

Contents

1. LOCATION

2. STAFF CONTACT DETAILS

3. COURSE DETAILS

Important Information

Student Learning Outcomes

AITSL Professional Graduate Teaching Standards

1. LOCATION

Faculty of Arts and Social Sciences
School of Education
EDST6708 History Method 1 (6 units of credit)
Semester 1, 2018

2. STAFF CONTACT DETAILS

Course Co-Convenor: Jonathon Dallimore
Office Location: John Goodsell 130
Email: j.dallimore@unsw.edu.au
Availability: via Email

Other Teaching Staff: Ashley Chee Quee
Office Location: John Goodsell 130
Availability: via Email

3. COURSE DETAILS

| | |
|----------------------|---|
| Course Name | History Method 1 |
| Credit Points | 6 units of credit (uoc) |
| Workload | Includes 150 hours including class contact hours, readings, class preparation, assessment, follow up activities, etc. |
| Schedule | http://classutil.unsw.edu.au/EDST_S1.html |

Summary of Course

This course is designed to increase a student's pedagogical content knowledge for History teaching. The key elements of pedagogy and History content knowledge are examined and developed. Students will critically address how these elements can then be combined into effective classroom practice for addressing the requirements and philosophy of the NSW History syllabuses. The main focus in Semester 1 is on History in Stages 4 and 5 and the links to the K-6 curriculum.

the following course changes have been made:

Changes in the order and content of lectures and tutorials to provide additional support for the completion of assessments.

Updated assessment tasks to align with School of Education policies.

Important Information

Assessment: Please note that all students must pass all assignments to pass the course, and they must pass the course to go on placement for PE 1.

Attendance: Students are expected to give priority to university study commitments. Unless specific and formal permission has been granted, failure to attend 80% of classes in a course may result in failure.

Student Learning Outcomes

Outcome

- | | |
|---|--|
| 1 | Identify foundational aspects and structure of the NSW Board of Studies History Syllabus and the depth of subject knowledge required to implement the syllabus |
| 2 | Evaluate how student characteristics affect learning and evaluate implications for teaching students with UDL UDL |
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| | | |
|-------------------|--|------------------------------|
| 10 7 – 11 May | Historical Literacy <i>Dr. Denis Mootz (Guest Lecturer)</i> ATSI A.1,8 ICT C.10 L/N D.1,8, 16-19 | Historical thinking/literacy |
| | | Microteaching |
| 11 14 – 18 May | Skills and Concepts for Stage 4 and 5 <i>Ashley Chee Quee</i> ASTI A.2,3 CM B.1,4 NESB F.2,3,7 | Task 2 due |

Professional Experience (PE1)

4th June 29 June 2018

7. ASSESSMENT

| Assessment Task | Length | Weight | Student Learning Outcomes Assessed | AITSL Standards | National Priority Area Elaborations | Due Date |
|--|------------------------------|--------|------------------------------------|--|---|--------------------------|
| Task 1 Stage Four (4) Lesson Plan | 2 000 words Equivalent | 40% | 1, 2, 3 and 4 | 1.2, 1.3, 2.1, 2.2, 2.6, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6, 4.1, 4.2, 6.3, 6.4 | CM B. 4-5 L&N D.1, 5 SEN E. 2-4, 6 NESB F. 4-6 | 5pm Monday 9 April |
| Task 2 Stage Five (5) Unit of Work | 3 500 words Equivalent | 60% | 1, 2, 3, 4, 5 and 6 | 1.1, 1.2,1.3, 1.4, 1.5, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, | | |

Task 2: Stage Five (5) unit of work outline

Prepare an outline for a unit of work for a Stage 5 class. The unit of work should cover the first five lessons; however, you are not preparing full lesson plans.

You must write a rationale for the unit (600-800 words) in which you:

provide a brief outline of the school and class context
state precisely what you want the students to learn and why it is important
justify your choice of topic/text to suit the needs and abilities of this class
justify your teaching strategies by referring to readings, research and material presented in lectures and the Quality Teaching framework
demonstrate how differentiation will support a diverse range of learners
state the prior knowledge students have to begin this unit and discuss how you would assess and build on this prior knowledge.

The unit must include the following across the five lessons:

one full activity for formative assessment (not an essay)
one ICT-based activity (not watching a video or PowerPoint presentation)
one group-work task with a focus on literacy/numeracy (not a mind-map)
one incursion/excursion/performance/product activity
outlines only for the other teaching materials required.

STUDENT TEACHER

| | | |
|-------|------|------------|
| Name: | zID: | Date: 2017 |
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| | | | |
|------------------|--|-------------|--|
| Details | | | |
| Method | | Topic/level | |
| Standards | | | |

8. RESOURCES

Essential Documents

Students must be familiar with:

NSW DET (2003). *Quality Teaching in NSW Public Schools*, Sydney, NSW

Board of Studies (2012) *NSW History K-10 Syllabus Stages 4 and 5*, North Sydney, NSW.

Access at/ download from www.boardofstudies.nsw.edu.au

Taylor, T. & Young, C. (2003). *Making History: A Guide for the Teaching and Learning of History in Australian Schools*, Curriculum Corporation (pdf on Moodle)

Course Readings: Available on Moodle.

Further Readings

Anstey, M. & Bull, G. (2006) T