citizenship Skills</b> <ul style="list-style-type: none"> <li>Understand the role of banks and other financial institutions</li> <li>Consider the benefits of financial assistance programs</li> </ul>		
T3 Wk6	<b>Taxation Related Issues – Citizenship Skills</b> <ul style="list-style-type: none"> <li>Explore government financial policies and regulations</li> <li>Know the extent and implications of tax avoidance and evasion</li> </ul>		
T3 Wk7	<b>Revision and Practice Exam</b> <ul style="list-style-type: none"> <li>Students undertake revision (teacher guided activities)</li> <li>Practice exam</li> </ul>	Practice Exam	<i>Feedback on practice exam</i>
T3 Wk8	<b>Work Experience / QCS</b> <ul style="list-style-type: none"> <li>Students undertake revision (teacher guided activities)</li> </ul>		
T3 Wk9	<b>Block Exams</b> <ul style="list-style-type: none"> <li>Students undertake revision (teacher guided activities)</li> </ul>	Short Response Examination	
T3 Wk10	<b>Money Management continued</b> <ul style="list-style-type: none"> <li>Introduction to new component of unit</li> </ul>		<b>Achievement Ladder and student conference</b>

# Class Course Planner – 2018

## Semester 2: Term 3

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**Class: Year 12 Study of Society**

**Teacher: Mrs Blyth**

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T Wk1	<b>Introduction to unit: Investigating Power and Decision making</b> <ul style="list-style-type: none"> <li>Key terms and concepts</li> <li>Introduction to Australian Parliamentary system</li> <li>Understand the connection between political and legal systems in Australia</li> </ul>		Course Planner
T Wk2	<b>Decision Making</b> <ul style="list-style-type: none"> <li>Know the importance of the separation of powers doctrine</li> <li>Critically examine the distribution of power in Australian society</li> <li>Investigate the role of the media in the decision making process</li> </ul>		
T Wk3	<b>Political Perspectives</b> <ul style="list-style-type: none"> <li>Understand the concepts of pluralism, elitism, authoritarianism, liberalism, socialism, conservatism, anarchism, Marxism</li> <li>Compare the advantages and disadvantages of each concept</li> <li>Investigate current national and international issues that represent the variety of political perspectives</li> <li>Evaluate the perspectives to determine which best meets the diverse needs of society</li> <li>Understand Durkheim's theory of social class</li> </ul>		
T Wk4	<b>Revision and assessment</b> <ul style="list-style-type: none"> <li>Revise key concepts</li> <li>Assessment</li> </ul>	Short response examination	
T Wk5	<b>Assessment and Introduction to New Unit: Asylum Seekers in a 'fair go' Australia</b> <ul style="list-style-type: none"> <li>Introduction to new unit &amp; explanation of assessment</li> <li>Understand how the social imagination can impact the examination of power and social change</li> <li>Understand the realistic and symbolic threat of asylum seekers as understood by Australian society</li> </ul>		
T Wk6	<b>Theoretical and Stakeholder Perspectives of Social Change</b> <ul style="list-style-type: none"> <li>Investigate possible reasons for negative attitudes towards asylum seekers from the basis of social identity theory and social dominance theory</li> <li>Apply theories to contextualise inequality and social change (Durkheim, Marx, Weber)</li> <li>View 'Go Back to Where You Came From' and analyse underlying values and perspectives</li> </ul>		
T Wk7	<b>Stakeholder Perspectives of Social Change</b> <ul style="list-style-type: none"> <li>Identify the values and perspectives of various stakeholders</li> <li>Apply conflict and functionalist theories to the investigation of social change</li> <li>Students begin assessment task</li> </ul>		
T Wk8	<b>Assessment (QCS week)</b> <ul style="list-style-type: none"> <li>Students finalise and submit assessment task</li> </ul>	Extended Response (feature article)	Feedback on draft
T Wk9	<b>Block Exams</b> <ul style="list-style-type: none"> <li>Block exam week</li> </ul>		
T Wk10	<b>Unit reflection</b> <ul style="list-style-type: none"> <li>Achievement ladder and student conference</li> <li>Reflect on unit</li> <li>Introduction to next unit; distribute assessment</li> </ul>		Achievement Ladder and student conference