



# Course Outline

EDGDS6137 STUDIES OF SOCIETY AND ENVIRONMENT CURRICULUM 2

**Title:** STUDIES OF SOCIETY AND ENVIRONMENT CURRICULUM 2

**Code:** EDGDS6137

**School / Division:** School of Education

**Level:** Advanced

**Pre-requisites:** (EDGDS6017) (EDGDS6029) (TD775)

**Co-requisites:** Nil

**Exclusions:** (EDGDS6118) (EDGDS6030) (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;
- 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

### Handbook Summary:

This course builds on understanding and knowledge gained in EDGDS6029. The focus is on developing extensive, contemporary teaching resources in Studies of Society and Environment and relevant VCE study areas. Students will critique existing SOSE curricula and resource materials and reflect on their use of different models. Curriculum decision-making and long-term and short-term planning issues will be addressed