



Course Outline

EDGDS6030 STUDIES AND SOCIETY AND ENVIRONMENTAL CURRICULUM 2

Title: STUDIES AND SOCIETY AND ENVIRONMENTAL CURRICULUM 2

Code: EDGDS6030

School / Division: School of Education

Level: Advanced

Pre-requisites: (EDGDS6017 or EDGDS6029 or TD775)

Co-requisites: Nil

Exclusions: (EDGDS6118 and TD777)

Progress Units: 15

ASCED Code: 070301

Objectives:

After successfully completing this course, students should be able to:

Knowledge:

- Demonstrate a thorough knowledge of Humanities / SOSE Curriculum 7-10 (VELS) , relevant VCE units: Geography, History, Economics, Politics and others and the National Curriculum;
- Provide the opportunity to plan and resource a Unit of Learning around a theme or topic appropriate for inclusion in a school SOSE / Humanities program. This sequence of learning activities may be taught during the professional teaching practice associated with the course.
- Provide the opportunity to develop significant teaching and learning resources.
- Demonstrate an understanding of a range of assessment tools in the SOSE / Humanities classroom.

Skills:

- Identify important themes and issues in school SOSE / Humanities and environmental education programs
- Elaborate and critically reflect on their values and beliefs underpinning philosophy and practice for teaching and learning in the SOSE / Humanities area.
- Demonstrate appropriate teaching and learning strategies and course planning approaches to chosen themes or issues significant to secondary SOSE / Humanities in the twenty-first century.
- Demonstrate the ability to integrate a range of interdisciplinary and interpersonal domains (as per VELs) into the development of relevant courses
- Have the opportunity to co-operate with those in other discipline areas in developing integrated curriculum units and programs within the context of a whole school curriculum.



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Values:

- provide structured, reflective learning episodes in which both course requirements and associated practicum and school experience help students to become competent, engaged professional teachers

Content:

Topics may include:

- Review themes and perspectives that reflect the needs of students and society now and in the future. These may include global perspectives, multicultural perspectives, political literacy, indigenous perspectives, sustainability and technology
- A consideration of planning methods and development of skills to apply these (e.g. concept based, inquiry method, outcomes based approaches)
- Critical analysis of new technologies and their place in SOSE / Humanities learning
- Thinking skills in the SOSE / Humanities area
- Analysis of various strategies for engaging learners in the SOSE / Humanities classroom
- Effective assessment of learning

Learning Tasks & Assessment:

Learning Task	Assessment	Weighting
Reflection on and consolidation of tutorial based learning	Contribution to discussion boards and participation in workshop activities	5-10%
Demonstration of planning skills and relevant content knowledge with reference to VELs and VCE expectations	Class presentation relating to a curriculum issue or theme with a written report.	30-50%
Creative design of a unit of learning and collection of resource materials	A unit of learning to be compiled as part of a resource folder to support VELs and / or VCE teaching	30-50%

Adopted Reference Style:

APA