



# Class Course Planner – 2018

## Semester 2 – Term 4

**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:** Various

Term Week	Curriculum Intent	Assessment	Feedback
T4 Wk1	<b>Water as a Resource</b> <ul style="list-style-type: none"> <li>Renewable, non-renewable and continuous resources</li> <li>Forms of Water</li> <li>Natural water cycle</li> </ul>		Course Planner
T4 Wk2	<b>Water: An essential environmental resource</b> <ul style="list-style-type: none"> <li>Importance of water</li> <li>Connections between water and people and places including values placed on water</li> </ul>		
T4 Wk3	<b>Climate Graphs</b> <ul style="list-style-type: none"> <li><u>Monday 22<sup>nd</sup> October – Pupil Free Day</u></li> <li>Interpreting, analysing and constructing climate graphs</li> </ul>		
T4 Wk4	<b>Australia's Water Resources</b> <ul style="list-style-type: none"> <li>Analysing maps and charts to identify Australia's rainfall patterns</li> <li>Orographic rain and the Rain Shadow Effect</li> </ul>		
T4 Wk5	<b>Assessment – Short Response Exam</b> <ul style="list-style-type: none"> <li>Revise, reinforce and extend Geography learning considering the individual needs of each class.</li> <li>Complete Short Response exam in class.</li> </ul>	Supervised short response exam	
T4 Wk6	<b>Water Scarcity – Australia</b> <ul style="list-style-type: none"> <li>Define water scarcity</li> <li>Investigate water scarcity in Australia</li> <li>Natural Hazard - drought</li> </ul>		Exam Results
T4 Wk7	<b>Overcoming Water Scarcity</b> <ul style="list-style-type: none"> <li>Investigate strategies used within Australia to overcome water scarcity</li> <li>Analyse/interpret sources and form conclusions about sustainability to overcome water scarcity</li> </ul>		
T4 Wk8	<b>Assessment – Response to Stimulus Exam</b> <ul style="list-style-type: none"> <li>Complete Response to Stimulus exam in class               <ul style="list-style-type: none"> <li><b>Session 1:</b> Analysis of stimulus materials and completion of decision-making matrix. Part C of supervised exam</li> <li><b>Session 2:</b> Written responses: Students complete Parts A, B and C.</li> </ul> </li> </ul>	Supervised response to stimulus exam	
T4 Wk9	<b>Geography Skills</b> <ul style="list-style-type: none"> <li>Mapping</li> <li>Sketching</li> </ul>		Exam Results & YTD Achievement Ladder
T4Wk10	<b>Geography Skills</b> <ul style="list-style-type: none"> <li>Atlas Activities</li> </ul>		



# GEOGRAPHY

## Class Course Planner – 2018

### Semester 2 – Term 4

### Changing Nations

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**Class:** 8 Geography

**Teachers:** Various

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

Term Week	Curriculum Intent	Assessment	Feedback
T4 Wk1 Oct 8-12	<b>Introduction to urbanisation.</b> Define 'urbanisation' as the process of economic and social change in which an increasing proportion of the population of a country or region live in urban areas <ul style="list-style-type: none"> <li>Differentiate between a rural and an urban area by examining contrasting characteristics.</li> <li>Identify types of urban settlements. Distinguish between urban settlements by classifying them by population size.</li> <li>Identify urbanisation spatial distribution globally and world population growth.</li> <li>Distinguish between a megacity and a world city.</li> </ul>		Course Planner Term 3 Ladder
T4 Wk2 Oct 15-19	<b>Push &amp; Pull Factors</b> <ul style="list-style-type: none"> <li>Identify and examine push and pull factors that drive rural-urban migration.</li> <li>Examine the social, economic and environmental causes for migration and their effects on urbanisation.</li> <li>Impacts of urbanisation (eg. income inequality, slums/favelas, pollution)</li> </ul>		Feed forward
T4 Wk3 Oct 22-26	<b>Migration</b> <ul style="list-style-type: none"> <li>Different types and reasons for migration e.g. intra-migration, inter-migration and international migration.</li> <li>International migration to Australia and its impact on Australia's urban development (eg. cuisines, religious and cultural beliefs).</li> </ul> <b>Monday 22<sup>nd</sup> – Student Free Day</b>		
T4 Wk4 Oct 29-Nov 2	<b>Introduction: What is persuasion</b> <ul style="list-style-type: none"> <li>Read A-Exemplar and introduce what persuasion is. Warm up activities – persuade your argument (Venn diagrams, compare and contrast, which do you prefer).</li> <li>Students submit formative persuasive paragraph to gauge pre-test ability.</li> </ul>	Formative student paragraph	
T4 Wk5 Nov 5-9	<b>Development of Writing Skills</b> <ul style="list-style-type: none"> <li>Students will develop their persuasive writing skills through a variety of geographical topics (eg. moving to or from regional Australia, development in mining communities, developing the Cairns Esplanade as a beach).</li> </ul>		
T4 Wk6 Nov 12-16	<b>Development of Writing Skills</b> <ul style="list-style-type: none"> <li>Continuation of the development of persuasive writing skills.</li> <li>Understanding the task and criteria.</li> </ul>	Deconstruction of A-Exemplar	
T4 Wk7 Nov 19-23	<b>Development of Writing Skills</b> <ul style="list-style-type: none"> <li>Continuation of the development of persuasive writing skills.</li> <li>How to appropriately brainstorm ideas, plan and manage time.</li> </ul>		
T4 Wk8 Nov 26-30	<b>Assessment Week</b> <ul style="list-style-type: none"> <li><u>Persuasive Writing Task in class assessment: 50 minutes total (10 planning, 35 writing, 5 editing).</u></li> </ul>	Persuasive Writing Task	
T4 Wk9 Dec 3-7	<b>Migration Case Study</b> <ul style="list-style-type: none"> <li>Case study: China Urbanisation – Internal migration in China.</li> <li>Impact on Chinese cities.</li> </ul>	Persuasive Teacher Moderation	Achievement Ladder
T4 Wk10 Dec 10-14	<b>Reflection and evaluation</b> <ul style="list-style-type: none"> <li>Feedback on the unit and assessment.</li> <li>Teacher guided activity (eg. online countries of the world quiz.</li> <li>Clickview: Four Corners – The Fastest Changing Place on Earth.</li> </ul>		



# Class Course Planner – 2018

## Semester 2, Term 4

### Geographies of Interconnections

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*Class: Year 9 Social Science – Geography*

*Teacher/s: Various*

Term	Curriculum Intent	Assessment x 3	Feedback x 3
T4 Wk1	<b>Introduction to the new unit</b> <ul style="list-style-type: none"> <li>Course planner and unit overview</li> <li>Examine how the perceptions people have of place influence their connections to different places</li> </ul>		<b>Course Planner</b> <b>Achievement Ladder</b> <b>Feed Forward</b>
T4 Wk2	<b>Global Social and Transport Connections</b> <ul style="list-style-type: none"> <li>Investigate how people are interconnected globally through transportation and the internet</li> </ul> <b>McDonalds and Nike – MNCs</b> <ul style="list-style-type: none"> <li>Identify what a multinational corporation (MNC) is</li> <li>Investigate how trade works – imports and exports – and their impacts on interconnectedness</li> </ul>		
T4 Wk3	<b>The dark side of MNCs</b> <ul style="list-style-type: none"> <li>Inquire into the social, economic and environmental impacts of this global trade network</li> <li>Consider the environmental and human cost of globalisation</li> </ul> <b>Monday 22<sup>nd</sup> – Student Free Day</b>		
T4 Wk4	<b>Consolidation</b> <ul style="list-style-type: none"> <li>Knowledge Exam</li> </ul>	<b>Knowledge Exam</b>	
T4 Wk5	<b>Geographical Inquiry Process</b> <ul style="list-style-type: none"> <li>Examine the task, criteria and exemplar</li> <li>Undertake research</li> <li>Plan assignment</li> </ul>		
T4 Wk6	<b>Assessment</b> <ul style="list-style-type: none"> <li>Students work on assignment</li> <li>Teachers to scaffold student learning</li> </ul>		
T4 Wk7	<b>Assessment</b> <ul style="list-style-type: none"> <li>Students work on assessment</li> <li>Teachers to scaffold student learning</li> </ul>	Draft Due	
T4 Wk8	<b>Assessment</b> <ul style="list-style-type: none"> <li>Students to work on assessment</li> <li>Teachers to scaffold student learning</li> </ul>	<b>Multimodal Presentation SCRIPT DUE</b>	
T4 Wk9	<b>Presentations</b> <ul style="list-style-type: none"> <li>Students are to present their multimodal product in class this week</li> </ul>	<b>PERFORM SPEECH</b>	
T4 Wk10	<b>Reflection and evaluation</b> <ul style="list-style-type: none"> <li>Reflect on unit and assessment</li> <li>Teacher-guided activities</li> </ul>		<b>Achievement Ladder</b>



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**Class: Year 10 Aboriginal and Torres Strait Islander Studies: A Continuing Culture**

**Teacher: Mr Brennan**

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	<b>What is Culture?</b> <ul style="list-style-type: none"> <li>Defining Culture, and what we ideally want it to be.</li> <li>Adapting an ancient culture to a modern world</li> <li>Examples of Indigenous culture reaching international audiences</li> </ul>		<b>Course Planner</b>
Wk2	<b>Reconciliation's role in Promoting Indigenous Culture</b> <ul style="list-style-type: none"> <li>Why should the government support Indigenous Culture?</li> <li>Examples of government support</li> </ul>		
Wk3	<b>Film</b> <ul style="list-style-type: none"> <li>Bran Nue Dae</li> <li>Rabbit Proof Fence</li> <li>Are films expressing indigenous culture positively?</li> </ul>		
Wk4	<b>Art</b> <ul style="list-style-type: none"> <li>Traditional Indigenous art</li> <li>Examples of how art expresses messages</li> <li>Modern Indigenous art, and how sales promotes cultural expression</li> </ul>		
Wk5	<b>Assessment</b> <ul style="list-style-type: none"> <li>Work on assessment</li> </ul>		
Wk6	<b>Assessment</b> <ul style="list-style-type: none"> <li>Work on assessment</li> </ul>		
Wk7	<b>Assessment</b> <ul style="list-style-type: none"> <li>Work on assessment</li> </ul>		
Wk8	<ul style="list-style-type: none"> <li><b>Presentation of assessment</b></li> </ul>	<b>Multimodal presentation</b>	<i>Feedback</i>



**GEOGRAPHY**  
**Class Course Planner – 2018**  
**Semester 2, Term 4**  
**Global Geographies of Human Wellbeing**

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**Class: 10 Geography**

Term Week	Curriculum Intent	Assessment	Feedback
T4 Wk1 Oct 8-12	<b>RECAP: CONCEPTS OF WELLBEING</b> <ul style="list-style-type: none"> <li>What is wellbeing, HDI and ways to represent data taught in Term 3.</li> <li>Understand reasons for change 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> reading choropleth maps, creating choropleth maps, identifying patterns and anomalies
T4 Wk2 Oct 15-19	<b>ASSESSMENT: THE GEOGRAPHICAL INQUIRY PROCESS</b> <ul style="list-style-type: none"> <li>Distribution of HDI Action Plan data report task, criteria and exemplar.</li> </ul>		<b>Skills:</b> evaluating evidence, inferring.
T4 Wk3 Oct 22-26	<b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>Use SCAN to create research notes from text sources.</li> <li>Students work on their report in and outside of class.</li> </ul> <b>Monday 22<sup>nd</sup> – Student Free Day</b>		<b>Skills:</b> evaluating evidence, inferring.
T4 Wk4 Oct 29-Nov 2	<b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>Students work on their report in and outside of class.</li> <li>Students are to be finalising their reports for draft submission.</li> <li>Drafts are due by the middle of week 4.</li> </ul>	<b>Draft due</b>	
T4 Wk5 Nov 5-9	<b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>Drafts handed back first lesson of the week.</li> <li>Students work on their report in and outside of class.</li> </ul>		
T4 Wk6 Nov 12-16	<b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>Students are to be finalising their reports for submission.</li> <li>Assignment due mid-week 6.</li> </ul>	<b>Assignment due</b>	
T4 Wk7 Nov 19-23	<b>CULMINATING ACTIVITY</b> <ul style="list-style-type: none"> <li>Extension activities including; orienteering, trundle wheel accessibility, soil test, treasure hunt.</li> </ul> <b>BLOCK EXAMS: Wednesday 21st - Tuesday 27th</b>		
T4 Wk8 Nov 26-30	<b>CULMINATING ACTIVITY</b> <ul style="list-style-type: none"> <li>Extension activities including; orienteering, trundle wheel accessibility, soil test, treasure hunt.</li> </ul> <b>BLOCK EXAMS: Wednesday 21st - Tuesday 27th</b>		<b>Achievement Ladder</b>
T4 Wk9 Dec 3-7	<b>NO SENIORS</b>		
T4 Wk10 Dec 10-14	<b>NO SENIORS</b>		



# Class Course Planner – 2018

## Term 4

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Class: 10 Modern History

Teacher: Mrs Blyth

Term Week	Curriculum Intent: Students investigate the <b>historical background of conflict in the Middle East</b> . 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.	Assessment x 3	Feedback x 3
T 1 Wk1	<b>Students undertake a geographical survey of the Middle East</b> <ul style="list-style-type: none"> <li>Students determine the borders, climate, geographical features and populations of the nations that make up, what we refer to as the Middle East.</li> </ul>		Course Planner
T 1 Wk2	<b>Students investigate historical events that have shaped the present day nations that make up the Middle East.</b> <ul style="list-style-type: none"> <li>Students analyse historical sources and evidence to show understanding about specific events which played a role in the current state of the Middle East.</li> </ul>		
T 1 Wk3	<b>Students investigate the Palestinian claim to Gaza &amp; beyond</b> <ul style="list-style-type: none"> <li>Students analyse historical sources and evidence</li> </ul> <b>Monday 22<sup>nd</sup> – Student Free Day</b>		
T1 Wk4	<b>Students investigate the Israeli claim to all of Israel</b> <ul style="list-style-type: none"> <li>Students analyse historical sources and evidence</li> </ul>		
T 1 Wk5	<b>Students begin investigating a specific modern day event that has influenced the current state of the Middle East</b> <ul style="list-style-type: none"> <li>They will examine sources, analysing and determining their significance in light of the topic</li> </ul>		
T1 Wk6	<b>Students continue investigating a specific modern day event that has influenced the current state of the Middle East</b> <ul style="list-style-type: none"> <li>They will examine sources, analysing and determining their significance in light of the topic</li> </ul>		
T1 Wk7	<b>Revision for exam</b> <b>Exam</b>	Short Response to Stimulus Exam	
T1 Wk8	<b>Reflection and introduction to Year 11</b>		<b>Achievement Ladder</b>



# **Class Course Planner – 2018** **Semester 2, Term 4** **Tourism in the Local Area**

**Trinity Bay SHS**

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

**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	<b>Marketing Refresher</b> <ul style="list-style-type: none"> <li>What is marketing</li> <li>Types of advertisements</li> <li>Target markets</li> </ul>	Pre-Test	Course Planner
T4 Wk2	<b>Marketing Cairns</b> <ul style="list-style-type: none"> <li>Review of advertisements promotion Cairns – television advertisements, brochures, newspaper articles etc.</li> <li>Identifying key tourist attractions in Cairns including hotels, restaurants</li> <li>Identifying key target markets in Cairns</li> </ul>		
T4 Wk3	<b>Reality Bites – The good and the bad of marketing</b> <ul style="list-style-type: none"> <li>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.</li> <li>Interpret and analyse emotive language – slogans, phrases i.e. <b>Where would you rather be?</b></li> <li>Interpret and analysis effective imaging</li> </ul>		
T4 Wk4	<b>Assessment Preparation</b> <ul style="list-style-type: none"> <li>Revision of writing a feature article for a magazine – focusing on structure</li> <li>Overview of task requirements</li> <li>Choice of using Word or Publisher</li> <li>Review of exemplar</li> <li>Research</li> </ul>		
T4 Wk5	<b>Assessment</b> <ul style="list-style-type: none"> <li>Drafting assessment</li> </ul>		
T4 Wk6	<b>Assessment</b> <ul style="list-style-type: none"> <li>Drafting assessment</li> </ul>	Submit Draft by end of week	
T4 Wk7	<b>Assessment</b> <ul style="list-style-type: none"> <li>Submit Assessment</li> </ul>		Receive feedback from draft
T4 Wk8	<b>Consolidation</b> <ul style="list-style-type: none"> <li>Assignment Feedback and Ladder Achievement</li> <li>Consolidation</li> </ul>		Achievement Ladder

**SOSE Course Planner**  
**Term 4 2018**  
**PHARAONIC POWER IN EGYPT**

**Class: Year 11A Ancient History**

**Teacher: Mrs. Blyth**

<b>Term &amp; Week</b>	<b>UNIT - PHARAONIC POWER IN EGYPT</b>  <b>INQUIRY:</b> New Kingdom expansion and change under Akhenaten <b>KEY QUESTION:</b> How did Akhenaten use his role as Pharaoh to change religion, art and politics?	<b><u>Assessment</u></b>	<b><u>Feedback x 3</u></b>
Term 4 Wk1	<b>Setting the scene</b> - the tradition of Pharaoh in Egypt  <b>Background</b> – family, early career & influences		<b>Course Planner Achievement Ladder Feed forward</b>
Term 4 Wk2	<b>Social position &amp; status</b> <b>Political, social &amp; economic context</b>		
Term 4 Wk3	<b>Religion</b> <b>Influence</b> <b>Motive for change</b> <b>Monday 22<sup>nd</sup> – Student Free Day</b>		
Term 4 Wk4	<b>Reforms</b> – religious, artistic, architectural, diplomatic		
Term 4 Wk5	<b>Nefertiti</b> <b>Amarna letters</b>		
Term 4 Wk6	<b>Legacy &amp; controversies</b>		
Term 4 Wk7	<b>Revision &amp; exam</b>		
Term 4 Wk8	<b>Unit review &amp; consolidation for yr 12</b>	<b>Response to stimulus exam</b>	





# Class Course Planner – 2018

## Semester 2, Term 4

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Class: Year 11 Geography

Teacher: Mr A. Barnett

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
T4 Wk1	<p><b>What are types of transport / communication that connect people and places? What are the characteristics and patterns of these characteristics in a community?</b></p> <ul style="list-style-type: none"> <li>Community infrastructure – linking people with people, and people with goods and services across geographical space</li> <li>Modes of transport and communication</li> <li>Mapping patterns of transport and communication</li> </ul>		Term Planner Achievement Ladder
T4 Wk2	<p><b>What are the processes at work in communities, and how do they operate to cause change in communication and transport networks? Why does Australia still suffer from the “tyranny of distance”?</b></p> <ul style="list-style-type: none"> <li>Shaping the development and nature of Australian communities through access to transport and communication</li> <li>Potential for different modes of transport and communication to have impacts on livelihood, opportunities and lifestyles</li> <li>Challenges faced by new communities</li> <li>Remoteness of a community as a function of the extent of communication and transport infrastructure</li> </ul>		Revision quiz
T4 Wk3	<p><b>What are the social, economic, environmental and political impacts of the processes affecting transport and communication? How can these impacts of these be prioritised?</b></p> <ul style="list-style-type: none"> <li>How efficiency of transport and communication systems can impact the economic development of a region</li> <li>Environmental and social impacts that need to be considered when providing infrastructure for motorised transport</li> <li>Impact of rising fuel prices on modes of transport and communication</li> </ul> <p><b>Introduction to the assessment task</b></p> <ul style="list-style-type: none"> <li>Understanding the requirements; identifying key questions; identifying potential sources of information / resources</li> </ul>	Assessment task set	
T4 Wk4	<p><b>What is being done by individuals, groups and governments to improve the efficiency and effectiveness of transport and/or communication networks? Who makes the decisions about connecting people and places?</b></p> <ul style="list-style-type: none"> <li>Responsibilities of various levels of government to provide infrastructure</li> <li>How planning for transport and communication can contribute to building sustainable communities</li> <li>The need for long-term planning and long lead-times</li> <li>Costs to the community of providing infrastructure</li> </ul>		Revision quiz
T4 Wk5	<p><b>Consolidation</b></p> <ul style="list-style-type: none"> <li>Pulling it all together – case studies</li> <li>Preparing for the assessment task</li> </ul>		Revision quiz
T4 Wk6	<p><b>Assessment Week</b></p> <ul style="list-style-type: none"> <li>Revision</li> <li>Knowledge exam</li> </ul>	Knowledge exam	
T4 Wk7	<p><b>Wrapping Up / Block Exams</b></p> <ul style="list-style-type: none"> <li>Final preparations for presentations</li> <li>Multimodal student presentations; to be conducted during exam block; times to be advised</li> </ul>	Multimodal presentations	
T4 Wk8	<p><b>Block Exams / Feedback Week</b></p> <ul style="list-style-type: none"> <li>Reflection on student’s achievement for the year</li> <li>Comparing of feed forward sheets from term 1 and 3</li> <li>Achievement ladder and exit level of achievement</li> </ul>		



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**Class: Year 11 Social & Community Studies (Elective 1: The arts and the community)**

**Teacher/s: Vucas**

Term Week	Curriculum Intent	Assessment x 3	Feedback x 3
<b>T4 Wk1</b>	<b>Personal Skills</b> <ul style="list-style-type: none"> <li>• Purpose of art</li> <li>• Different types of art mediums</li> <li>• Meanings behind artists work</li> </ul>	<b>Pre-Test</b>	<b>Course Planner</b>
<b>T4 Wk2</b>	<b>Interpersonal Skills</b> <ul style="list-style-type: none"> <li>• A brief history of art</li> <li>• Australian art (cultural influence)</li> <li>• Indigenous art</li> </ul>		
<b>T4 Wk3</b>	<b>Citizenship Skills</b> <ul style="list-style-type: none"> <li>• Communicating culture through art (e.g. dance, music, paintings, sculptures)</li> </ul>		
<b>T4 Wk4</b>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• PART A: Research local art to identify cultural and environmental influences</li> <li>• PART A: Investigate 3 local artists, their styles and influences</li> </ul>		
<b>T4 Wk5</b>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• PART A: Construct analytical essay</li> <li>• PART A/B: Select artist to influence reflective artwork</li> </ul>		
<b>T3 Wk6</b>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• PART B: Planning of reflective artwork</li> <li>• PART B: Construction of reflective artwork</li> <li>• PART A: Written component of artwork representation</li> </ul>	<b>Draft Written Component Due</b>	<b>Draft Feedback</b>
<b>T4 Wk7</b>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• Consult of art work with teachers and mentors</li> <li>• Complete construction of reflective artwork</li> </ul>		
<b>T4 Wk8</b>	<b>Assessment</b> <ul style="list-style-type: none"> <li>• Completion of art work</li> <li>• Submission of analytical essay</li> <li>• Review of unit</li> </ul>	<b>Final Assessment Due</b>	<b>Achievement Ladder</b>



# STUDY OF SOCIETY

## Class Course Planner – 2018

### Semester 2 – Term 4

#### How is Social Behaviour Viewed?

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Class: Year 11 Study of Society

Teacher: Mr. Martin

**Unit 2 Inquiry: How is social behaviour viewed?**

*How have ethnic minorities challenged and/or transformed Australian social life and national identity?*

Term Week	Curriculum Intent	Assessment	Feedback
T4 Wk1 Oct 8-12	<b>EXPLORE AUSTRALIAN HERITAGE</b> <ul style="list-style-type: none"> <li>Who are we as a people?</li> <li>Where do we come from?</li> </ul> <b>CORE TERMINOLOGY</b> <ul style="list-style-type: none"> <li>Ethnicity, ethnic identity, ethnic group, ethnic community, ethnic minority.</li> </ul>		Course Planner Term 3 Ladder
T4 Wk2 Oct 15-19	<b>ETHNICITY, MIGRATION AND SETTLEMENT</b> <ul style="list-style-type: none"> <li>Factors affecting settlement patterns.</li> <li>Social networks and social organisations.</li> <li>Opportunity and identification.</li> </ul>		Feed forward
T4 Wk3 Oct 22-26	<b>IMMIGRANTS IN AUSTRALIA</b> <ul style="list-style-type: none"> <li>Six significant trends.</li> <li>Settlement policy – Assimilation to multiculturalism.</li> <li>Multimodal assignment handed out first lesson this week.</li> <li>Deconstruct the assessment task.</li> </ul> <p>Monday 22<sup>nd</sup> – Student Free Day</p>	Assignment handed out	
T4 Wk4 Oct 29- Nov 2	<b>SOCIAL CLASS</b> <ul style="list-style-type: none"> <li>Immigrants in the labour market.</li> <li>Ethnic minority youth.</li> <li>Cultural identity</li> <li>Social mobility.</li> <li>Students begin working on their multimodal research response.</li> </ul>		
T4 Wk5 Nov 5-9	<b>IMMIGRANT STATUS</b> <ul style="list-style-type: none"> <li>Voluntary</li> <li>Refugees</li> <li>Transients</li> <li>Undocumented</li> <li>Expatriate versus immigrant</li> <li>Students continue to work on their multimodal research response.</li> </ul>	Draft due	
T4 Wk6 Nov 12-16	<b>SECURITY AND INSECURITY/ETHNICITY AND NATIONAL IDENTITY</b> <ul style="list-style-type: none"> <li>External and internal threats.</li> <li>Students continue to work on their multimodal research response.</li> </ul>		
T4 Wk7 Nov 19-23	<b>ASSESSMENT</b> <ul style="list-style-type: none"> <li>Multimodal presentations to be conducted.</li> <li>3-5 minutes.</li> <li>Minimum of two modes used, supporting documentation required.</li> </ul>	Multimodal presentations	
T4 Wk8 Nov 26-30	<b>CATCH UP WEEK</b>		



**SOSE Course Planner**  
**Term 4 2018**  
**PHARAONIC POWER IN EGYPT**

**Trinity Bay SHS**  
 Hoare Street  
 PO Box 5071  
 Ph. 40 375 222  
[www.trinitybayshs.eq.edu.au](http://www.trinitybayshs.eq.edu.au)

**Class: Year 12A Ancient History**

**Teacher: Mrs. Blyth**

<b>Term &amp; Week</b>	<b>UNIT - PHARAONIC POWER IN EGYPT</b> <b>INQUIRY:</b> New Kingdom expansion and change under Akhenaten <b>KEY QUESTION:</b> How did Akhenaten use his role as Pharaoh to change religion, art and politics?	<b>Assessment</b>	<b>Feedback x 3</b>
Term 4 Wk1	<b>Revision</b> - the tradition of Pharaoh in Egypt <b>Background</b> – family, early career & influences	<b>Response to stimulus exam</b>	<b>Course Planner Achievement Ladder Feed forward</b>
Term 4 Wk2	<b>Social position &amp; status</b> <b>Political, social &amp; economic context</b>		
Term 4 Wk3	<b>Religion, influence, motives for change</b> <b>Reforms</b> – religious, artistic, architectural, diplomatic <b>Monday 22<sup>nd</sup> – student free day</b>		
Term 4 Wk4	<b>Nefertitti, Amarna letters, legacy &amp; controversies</b>		
Term 4 Wk5	<b>Revision &amp; exam</b>		
Term 4 Wk6	<b>Unit review &amp; consolidation</b>		



## Class Course Planner 2018 Semester 2 - Term 4

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Hoare Street

PO Box 5071

Ph. 40 375 222

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**Class:** Year 12 Social and Community Studies

**Teachers:** Ms O'Donnell and Mr Brennan

Week	Curriculum Intent	Assessment x 3	Feedback x 3
Wk1	<b><u>Money Management:</u></b> <ul style="list-style-type: none"> <li>Review the role of the government in the provision of financial assistance</li> <li>Understand contemporary and historical requirements for the distribution of benefits and welfare payments</li> </ul>	Revision Quiz	Course Planner
Wk2	<b><u>Money Management:</u></b> <ul style="list-style-type: none"> <li>Examine the issues associated with welfare management (case studies)</li> <li>Investigate the arguments for and against drug and alcohol testing for welfare recipients</li> </ul>		
Wk3	<b><u>Assessment: Genre Deconstruction &amp; Stimulus Analysis</u></b> <ul style="list-style-type: none"> <li>Investigate the elements and requirements of a comparative essay</li> <li>Understand the stimulus materials</li> </ul>		
Wk4	<b><u>Assessment: Drafting</u></b> <ul style="list-style-type: none"> <li>Draft comparative essay</li> </ul>		
Wk5	<b><u>Assessment: Drafting</u></b> <ul style="list-style-type: none"> <li>Finalise drafting of comparative essay</li> </ul>	Draft DUE	Feedback on draft
Wk5	<b><u>Assessment: Submit</u></b> <ul style="list-style-type: none"> <li>Improve essay from feedback</li> <li>Submit final extended response to stimulus (comparative essay)</li> </ul>	Assessment DUE	
Wk6	<b><u>Alternative activities</u></b> <ul style="list-style-type: none"> <li>End of year content review</li> </ul>		Achievement Ladder



# **Class Course Planner – 2018** **Semester 4: Term 4**

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**SHS**

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 bayshs.eq.edu.au

**Class: Year 12 Study of Society**

**Teacher: Mrs Blyth**

Term Week	Curriculum Intent: <u>Investigating Power and Decision making</u>	Assessment x 3	Feedback x 3
T4 Wk1	<b><u>Introduction to unit (Part B)</u></b> <ul style="list-style-type: none"> <li>• Introduction to inquiry process</li> <li>• Teacher modelled inquiry process – Power and Social change</li> </ul>		<b>Course Planner</b>  <b>Achievement Ladder</b>
T4 Wk2	<b><u>Assessment: Student negotiated investigation</u></b> <ul style="list-style-type: none"> <li>• Students undertake initial research to formulate direction of assessment task</li> <li>• Seek teacher approval on investigation</li> <li>• Continue research and planning</li> </ul>		
T4 Wk3	<b><u>Assessment: Research</u></b> <ul style="list-style-type: none"> <li>• Finalise research process and organise research information</li> <li>• Evaluate and synthesise research information</li> </ul> <p><b>Monday 22<sup>nd</sup> – Student Free Day</b></p>		
T4 Wk4	<b><u>Assessment: Drafting</u></b> <ul style="list-style-type: none"> <li>• Complete draft multimodal assessment task</li> </ul>	Draft due	<i>Feedback on draft</i>
T4 Wk5	<b><u>Assessment: Finalise assessment</u></b> <ul style="list-style-type: none"> <li>• Finalise assessment task</li> <li>• Present multimodal assessment task</li> </ul>	<b>Multimodal presentation due</b>	
T4Wk6	<b><u>Topic Review and Reflection</u></b>		